College of Education  
Department of Counseling and Higher Education  
Counseling Program  

**COUN 5710 Counseling Theories**  
Course Syllabus  
Fall 2020  
Remote via Zoom

LaKaavia Taylor, Ph.D., LPC, NCC, RPT, Certified CCPT/CPRT Supervisor  
Assistant Clinical Professor & Internship Coordinator, UNT Counseling Program  
Office: WSC2–120; (940) 565-2912  
Office hours: Monday from 2:00pm –4:00pm; Tuesday from 11:00am –3:00pm; and by appointment  
Class meetings: Monday; 6:00 PM - 8:50 PM

**Catalog Description**

Required upon first resident registration in program for master’s degree. The course focuses on professional orientation, selected theories of counseling as they apply to normal and abnormal behavior, and self-awareness through individual and group counseling. Degree plans are developed. Course should be taken concurrently with COUN 5680. 3 hours.

**Goal of the Course**

The goals of the course are twofold: 1) to provide an introduction to the counseling profession and UNT counseling program through the development of degree plans and familiarization with the *Master's Student Handbook*; and 2) to create a knowledge-base of fundamental counseling theories including the origins, philosophies, related research, and applications of the theory. These goals will be attained through didactic teaching methods, experiential learning activities, demonstrations and videos, as well as a review of current research and small group processing experiences.

**Core Curricular Experiences Covered**

Curricular experiences will provide an understanding of the following content areas:

<table>
<thead>
<tr>
<th>Social and Cultural Diversity</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students understand the effects of power and privilege for counselors and clients</td>
<td>2.F.2.e</td>
<td>Lecture; Counseling Theory Demonstration and Reflective Summary</td>
</tr>
<tr>
<td>2. Students understand theories of individual and family development across the lifespan</td>
<td>2.F.3.a.</td>
<td>Lecture; Counseling Theory Demonstration and Reflective Summary; Exams</td>
</tr>
<tr>
<td>Counseling and Helping Relationships</td>
<td>CACREP Standard</td>
<td>Curriculum/Evaluation Outcomes</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>1. Students understand theories and models of counseling</td>
<td>2.F.5.a.</td>
<td>Lecture; Counseling Theory Demonstration and Reflective Summary; Exams</td>
</tr>
<tr>
<td>2. Students understand a systems approach to conceptualizing clients</td>
<td>2.F.5.b.</td>
<td>Lecture; Counseling Theory Demonstration and Reflective Summary</td>
</tr>
<tr>
<td>3. Students understand essential interviewing, counseling, and case conceptualization skills</td>
<td>2.F.5.g.</td>
<td>Lecture; Counseling Theory Demonstration and Reflective Summary</td>
</tr>
<tr>
<td>4. Students understand processes for aiding students in developing a personal model of counseling</td>
<td>2.F.5.n.</td>
<td>Lecture; Counseling Theory Demonstration and Reflective Summary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research and Program Evaluation</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice</td>
<td>2.F.8.a.</td>
<td>Lecture</td>
</tr>
<tr>
<td>2. Students understand identification of evidence-based counseling practices</td>
<td>2.F.8.b.</td>
<td>Lecture</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Mental Health Counseling</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students understand theories and models related to clinical mental health counseling</td>
<td>CMHC C.1.b.</td>
<td>Lecture; Counseling Theory Demonstration and Reflective Summary; Exams</td>
</tr>
<tr>
<td>2. Students understand cultural factors relevant to clinical mental health counseling</td>
<td>CMHC C.2.j.</td>
<td>Lecture; Counseling Theory Demonstration and Reflective Summary; Exams</td>
</tr>
</tbody>
</table>

**Methods of Instruction**

The course consists of lecture and didactic learning methods, small group discussions, and in-class assignments, coupled with experiential learning activities. Course readings will provide the foundation for lecture, while in class experiential and small group activities will facilitate the formation of new knowledge through experience and reflection.

