DEPARTMENT OF COUNSELING AND GUIDANCE

COUN 6327 Syllabus
Theories/Methods/Techniques I

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TERM: FALL 2016
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MEETING TIMES AND LOCATION: WEDNESDAYS 7:20PM-9:50PM EDUCATION COMPLEX 2.22
OFFICE LOCATION:
OFFICE HOURS:
W 4:00 PM – 6:00 PM THURSDAY AND FRIDAY BY APPOINTMENT ONLY

*Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, connect session, or a meeting.

Response Time:
Generally, I will respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support.
I will update the online grades each time a grading session has been complete—typically seven days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

Textbook and/or Resource Material

Required Textbook:

Additional Recommended Study Aids for the CPCE:

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
Recommended Textbooks for Counselor Preparation Comprehensive Examination CPCE:

**Passing the CPCE is graduation requirement, and may initially be attempted during COUN 6365 Practicum I. In Edinburg, the CPCE is scheduled for the third Saturday in September and the first Saturday in February. In Brownsville, the CPCE is scheduled for the second Saturday in November and the second Saturday in April. The CPCE is scheduled at both campuses the third Saturday in July. Students must take the CPCE at their home campus, unless graduation is dependent on the third and final attempt. Make plans accordingly.**

http://www.amazon.com/dp/0805856846/?tag=mh0b-20&hvadid=3486451804&hvqmt=p&hvbid=bp&hvdev=c&ref=pd_sl_487xa9u87s_p


Course Description and Prerequisites

COUN 6327: Counseling Theories/Methods & Techniques I [3-0]  
The following theories of individual and group counseling will be examined: Psychoanalytic, Adlerian, Gestalt, Person-Centered, and Existential. Focus will be on understanding the importance of theory in counseling, building a theoretical knowledge base for counseling and critical examination of theories most appropriate for individual and group counseling. Assessment and intervention techniques for each theory will be addressed. Demonstrated competence for each theory will be required. Ethical and Legal issues will be examined for each. Prerequisites: COUN 6310, COUN 6313.

• Rationale:  
The student who successfully completes this course will gain two related sets of knowledge and skills. First, he or she will be in a position to have an intelligent understanding of counseling theory. Second, he or she will be in a position to apply some concepts to counseling situations, albeit as a novice.
Learning Objectives/Outcomes for the Course

STUDENT LEARNING OUTCOMES

1. STUDENTS WILL LEARN AN OVERVIEW OF THE PREMISE, GOALS, AND TECHNIQUES OF THE FOLLOWING COUNSELING THEORIES:
   PSYCHOANALYTIC, ADLERIAN, AND GESTALT, PERSON-CENTERED, AND EXISTENTIAL
2. STUDENTS WILL LEARN FREUD’S STAGES AND ERICKSON’S PSYCHOSOCIAL STAGES
3. STUDENTS WILL LEARN BASIC PHILOSOPHIES AND APPLICATIONS OF PSYCHOANALYTIC, ADLERIAN, AND GESTALT, PERSON-CENTERED, AND EXISTENTIAL THEORIES INCLUDING:
   - KEY CONCEPTS
   - GOALS OF THERAPY
   - THE THERAPEUTIC RELATIONSHIP
   - HELPING AS A PERSONAL JOURNEY
   - INVITATIONAL SKILLS
   - REFLECTING SKILLS
   - CHALLENGING SKILLS
   - ASSESSMENT & INITIAL INTERVIEW
   - GOAL SETTING SKILLS
   - SOLUTION SKILLS
   - TERMINATION SKILLS
4. STUDENTS WILL LEARN AND APPLY THE TECHNIQUES OF THERAPY FOR THE THEORIES STUDIED IN THIS COURSE
5. STUDENTS WILL LEARN APPROPRIATE APPLICATIONS AND APPROACHES FOR THE THEORIES COVERED IN THIS COURSE
6. STUDENTS WILL LEARN ABOUT THE CONTRIBUTIONS AND LIMITATIONS OF MULTICULTURAL APPROACHES