**Required Texts**

Primary text:

Additional texts/readings:
Assessment

- Master's Student Handbook Quiz (3 points)
- Degree Plan, Master's Student Handbook Understanding and Acknowledgment Page, and Advisor Meeting Confirmation (no point value; inability to complete the degree plan will impact both the final grade in 5710 and standing in the program.)
- Theory Reflection (22 points [2 for each reflection])
- Counseling Theory Demonstration and Reflective Summary (25 points)
- Theory Exams (50 points [25 for each exam])

Total = 100 points
A: 90-100 points; B: 80-89 points; C: 70-79 points; F: 69 and below

Assignments

Master's Student Handbook Understanding and Acknowledgment Page and Master's Student Handbook Quiz
The Master's Student Handbook is essential to success in the UNT master's program. Therefore, students must read the Handbook in its entirety and then sign and submit the Understanding and Acknowledgement page at the end of the Handbook. Students will then take a quiz assessing comprehension of the Master's Student Handbook. The quiz is take-home and open-(Hand)book.

Degree Plan and Advisor Meeting Confirmation
Students will complete a Degree Plan depicting their program of study in their master's program at UNT. Students will be assigned an advisor and must meet with their advisor before the date designated on the syllabus. Advisors are available to assist students while in the program and can be utilized as resources for questions regarding their Degree Plan. Information regarding the Degree Plan also can be found in the Master's Student Handbook.

Theory Reflection
Students will submit one-page (double-space, 12 font size) weekly reflections of designated counseling theories on Canvas. Please complete the assigned reading before constructing the reflection. The purpose of this assignment is to facilitate self-reflection and self-awareness to assist in the synthesis and integration of assigned readings. Students may use this means to discuss any concepts, personal reactions, and/or questions that stood out them when reading the book chapter. All theory reflections are due by the 11:59 PM on Sunday. Although this reflection is intended to be your personal theory reflection journey for a completion grade, your submission should be free from spelling/grammar errors and demonstrate the higher-order thinking skills of application, analysis, and synthesis to avoid point deductions. Please see below for scoring criteria.

Theory Reflection Rubrics

2 point: Reflection is thoughtful, reflective, and demonstrates a synthesis and application of knowledge from the chapter. The response is well-written and thought-provoking.
1 point: Reflection is a simple summary of the book chapter and/or the writing quality does not meet the average (e.g., lack of clarity in writing or spelling/grammar errors).

0 point: Reflection was not submitted on time (11:59 PM on Sunday).

**Counseling Theory Demonstration and Reflective Summary**

Students will work in pairs to practice counseling using one of the discussed theories. Students will record their sessions with a classmate virtually outside of class time. Students will use the session to conceptualize their peer-client from a particular theory. The peer-clients must be prepared to provide an issue they would like to discuss for 25-30 minutes (please note, these session recordings are for the purpose of a class assignment. Client issues should be appropriate for the purpose of this assignment. If students are experiencing issues that require professional counseling, they should discuss them with their CHDC or community counselor). Each student will serve as both the counselor and client requiring a total of one hour. Recordings will be submitted to the instructor as counseling theory demonstration and will be due by 11/30/2020. **Failure to submit your recording will result in a 10-point deduction.**

Following the recording of the session, each student will review her or his taped session and write a reflective summary critiquing their work. The reflective summary will be due by 12/07/2020. The summary should be no more than five pages (double-space, 12 font size) and include the following components:

- **Client conceptualization & Cultural Considerations:** From your theory, how are you conceptualizing your client? Include references to how your theory regards change, client growth, and development, as applied to your client. Discuss cultural considerations related to the use of this theory with your hypothetical client (practice partner). This section should be a description of your understanding of your client's issue from the perspective of your chosen theory. **No diagnoses are to be included in this paper.**

- **Application of the theory:** Provide examples of how you integrated your theory into your session (this could be actual techniques, questions, reflections or counselor conceptualizations that led to specific in-session behaviors). For example, a student working from a cognitive theoretical orientation may write, "I understood my client's primary issue to be the result of the automatic thought 'I am responsible for the happiness that other people experience.' Therefore, I asked my client if he could identify his self-talk after his friend left the room in anger." Additionally, discuss ways that your theory could have been incorporated into your work. What could you have done differently? For example, "From a person-centered orientation, I could have explored this condition of worth with a reflection stating, 'You only feel valuable when your father expresses his approval of your work.'"