STUDENT ACADEMIC OBJECTIVES

CACREP Common Core (F) – This course is designed to meet the 2016 CACREP standards and enable students to demonstrate knowledge of the following:

CACREP STANDARDS 2016 Counseling and Helping Relationships

II-F-5-a, b, c, d, e, f, g, h, i, j, k, l, m, n

5. COUNSELING AND HELPING RELATIONSHIPS

2.F.5.a: theories and models of counseling
2.F.5.b: a systems approach to conceptualizing clients
2.F.5.c: theories, models, and strategies for understanding and practicing consultation
2.F.5.d: ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
2.F.5.e: the impact of technology on the counseling process

2.F.5.f: counselor characteristics and behaviors that influence the counseling process

2.F.5.g: essential interviewing, counseling, and case conceptualization skills

2.F.5.j: evidence-based counseling strategies and techniques for prevention and intervention

2.F.5.n: processes for aiding students in developing a personal model of counseling

C. CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

5.C.1.b: theories and models related to clinical mental health counseling

3. PRACTICE

5.C.3.b: techniques and interventions for prevention and treatment of a broad range of mental health issues

G. SCHOOL COUNSELING

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

3. PRACTICE

5.G.3.f: techniques of personal/social counseling in school settings

TEExES Competencies

Texas Education Agency (TEA) Standards—This course is designed to meet the following TEA Standards:

Standard I. Learner-Centered Knowledge

(2) counseling and consultation theories and practices

(10) theories and techniques in pedagogy and classroom management

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
(13) counseling-related research techniques and practices

**Standard II. Learner-Centered Skills**

(3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students’ needs

(6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process

(9) use counseling-related research techniques and practices to address student needs

**Standard III. Learner-Centered Process**

(2) facilitate learners’ ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information

**Standard V. Learner-Centered Communications**

(1) demonstrate effective communication through oral, written, and nonverbal expressions

(2) use knowledge of group dynamics and productive group interaction

**Standard VI. Learner-Centered Professional Development**

(2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth

(3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards

**TExES Competencies**

**Competencies covered throughout this program:**

**Competency 001 (Human Development)**
The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

**Competency 002 (Student Diversity)**
The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.
Competency 003 (Factors Affecting Students)

The school counselor understands factors that may affect students’ development and school achievement and applies this knowledge to promote students’ ability to achieve their potential.

Competency 004 (Program Management)

The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promotes all students’ success.

Competency 005 (Developmental Guidance Program)

The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students’ personal growth and development.

Competency 006 (Counseling)

The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment)

The school counselor understands principles of assessment and is able to use assessment results to identify students’ strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families)

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community)