- **Treatment plan:** If you were to continue working with this client from your chosen theory, what would your treatment goals include? What interventions/techniques might you employ? What would progress look like for your client from this theoretical lens?

*All reflection summaries must include a title page and adhere to APA style (7th edition). Students should review the APA manual to ensure correct formatting. Please see CANVAS for APA resources.*
# Counseling Reflective Summary Rubric

<table>
<thead>
<tr>
<th>Assignment Components</th>
<th>Proficient</th>
<th>Max Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>A 1-2 paragraph introduction that 1) specifies the main topics that will be covered and 2) hints at what you want the reader to know after completing your paper.</td>
<td>/2 pts.</td>
</tr>
<tr>
<td><strong>Client Conceptualization &amp; Cultural Considerations</strong></td>
<td>Clearly describes your understanding of the client’s issue/concern using language and concepts grounded in your theory. Include references to how your theory regards change, client growth, and development, as applied to your client. Sufficiently incorporates a discussion around cultural considerations (e.g., race, ethnicity, gender, sexual orientation, SES, disability/ability, spirituality/religion) specifically related to the use of this theory with your practice client.</td>
<td>/8 pts.</td>
</tr>
<tr>
<td><strong>Application of Theory</strong></td>
<td>Clearly discusses examples and supporting evidence of how you integrated your theory into your session (this could be actual techniques, questions, reflections or counselor conceptualizations that led to specific in-session behaviors). See assignment description (page 4) for examples.</td>
<td>/5 pts.</td>
</tr>
<tr>
<td><strong>Treatment Plan</strong></td>
<td>Clearly outlines a treatment plan from your chosen theory that is relevant for the concerns presented. Discuss at least two measurable treatment goals and interventions and techniques you would employ. Includes discussions points about anticipated progress based on your theory and the client.</td>
<td>/4 pts.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>A 1-2 paragraph (minimum) conclusion that 1) summarizes the overall paper and 2) shares your insights/comments regarding the experience of writing this paper (e.g., how will this information impact your future work with clients?)</td>
<td>/2 pts.</td>
</tr>
<tr>
<td><strong>Academic Writing</strong></td>
<td>Written in a clear, concise, and organized manner; demonstrated ethical scholarship in appropriate and accurate representation and attribution of sources; and displayed accurate spelling, grammar, and punctuation. Use of scholarly sources (at least 2 sources) aligns with specified assignment requirements.</td>
<td>/4 pts.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>/25 pts</td>
</tr>
</tbody>
</table>
Counseling Reflective Summary Standards

Analysis is clear, well stated, easy to understand and well documented with excellent examples that clarify the individual’s perspectives. (0 points deducted)

Analysis is clear but general, easy to understand, has some good examples, but might leave reader with some questions that would be best answered. (.5-1.5 points deducted)

Analysis too general, not easy to understand, substandard examples, leaves reader with many questions that have not been answered in the analysis (2+ points deducted)

No video submission (10 points deducted from total grade)

Theory Exams: The exams will include multiple-choice, matching, and short-answer items related to all theories presented in the course. Students can best prepare for the exam by reviewing both the required readings as well as course lectures and class discussions.

Required Counseling Experience

The Counseling Program requires each counseling student to be a client in ten (10) sessions of individual counseling with the same qualified mental health professional. The purpose of this requirement is threefold:

1. The student has the experience of being a client,
2. The student has an opportunity for personal growth and self-awareness, and
3. The student has an opportunity to address issues that might otherwise limit his/her effectiveness in the counselor role.

Students taking COUN 5710 are accountable to their instructor regarding this requirement. Students not taking COUN 5710 fulfill the requirement during their first semester in the Counseling Program and are accountable to their advisor.

Students may complete the counseling requirement in one of several settings. These options are listed below in the order in which they are most frequently chosen by counseling students. The counseling student should realize that mental health professionals in any setting are bound by rules of confidentiality. These rules specify that the professional may not disclose any information about a client to any unauthorized party without the client’s permission. When you begin your counseling experience, your counselor will provide you with informed consent documents and should engage you in a discussion regarding your rights and responsibilities as a client as well as others who will be involved in his or her supervision or peer consultations. Be sure to read documents carefully and ask questions so you understand how your counselor will handle your information.

Options:

1. UNT’s Counseling & Human Development Center (CHDC) is the Counseling Program’s practicum facility. Master’s students near the end of their programs and doctoral students in the first year of their program provide counseling under faculty supervision. Counseling for students is provided with the same level of confidentiality that a client would find in any mental health setting. Confidentiality will be broken only for required reasons and even then will be reported to the proper authorities rather than to the
Counseling Program. The primary reasons for breaking confidentiality are suspected abuse of a child or elderly person, harm to self or others, or subpoenas and other legally required actions. Additional reasons for breaking confidentiality are outlined in the Notice of Privacy and Informed Consent Form, provided to you in the first intake appointment.

Because this is an educational facility, all counseling sessions are video-recorded so the counselor can review them. Sessions or session recordings also may be observed by the counselor’s faculty supervisor, doctoral supervisor, and/or practicum classmates; typically, only a small part of a session is observed by a few people. Recording and observation are intended to help the student counselor provide the best possible service to clients. A counseling student may receive the required 10 sessions of counseling free of charge. The student may choose to continue beyond the required 10 sessions for the regular center’s fee ($2/session for students). Each practicum is supervised by a faculty member and at least one doctoral supervisor. It is possible that student clients engaged in counseling will be observed by a faculty member or doctoral supervisor that the student has had as an instructor or will have as an instructor in the future. Supervising faculty members and doctoral supervisors consider this relationship to be confidential and will not share information provided in counseling with any other faculty member or student. Furthermore, faculty members and doctoral supervisors will not initiate conversations with student clients about their counseling nor indicate that they have observed their counseling sessions. Practicum counselors will provide COUN 5710 students with a professional disclosure indicating a faculty member’s supervision of the counselor. A COUN 5710 student may decide to pursue counseling at another practicum if he or she is uncomfortable with the supervising faculty member’s observation. In addition, if students are concerned that supervision of sessions by program faculty and advanced doctoral students may hamper their willingness to engage genuinely, students are urged to exercise their option to seek counseling in a setting other than the CHDC.

CHDC counseling sessions are usually offered afternoons and evenings Monday through Thursday. The CHDC is located in Welch Street Complex 2 at the intersection of Welch and Prairie Streets; the CHDC entrance is in the back of the building. Currently, the CHDC offers telehealth sessions only. COUN 5710 students who wish to seek counseling at the CHDC typically may indicate this wish on a sign-up sheet circulated during the first class meeting of the semester; this includes an opportunity to indicate preferred appointment times. Otherwise, appointments may be scheduled by contacting the CHDC at 940/565-2970.

2. Students may fulfill the counseling experience through counseling with a licensed mental health professional or a professional in training who is working under the supervision of a licensed mental health professional. A student who is uncertain whether a particular counselor qualifies should consult the COUN 5710 instructor or advisor. The student is responsible for paying the counselor’s regular fee. If a student has had 10 sessions with the same qualified mental health professional during the calendar year prior to beginning the Counseling Program, this experience may fulfill the requirement; to determine if it does, the student should confer with the COUN 5710 instructor or advisor.