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

Alignment of Course Objectives to National and State Standards

*The table below should include alignment to standards relevant to the program. The columns below are used as examples. *Please keep in mind that candidates in initial programs must demonstrate competence in the 4 categories of the InTASC standards.
<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>PROGRAM SLOs</th>
<th>TEA STANDARDS</th>
<th>CACREP STANDARDS</th>
</tr>
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<tbody>
<tr>
<td>LEARN AN OVERVIEW OF THE PREMISE, GOALS, AND TECHNIQUES OF THE FOLLOWING COUNSELING THEORIES: PSYCHOANALYTIC, ADLERIAN, AND GESTALT, PERSON-CENTERED, AND EXISTENTIAL</td>
<td>SLO2: COUNSELING AND GRADUATE STUDENTS WILL DEMONSTRATE UNDERSTANDING AND KNOWLEDGE OF COUNSELING THEORIES BASED ON UNDERSTANDING OF THEORETICAL CONTENT IN ORDER TO INFORM TREATMENT WITH DIVERSE CLIENTS</td>
<td>STANDARD I: (2), (10), (13)</td>
<td>COUNSELING AND HELPING RELATIONSHIPS 2.F.5.a, b, c, d, e, f, g, j, n</td>
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<td>STANDARD II: (3), (6), (9)</td>
<td>CLINICAL MENTAL HEALTH COUNSELING 5.C.1.b</td>
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<td>STANDARD III: (2)</td>
<td>5.C.3.b</td>
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<td>STANDARD V: (1), (2)</td>
<td>SCHOOL COUNSELING 5.G.3.f</td>
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<td>LEARN FREUD’S STAGES AND ERICKSON’S PSYCHOSOCIAL STAGES</td>
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<td>STANDARD II: (3), (6), (9)</td>
<td>CLINICAL MENTAL HEALTH COUNSELING 5.C.1.b</td>
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<td>SCHOOL COUNSELING 5.G.3.f</td>
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<td>STANDARD VI: (2), (3)</td>
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<td>STANDARD V: (1), (2)</td>
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<td>STANDARD VI: (2), (3)</td>
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<td>Course Objectives</td>
<td>Program SLOs</td>
<td>TEA Standards</td>
<td>CACREP Standards</td>
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<tr>
<td>Reflecting Skills</td>
<td>SLO2: Counseling and graduate students will demonstrate understanding and</td>
<td>Standard I: (2), (10), (13)</td>
<td>School Counseling</td>
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<td>Challenging Skills</td>
<td>knowledge of counseling theories based on understanding of theoretical</td>
<td>Standard II: (3), (6), (9)</td>
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<tr>
<td>Assessment &amp; Initial Interview</td>
<td>content in order to inform treatment with diverse clients</td>
<td>Standard III: (2)</td>
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<td>Goal Setting Skills</td>
<td>SLO: Counseling and graduate students will demonstrate understanding and</td>
<td>Standard V: (1), (2)</td>
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<tr>
<td>Solution Skills</td>
<td>knowledge of counseling theories based on understanding of theoretical</td>
<td>Standard VI: (2), (3)</td>
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<tr>
<td>Termination Skills</td>
<td>content in order to inform treatment with diverse clients</td>
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<td>Apply the techniques of therapy for the theories studied in</td>
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<td>this course</td>
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<td>Will learn appropriate applications and approaches for the</td>
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<td>theories covered in this course</td>
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<td>Learn about the contributions and limitations of</td>
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<td>multicultural approaches</td>
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This syllabus subject to change in order to better meet course objectives per discretion of instructor.
Course Technology

Computer Hardware
To participate in this online course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboards resource page.

Technical Knowledge Requirements
You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

System Requirements/Software
- Mozilla’s Firefox (latest version; Macintosh or Windows)
- Google Chrome (latest version; Macintosh or Windows)
- Adobe’s Flash Player & Reader plug-in (latest version).
- Apple’s QuickTime plug-in (latest version). A free download is available at
- Virus protection UTRGV Software link
- Microsoft Office UTRGV Software link

List other tools, resources, and materials needed by the student for success in the course.

Technical Assistance
If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Visit the Blackboard Student Help Site
- Submit a Blackboard Help Ticket
- Help Contact Information (UTRGV’s Blackboard Support):
Major Requirements, Demonstration of Mastery and Evaluation

Assignments and Assessments

Course Requirements

Assignments: There will be the following types of assignments:

- 1. Class reactions (Generally due every other week)
- 2. Required reading and answer to questions from the textbook: To be done independently every week
- 3. PowerPoint presentations: Presented by groups according to schedule
- 4. Live demonstrations or video recordings of counseling practice:
  - The first one due at midterm.
  - The second one: Final demonstration of theories and skills learned. Due during Finals week,
    Each individual written assignment must have a title that follows this pattern: Your name.
    Assignment #.doc (docx)
    • Example: n.n.CR1/2.docx
- 5. Each group assignment must include:
  - Group members’ names
  - Each member’s contribution to the assignment
- 6. Quizzes will be available online at announced times, unless the instructor prefers another method.
- 7. Final Term Paper (APA format). Topics will be assigned during the first month of class. It is recommended to use an APA Manual or [http://owlenglish.purdue.edu](http://owlenglish.purdue.edu) as a supplemental resource before writing the Term Paper.

Each activity will be assessed with a specific rubric that will give a more detailed assessment of the assignment in terms of the criteria to be considered by the instructor and the relative value of each component.