3. UNT’s Student Counseling Center provides up to eight counseling sessions to any currently enrolled UNT student who has a clear concern that is interfering with maximal academic performance. Counseling sessions are included in Student Health Fee. Students who wish to continue beyond the eight sessions are typically referred outside the center.
Counseling is provided by senior staff (counseling professionals and psychologists) and by graduate interns supervised by the senior staff. Because some of the center staff are associated with the Counseling Program and some are not, students may wish to request a counselor not associated with the Counseling Program. To make an appointment, call the receptionist at 940/565-2741 or visit Chestnut Hall room 311. Students who choose this option and are referred out prior to completing their 10 sessions must still complete 10 sessions with one qualified mental health professional.

4. UNT’s Psychology Clinic is staffed by psychology students who provide counseling under faculty supervision. Sessions are videotaped and observed by psychology faculty and fellow counselors. Because staff and supervisors are bound by confidentiality, they may not disclose to any unauthorized person—including Counseling Program faculty—anything pertaining to clients who are seen at the Clinic. The per-session fee ranges from $8 to $60 based on client’s gross annual income and family size. Sessions may be scheduled weekday morning, afternoons, or evenings. The Clinic is located on the UNT campus in the first floor of Terrell Hall. To schedule an appointment, contact the Clinic at 940/565-2631. To ensure an appropriate referral to a counselor at the Clinic, identify yourself as a counseling student seeking to fulfill your required counseling experience.

At the conclusion of the 10 sessions, the student must obtain written verification from the mental health professional and provide it to the 5710 instructor or advisor. For counseling completed at the CHDC, the student should request a completed form from the counselor at the end of the 10th session. In all other cases, the mental health professional needs only to sign a letter written on their professional letterhead that states, “This letter is to verify that (student’s name) has completed 10 individual counseling sessions with me.”

To make best use of the counseling sessions, the counseling student is encouraged to come to the first session with an identified issue or goal. If the student currently is not aware of any particular issue or goal, some valuable personal growth goals include: enhancement of some aspect of one’s current life such as career, friendships, significant relationship(s), or self-concept; a deeper understanding of one’s relationship to family of origin; or an exploration and clarification of one’s beliefs and values. A counselor’s self is his or her most important counseling tool; to develop that tool is to develop one’s effectiveness as a counselor. The counseling requirement affords the counseling student the opportunity to develop as both a person and a professional.

NOTE: COUN 5710 students may wish to consider the following information in making a decision regarding where to seek counseling services. In a review of the counseling requirement for our program, Oden (2003) found that of 140 Counseling students who completed the counseling requirement, the students reported participation in counseling improved their self-awareness at a statistically significant level. Of these students, 76% supported receiving counseling through the program clinic (CHDC) and 24% supported outside counseling; students tended to support counseling in the setting they had used. Students who engaged in counseling outside of the program clinic reported fewer ethical concerns than those who participated in counseling at the program clinic.
Requirements for Completion of COUN 5710

By the end of the COUN 5710 course, you will need to submit the following three items:

- A signed “Understanding and Acknowledgment” (last page of Master’s Student Handbook) to the instructor;
- A completed Degree Plan (approved by the advisor and then submitted to Ms. Kaylee Christensen in the program office);
- Verification of having completed 10 counseling sessions (the verification form can be found in the Master’s Student Handbook) to the instructor.

If these 3 items are not on file in the program office by the end of your first semester in the master’s counseling program, you may be administratively dropped from existing classes and blocked from enrollment in further classes. The Master’s Student Handbook, including documents such as understanding/acknowledgement form and degree plan, can be found in your Canvas account.

Course Expectations

Attendance: Due to the foundational nature of the course content and experiential design, attendance is essential. If necessary, students may miss one class with a valid excuse—such as illness or family emergency—and not face penalties related to their grade if the instructor is notified. Students must let the instructor know via email as soon as possible if they will be missing class. It is the students’ responsibility to obtain all notes and handouts missed during their absence. Each absence beyond the first will result in a loss of 10 points from the total grade. Therefore, students are advised to save their absence for emergencies, such as unforeseen illnesses. In the event that a student misses more than three classes, he or she will receive a failing grade. If a student misses more than 1 hour of class, it is considered an absence. University policy will be followed for attendance problems. Chronic tardiness—arriving 15 or more minutes late—or early departure—leaving 15 or more minutes prior to the end of class—will result in the lowering of a final grade at the instructor’s discretion. Please note: It is the student’s responsibility to drop this course, if necessary.

Readings and Assignments: It is each student’s responsibility to complete all required readings prior to coming to class. Lecture and class activities will not simply repeat the readings but rather will add onto them. Therefore, the readings provide necessary context for course material. All readings are due at the beginning of class on the date specified on the syllabus. A five percent grade reduction will occur for each day the assignment is late. Late assignments will only be accepted up to one week after the due date. Extensions will be granted at the discretion of the instructor prior to the due date of the assignment. No extensions will be granted the day an assignment is due or after the due date.

Participation: Class participation points are determined by attendance, punctuality, participation in class discussions, online etiquette, and overall attentiveness and engagement in the course throughout the semester. The experiential nature of the course requires participation from all students and the instructor. Class discussion, experiential learning activities, and group processing will help the facilitation of new knowledge. Students are expected to come to class prepared to engage with the material and participate in activities. The instructor reserves the right to deduct points for a student's grade due to lack of participation (up to 20% of the total grade).
Electronic devices: The use of cell phones and laptops for any reason other than taking notes is not permitted during class time. Students may check their phones during the break and before/after class. Student engagement in texting or perusing Internet sites during class time may result in point deductions on final grade.

Confidentiality limitations: An essential element of this course is self-reflection and the integration of new knowledge into previously established paradigms. It is each student’s responsibility to determine the appropriate level of self-disclosure for class assignments and Canvas postings. The instructor cannot guarantee confidentiality of information shared. If the instructor acquires information relevant to a student's progress or performance in the program, she will contact the student for a meeting to discuss the issue.

Professionalism: Students are expected to demonstrate personal characteristics consistent with the characteristics of professional counselors (see Master’s Student Handbook), engage in ethical behavior as defined in the American Counseling Association Code of Ethics, and adhere to UNT’s Academic Integrity Policy. As professionals, students are responsible for coming to class prepared to discuss readings, to make productive contributions to class discussions/activities, and to attend respectfully to others.

<table>
<thead>
<tr>
<th>Meets professional expectations</th>
<th>Below professional expectations</th>
<th>Significantly below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ 0-1 absences</td>
<td>▪ 1-2 absences* (see below)</td>
<td>▪ 2-3 + absences</td>
</tr>
<tr>
<td>▪ Rarely tardy or late from break</td>
<td>▪ Frequent, minor tardiness</td>
<td>▪ Persistent, minor tardiness</td>
</tr>
<tr>
<td>▪ Contributes more days than not</td>
<td>▪ Rarely contributes to class</td>
<td>▪ Recurrent, major tardiness</td>
</tr>
<tr>
<td>▪ Contributions reflect routine, careful preparation for class</td>
<td>▪ Contributions reflect occasional preparation for class</td>
<td>▪ Contributions are rare or not productive</td>
</tr>
<tr>
<td>▪ Attentive and respectful toward others when not contributing directly</td>
<td>▪ Sometimes distracted or disrespectful nonverbally when not contributing directly (e.g., texting, surfing, sidebars)</td>
<td>▪ Contributions reflect lack of preparation for class</td>
</tr>
<tr>
<td>▪ No concerns regarding personal characteristics</td>
<td>▪ Occasional or minor personal characteristic concerns</td>
<td>▪ Behaviors detract from safe, scholarly learning environment</td>
</tr>
<tr>
<td>▪ Shows ethical integrity and adheres to ACA Code of Ethics</td>
<td>▪ If ethical violation present, concern is minor and student takes immediate action to remedy</td>
<td>▪ Serious concerns regarding personal characteristics</td>
</tr>
<tr>
<td>▪ No concerns regarding academic integrity</td>
<td>▪ Minor, uninform ed violations of academic integrity</td>
<td>▪ Major ethical violation σ in ability to understand ethical concerns</td>
</tr>
</tbody>
</table>