They might include:

- Accuracy of the content as presented in class
- Organization of the document: Introduction, body, summary and application to counseling practice
- Personal reaction: to include what you learned, and how you can apply this knowledge to your practice of counseling
- Additional information gathered independently by the student (Required for an “Excellent” grade)
- Grammar: Mainly in accuracy of names, sentence construction and spelling

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
- Submission on time
- Other criteria

• Instructional Methods and Activities:

  • Clinical experience (simulation, video exercises, and/or case studies)
  
  • Supervision (group and individual/triadic)
  
  • Traditional experiences (group discussion and demonstrations)
  
  • Students are expected to abide by all relevant ethical codes, including but not limited to those set forth by the American Counseling Association, the American School Counselor Association. Failure to comply with ethical standards may result in consequences deemed appropriate by the Counseling and Guidance program faculty.
  
  • Students are expected to conduct in a professional manner.
  
  • Student must meet the minimum level of counseling skill competency and performance criteria as evaluated by the course and other means as designated by the course instructor.

• Grades: Specific grades will be determined according to the student’s performance on the requirements listed for this course. The grading system will be based on the following requirements:

<table>
<thead>
<tr>
<th>Activity</th>
<th>TeXES</th>
<th>CACREP</th>
<th>WEIGHT</th>
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</thead>
<tbody>
<tr>
<td>Class reactions</td>
<td>Standard I: (2), (10), (13)</td>
<td>2.F.5.a, b, c, d, e, f, g, j, n</td>
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<td>Standard II: (3), (6), (9)</td>
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<td>Standard III: (2)</td>
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<td>Standard V: (1), (2)</td>
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<td>Standard VI: (2), (3)</td>
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<tr>
<td>Required reading and answer to questions from the textbook</td>
<td>Standard I: (2), (10), (13)</td>
<td>2.F.5.a, b, c, d, e, f, g, j, n</td>
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<td>Standard III: (2)</td>
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<td>Standard V: (1), (2)</td>
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<td>Standard VI: (2), (3)</td>
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<tr>
<td>Demonstration of counseling skills</td>
<td>Standard I: (2), (10), (13)</td>
<td>2.F.5.a, b, c, d, e, f, g, j, n, 5.C.1.b</td>
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<tr>
<td>Assignment</td>
<td>Standards</td>
<td>Points</td>
<td>Percentage</td>
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<td>Final Grade</td>
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<td>Since each assignment is already graded according to their relative learning value by the pertinent rubric or the instructor’s personal system, the Final Grade is based on your the cumulative score at the end of the course.</td>
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<tr>
<td>Group assignment and presentation</td>
<td>Standard I: (2), (10), (13) Standard II: (3), (6), (9) Standard III: (2) Standard V: (1), (2) Standard VI: (2), (3)</td>
<td>5-C-1-a,b-2-ab,c,f,g,i,j,k,l-3-d,e,f,g,h,i,j,k,l,m</td>
<td>10%</td>
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<tr>
<td>Experiential Activities</td>
<td>Standard I: (2), (10), (13) Standard II: (3), (6), (9) Standard III: (2) Standard V: (1), (2) Standard VI: (2), (3)</td>
<td>2.F.5.a, b, c, d, e, f, g, j, n</td>
<td>10%</td>
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<tr>
<td>Quizzes</td>
<td>Standard I: (2), (10), (13) Standard II: (3), (6), (9) Standard III: (2) Standard V: (1), (2) Standard VI: (2), (3)</td>
<td>2.F.5.a, b, c, d, e, f, g, j, n</td>
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<tr>
<td>Final Term Paper</td>
<td>Standard I: (2), (10), (13) Standard II: (3), (6), (9) Standard III: (2) Standard V: (1), (2) Standard VI: (2), (3)</td>
<td>2.F.5.a, b, c, d, e, f, g, j, n 5.C.1.b 5.C.3.b 5.G.3.f</td>
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</tbody>
</table>

This course has been deemed suitable by the UTRGV Counseling and Guidance Department for hybrid (i.e. part in-class, part-online) presentation. If the instructor opts to employ a hybrid model, the following minimal mandatory interactive features will comprise part of the online component:

- Student-to-student interaction through the use of discussion forums for posting of assignments with subsequent

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peer review.
• Instructor-to-student interaction through public posting of assignments with subsequent instructor feedback.
• Wikis for student collaboration in the creation of assignments that can be monitored for participation by the instructor.