Indicators show potential for continued success in graduate school and beyond.

Final grade adjustment of ½ - 1 letters, conference with instructor, and/or Competency Concern report filed with Counseling Program.

Final grade adjustment of 1-2 letters, conference with instructor, and/or competency concern report filed with Counseling Program. Serious violations may require repeating course (e.g., 3+ absences), assignment of F in course (e.g., ethical or integrity concerns), or other remediation per competency concern report.

Students who do not meet expectations regarding professional responsibilities will be evaluated as such. This evaluation may be reflected in a grade reduction, Competency Concern report, and/or request for remediation per Counseling Program policies. The chart above serves as a guide regarding expectations for professional behavior and potential outcomes for those who do not meet these expectations. Note that one only meets professional expectations if ALL indicators are met. However, one need only have ONE area in which s/he is below expectations to necessitate remediation.
Other Requirements and Special Note of Instruction

Expectations
Cell phones and pagers must be silenced during class for the respectful learning of all, unless otherwise requested. Students who need to respond to an emergency call may blank their screen and/or leave the class with minimal disruption.

Sharing and Confidentiality
In this course, each student is required to reflect on one’s own developmental journey. This reflection will involve self-examination and sharing of personal information with the class. It is important that students strive to be appropriate in personal sharing. To promote an emotionally safe learning environment, each student will be asked to maintain confidentiality of others’ personal material shared in class; however, confidentiality cannot be guaranteed. Therefore, each student should be mindful of what one chooses to share. Each student is encouraged to take risks and to challenge oneself while maintaining personal boundaries that are important to one’s continued wellbeing and development as a professional in training and a person.

Discussions, exercises, activities, and presentations in this course may elicit unexpected emotions and memories or uncover previously hidden psychological processes that students may find unsettling. If at any time you feel that you are overwhelmed, please feel free to leave the room, pass from the current activity, and/or talk with the instructor. If you would like counseling to address personal concerns, you may contact UNT’s Counseling & Testing at (940) 565-2741 or seek personal counseling at your own expense.

Syllabus Addendum

SYLLABUS ADDENDUM

Succeed at UNT:
- Show Up
- Find Support
- Take Control
- Be Prepared
- Get Involved
- Be Persistent

Academic Integrity and Academic Dishonesty
Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: http://vpaa.unt.edu/academic-integrity.htm.

Acceptable Student Behavior
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the
classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

Disability Access

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Access website at https://disability.unt.edu/. You may also contact them by phone at 940.565.4323.

EagleConnect

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu. This is the main electronic contact for all course-related information and/or material.

Emergency Notifications and Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Observation of Religious Holy Days

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students’ records will not be divulged.
to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy.

**Sexual Discrimination, Harassment, & Assault**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses.

Because of Texas Senate Bill 212, as a UNT employee, I am required by law to report sexual misconduct, relationship violence, stalking, and crimes. I cannot keep those things confidential if you reveal any of those to me. If you need a confidential resource available on campus or in the local community then I can refer you.

UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources_0](http://deanofstudents.unt.edu/resources_0). Esther Oppong is UNT’s Student Advocate and she can be reached through e-mail at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

**Student Perceptions of Teaching (SPOT)**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at [www.spot.unt.edu](http://www.spot.unt.edu) or email [spot@unt.edu](mailto:spot@unt.edu).