Other features of UTRGV’s learning management system, which may facilitate collaboration in the creation of assignments, will be made available in every online course shell to students, but not required. These include an open question-and-answer forum, chat, and videoconferencing.

• CONFIDENTIALITY: This course requires that students maintain absolute confidentiality regarding all personal information shared by anyone in class or cases presented by the instructor. Any breach of confidentiality will be considered a serious ethical and academic violation.

• Americans with Disabilities Act:
If you have a documented disability, which will make it difficult for you to carry out the work as I have outlined and/or if you need special accommodations/assistance due to the disability, please contact the Office of services for Persons with Disabilities (OSPD) immediately. Appropriate arrangements/accommodations will be provided.

• Reference:
Additional references may be added by the instructor.

• Syllabus disclaimer:
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provisions herein, not covered by UTRGV or UT Regent Rules, with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the instructor. Questions regarding information on the syllabus and course requirements may be addressed to the instructor at any time.

Class Attendance:
Expectations that the student will attend class and be on time
One unexcused absence: will automatically drop your grade one full letter
Two unexcused absences: will automatically drop you from the class
There is no possibility of making up work
Beepers and cell phones need to be turned off during class
If you have a conflict with this course schedule due to an emergency or work related obligation, please discuss the situation with me at your earliest convenience; you are allowed one work related absence and one personal related absence.
COURSE ORGANIZATION & ONLINE TOOLS

Course Structure:
This course will be delivered entirely face to face with online available through the course management system Blackboard Learn. You will use your UTRGV account to login to the course from the My UTRGV site and under applications click on Blackboard Learn.

Learning Modules/Units/Weeks/Chapters
The course is organized into weeks of instruction, as outlined in the Course Schedule and Due Dates below. Each week is listed by its main topic and contains required readings, videos, mini lectures, discussion forum assignments, essay and framework assignments, and collaborative assignments that you complete working in teams.

Note: Most materials used in conjunction with the course are subject to copyright protection.

Discussion Forums
You will find the following discussion forums in the course Blackboard site:

- General Help: Post any questions or comments you may have about course mechanics or technical issues to this forum.
- Forums related to collaborative and discussion assignments, as described in Learning Module sections

Forums versus Email
If you have a question about course content or mechanics, I encourage you to post it to the General Help discussion forums. Doing so gives students in the course an opportunity to help one another and allows everyone to benefit from answers to your questions. Of course, don’t hesitate to email me directly if your concern is of a personal nature.

My role in discussion forums is that of a facilitator. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post comments following the completion of discussion indicating my general impressions of the comments and conclusions.

Assignments
Unless indicated otherwise in Weekly materials, you will submit Assignments listed above as hard-copy and in person to its respective assignments area. The due dates in Assignments match the due dates in the schedule below.

Grading Policies
State the course grading policy. Include graded assignments, weighting, and how late work will be treated. All major graded assignments should be described, at least briefly. UTRGV’s grading policy is to use straight letter grades (A, B, C, D, or F).
UTRGV University Policies

*UTRGV Policy Statements*

The UTRGV disability accommodation, mandatory course evaluation statement and sexual harassment statement are required on all syllabi. Additional policy statements are optional, such as those covering attendance, academic integrity, and course drop policies.

**STUDENTS WITH DISABILITIES:** Required on all syllabi. Do not modify.

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

**MANDATORY COURSE EVALUATION PERIOD:** Required on all syllabi. Do not modify.

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Online evaluations will be available Nov. 18 – Dec. 9, 2016. Students who complete their evaluations will have priority access to their grades.