**Campus Carry Notification**

The class meets in a UNT facility in which the legal carrying of a concealed firearm by an LTC permit holder is prohibited. Please refer to campuscarry.unt.edu for more information.

**Meeting with Counseling Program Faculty Members in Welch Street Complex 2**

The Counseling Program faculty welcomes undergraduate and master’s students to meet with them. Best times are during office hours or by appointment—but students are welcomed to take their chances by coming by at any time during regular business hours. To meet with a faculty member in Welch Street Complex 2, do not enter the faculty office suite via the door between the CHDC and the suite. Instead, always enter through the main entrance on Welch Street, and tell a front office staff member which faculty member you would like to see.
# FALL 2020 COURSE SCHEDULE*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1    | (08/24) - Self-Introductions & Course Orientation  
- Syllabus Review  
- Introduction to Counseling Theories | • Syllabus  
• Chapter 1  
• Master’s Student Handbook | • N/A |
| 2    | (08/31) Classical Psychoanalysis                   | • Chapter 2                       | • Master's Student Handbook Quiz  
• Understanding and Acknowledgment Page  
• Syllabus Agreement & Student Information Sheet  
• Theory Reflection 1 |
| 3    | (09/07) University Holiday/Labor Day-  
No Class Meetings                                    |                                    |                                                                                 |
| 4    | (09/14) Individual Psychology/Adlerian Counseling | • Chapter 4                       | • Theory Reflection 2 |
| 5    | (09/21) Existential Psychotherapy                 | • Chapter 5                       | • Theory Reflection 3 |
| 6    | (09/28) Person-Centered Therapy                   | • Chapter 6                       | • Theory Reflection 4 |
| 7    | (10/05) Gestalt Therapy                           | • Chapter 7                       | • Theory Reflection 5  
• Degree Plans and Enrollment Sequences with advisor signatures |
| 8    | (10/12) • EXAM 1                                  |                                    | • Theory Reflection 6 |
| 9    | (10/19) Behavioral Counseling                     | • Chapter 8                       | • Theory Reflection 7 |
| 10   | (10/26) Cognitive Counseling                      | • Chapter 9                       | • Theory Reflection 8 |
| 11   | (11/02) Rational Emotive Behavior Therapy         | • Chapter 10                      | • Theory Reflection 9 |
| 12   | (11/09) Reality Therapy and Choice Theory         | • Chapter 11                      | • Theory Reflection 10 |
| 13   | (11/16) Systems Theory & Solution Focused Counseling | • Chapter 12 & 13                | • Theory Reflection 11 |
| 14   | (11/23) Post-Modern Approaches & Emerging Theories |                                    | • SPOT Evaluations  
• Submit Demonstration Recordings (link to shared drive or actual video) via Canvas |
| 15   | (11/30) EXAM 2                                    |                                    | • Verification of Counseling Forms via Canvas  
• Counseling Theory Reflective Summary via Canvas |
| 16   | (12/07) FINALS WEEK                               |                                    | • Verification of Counseling Forms via Canvas  
• Counseling Theory Reflective Summary via Canvas |

(Course Content and Schedule Subject to Change)
Syllabus Agreement & Student Information Sheet

I have read and understand all the assignments and requirements within this syllabus for COUN 5710: Counseling Theories, Fall 2020. I also understand that my grade for the aforementioned class will depend upon my successful completion of these assignments, active participation, and professionalism. My signature below attests to my understanding.

________________________________________  __________________________  
Signature                                      Date

COUN 5710: Theories
Counseling Student
Information Sheet

Personal Contact Information

Name (and preference):

Pronouns (e.g., she/her/hers):

Program Track/Major:

What are some things that you want the instructor to be aware of as you begin working towards developing an understanding of counseling theories?

What are any hopes and fears you may have for this course experience?

Do you have any questions for the instructor?

Is there anything else that your instructor needs to know about you to help teach/support you more effectively?