Online evaluations will be available:

- Oct 5 – Oct 12 for Module 1 courses
- Dec 1 – Dec 7 for Module 2 courses
- Nov 18 – Dec 8 for full fall semester courses

**ATTENDANCE:**

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

**SCHOLASTIC INTEGRITY:**

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all
students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:
In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity) including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS:
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

UTRGV uses a 4.0 system. The following grades are used to designate achievement in coursework. Their corresponding grade values and points are indicated.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points per Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100% Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>80-89% Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>70-79% Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>60-69% Below Average</td>
<td>1 - may not be assigned in graduate classes</td>
</tr>
<tr>
<td>F</td>
<td>59% and below Failure</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>Passing</td>
<td>not considered in calculating grade points or attempted hours</td>
</tr>
<tr>
<td>NP</td>
<td>No Pass</td>
<td>not considered in calculating grade points or attempted hours</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>not considered in calculating grade points or attempted hours; for remedial courses only</td>
</tr>
</tbody>
</table>
Course and Program Policies

Class Participation:
Students are expected to attend, participate and engage in ALL classes. This includes, but is not limited to, participating in in-class assignments, group discussions, peer observations, and group exercises. Attendance and assignments of the C & G Faculty Seminar Series and reading list will be included in the participation grade. It should be noted that attendance and punctuality is expected and will be excused only under special circumstances as determined by the instructor. Given that true learning takes place in discussion and interaction with others where students express and articulate their ideas, participation is a crucial aspect of this course.

Make-up Policy: To be determined by UTRGV professor

Written Assignments:

All written assignments must be done according to APA guidelines. The APA Publication Manual (6th ed.) is a recommended textbook for this class. All work must be typed. Work should be double-spaced, with a 12-point Times New Roman font. Graduate-level written expression is expected, and grammatical errors and misspellings are subject to a decrease in grade. If you struggle with your writing, I strongly encourage the use of the writing center on campus. (Grade will reflect writing style.)

Student Responsibility:

The student is ultimately responsible for becoming familiar with all graduate and program requirements and general information listed in the catalog for the M.Ed. Degree in Counseling & Guidance. The student is also
responsible for becoming familiar with any certification and licensure requirements, application processes, and deadlines that apply to him/her.

**Students’ Academic Responsibilities**

Students are expected to be diligent in their studies and attend class regularly and on time. Students are responsible for all class work and assignments by reading assigned material before class and turn in required assignments on time. Students should give themselves plenty of time to study for exams beforehand; cramming the day of or the night before is not recommended.

**Student Professionalism**

Professionalism can best be described as the ability to manage your emotions and handle relationships. In other words, a professional is a socially skilled or emotionally intelligent person. Goleman (1995) best describes this concept: “emotional intelligence - abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s mood and keep distress from swamping the ability to think; to empathize and to hope” (p.34). Students are expected to exercise professionalism at all times.

Evaluation of your coursework may be affected by unprofessional behavior (e.g., cheating, plagiarism, breaking confidentiality, unwillingness to work with peers, consistently not being prepared for class, excessive tardies/absences, and/or other related behaviors). The consequences of these behaviors may range from (but not limited to) a simple reprimand to DF grade, a failing final grade, being dropped from the course, or my recommendation to be dropped from the Counseling and Guidance Program.

**Satisfactory Academic Progress (SAP) To be determined by UTRGV**

Confidentiality will strictly be enforced. You will be expected to observe this ethical standard by not sharing any information of a personal nature shared in class with anyone outside of class. Breach of this ethical standard will constitute basis for dismissal from the Guidance and Counseling program with a grade of F in the course.

Due to the nature of the course, absolutely no recording is allowed. All cell phones, iPads, tablets, etc., must be turned off during class. For emergency cases or other important situations, see your instructor before class begins. Use of laptops must be limited to class-related activities. Please do not use laptops for e-mail, to check social media, to complete assignments, etc. during class.

**Methods of Instruction**

The instruction in this course will be delivered via

- Lecture/PowerePoint

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
• Experiential Activities/Assessment Administration
• Small Group Discussion
• Large Group Discussion

Attendance Policy
Prompt and regular attendance is expected. The student may be asked to drop the class after two absences. More than 3 lapses in punctuality or early dismissal (15 minutes or more) will be equivalent to an absence. More than one absence will result in the lowering of one letter grade. An excused absence(s) is left to the discretion of the instructor.

Make-Up Policy
The student should, if possible, make arrangements in advance for make-up work. If advance notice is not possible, arrangements can be made with the instructor for make-up work, provided the absence is explained and legitimate, i.e. sickness, death in family, etc. Late submissions without legitimate excuses will not receive full credit; each assignment will drop 5 points for each day it is late.

Work Format
All work submitted must be typed. Work should be double-spaced, with a 12-point Times New Roman font. APA format is required. Graduate-level written expression is expected, and grammatical errors and misspellings are subject to a decrease in grade.

Americans with Disabilities Act (ADA)
Students with disabilities, including learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide documentation of his/her disability to the Disability Services counselor. For more information, visit Disability Services in the Lightner Center, call 956-882-7374 or e-mail steve.wilder@utrgv.edu.

Scholastic Dishonesty
Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student, or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. (Board of Regents Rules and Regulations) All scholastic dishonesty incidents will be reported to the Dean of Students. Do not allow your peers to pressure you to cheat. Your grade, academic standing and personal reputation are at stake.
Course assignments will be submitted for confirmation of originality using Blackboard’s SafeAssign tool. For more information on SafeAssign, please visit http://wiki.safeassign.com/display/SAFE/How+Does+SafeAssign+Work.

Students’ Academic Responsibilities
Students are expected to be diligent in their studies and attend class regularly and on time. Students are responsible for all class work and assignments. On recommendation of the instructor concerned and with the approval of the Dean, students may, at any time, be dropped from courses. This may result in a “W” or “F” on the student’s permanent record.

Build Rapport
If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Complete Assignments
All assignments for this course will be submitted in person unless otherwise instructed. Assignments and discussions must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

Communication Skills
All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

Netiquette
Netiquette describes the code of conduct for an online environment. It ensures respect for others and prevents misunderstandings or unintentional offenses to others. The netiquette described here is amended to ensure your success in this course.

- When you are typing or submitting a response, do not use all capital letters (caps). Caps is equal to SHOUTING YOUR MESSAGE.
- Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way, or FYI - for your information) when chatting online, try to avoid using these. There may be those in this course who are not as experienced as you and may miss out on understanding.
- Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.
Insert writing style preference for your course

**Time Commitment**
Online courses are typically just as time intensive, and may be more rigorous than traditional courses. Many students claim that online courses require more time and commitment. As you begin this course, you would be wise to schedule 8 or more hours per week for studying materials and completing assignments.

Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

**Attendance Policy**
Please be on time for class. Please inform your instructor if you will be unable to attend class or will be attending class late.
Required Reading List for Graduate Students

in Department of Counseling and Guidance

This is a reading list for graduate students in the Counseling & Guidance Program. This list contains works, which we consider classic readings in the profession and which provide a basic theoretical orientation to the field of psychotherapy and counseling. Familiarity with them will strengthen your own understanding of the graduate studies in which you are embarking and begin to form a basis for your own library of professional materials. We recommend that you read one or two books each semester, as they will help you to better prepare for the comprehensive program exams. These readings can also support your ability to successfully prepare a portfolio and to complete licensure examinations. You will be required to read 10 books out of this list. As you progress through your program of study, you may be required to read additional textbooks and other resource materials specific to the various classes in which you are enrolled such as Marriage & Family, Group Counseling, Substance Abuse, and Career Counseling to name a few.

Enjoy your readings,
Counseling & Guidance Faculty


This syllabus subject to change in order to better meet course objectives per discretion of instructor. 22

## Calendar of Activities

**COUN 6327 Theories, Methods, Techniques I**

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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Processes and Assignments</th>
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This syllabus subject to change in order to better meet course objectives per discretion of instructor.
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