

# PVAMU Course Syllabi – Whitlowe R. Green College of Education

<b>COURSE TITLE: CNSL 5023 THEORIES AND PRACTICE OF COUNSELING</b>				
<b>Spring 2013</b>				
<b>Department of</b>		<b>Educational Leadership and Counseling</b>	<b>College of</b>	<b>Education</b>
<b>Instructor Name:</b>		<b>F.A. White</b>		
<b>Office Location:</b>		<b>Room #104</b>		
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<b>Email Address:</b>		<b>frwhite@pvamu.edu</b>		
<b>Mail (U.S. Postal Service) Address:</b>		Prairie View A&M University		
		P.O. Box	P.O. Box 519	
		Mail Stop	MS 2400	
		Prairie View, TX 77446		
<b>Office Hours:</b>		NW Campus Mon 1-4; Main Campus Tue & Thur 10-12 & 1-4; Sat by appointments.		
<b>Virtual Office Hours:</b>		E-course website is generally checked at least once a day, 5 days a week.		
<b>Course Location:</b>		Face-to-Face Northwest Campus		
<b>Class Meeting Days &amp; Times:</b>		NW 1-4: Tue & Thur 10-12 & 1-4 Sat by appointments		
<b>Course Abbreviation and Number:</b>		CNSL 5023-N01 CRN- 21023		
<b>Catalog Description:</b>		<b>Catalog Description:</b> This course is a study of the major counseling theories and issues related to therapeutic practice with an emphasis on practical applications.		
<b>Prerequisites:</b>		Admission to Master's Program		
<b>Co-requisites:</b>		None		
<b>Required Text:</b>		Corey, G. (2009). <i>Theory and practice of counseling and psychotherapy</i> . (8 <sup>th</sup> ed.) Monterey, CA: Thomson. ISBN-10: ISBN-10: 0-495-10208-3 / ISBN-13: 978-0-495-10208-3  Textbook website found at: <a href="#">Publisher Website</a> Cengage Learning		
<b>Recommended Text:</b>		<b>I Read Book: Johnson, S. (2010). <i>The Present: The Gift for Changing Times</i>, Broadway Books, New York, N.Y.</b> <b>ISBN : 978-0-307-71954-6</b>		
<b>Access to Learning Resources:</b>		PVAMU Library: phone: (936) 261-1500; web: <a href="#">PVAMU Library</a>  University Bookstore: phone: (936) 261-1990; web: <a href="https://www.bkstr.com/Home/10001-10734-1?demoKey=d">https://www.bkstr.com/Home/10001-10734-1?demoKey=d</a>		
<b>Course Goals or Overview:</b>				
Gain knowledge and competence in understanding theories and techniques over the course of the semester.				
<b>Course Objectives/ Accrediting Body (NCATE) Standards Met:</b> <b>At the end of this course, the student will be able to:</b>				
1. Demonstrate the ability to write a personal theoretical orientation to counseling based on counseling characteristics and behavior that influence the helping process.				
2. Demonstrate knowledge of theories and competencies in utilizing the basic theories of				

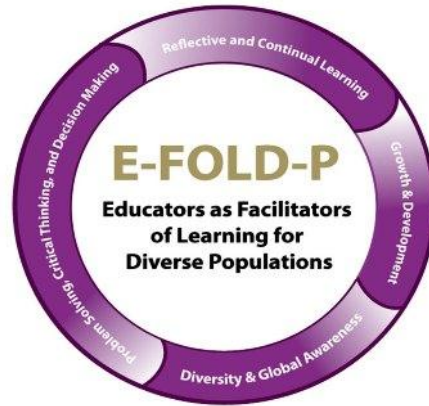
counseling.

3. Demonstrate an ability to utilize essential interviewing and counseling skills.
4. Understand and adhere to the basic ethical/legal requirements and trends in and affecting counseling.

### TEXES Competencies for School Counselors that Relate to CNSL 5023 – Theory and Practice of Counseling:

- **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.
- **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.
- **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.
- **006 (Counseling):** The school counselor understands how to provide effective counseling services to individuals and small groups.
- **010 (Professionalism):** The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

	<b>DOMAIN I—UNDERSTANDING STUDENTS</b>	<i>Competency 001</i> Human Development  <i>Competency 002</i> Student Diversity  <i>Competency 003</i> Factors Affecting Students	<i>Competency 001</i> Human Development  <i>Competency 002</i> Student Diversity  <i>Competency 003</i> Factors Affecting Students
	<b>DOMAIN II—PLANNING AND IMPLEMENTING THE DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAM</b>	<i>Competency 005</i> <i>Developmental Guidance Program</i>  <i>Competency 006</i> Counseling	<i>Competency 005</i> <i>Developmental Guidance Program</i>  <i>Competency 006</i> Counseling
	<b>DOMAIN III—COLLABORATION, CONSULTATION, AND PROFESSIONALISM</b>	<i>Competency 008</i> Collaboration with Families  <i>Competency 009</i> Collaboration with Others in the School and Community  <i>Competency 010</i> Professionalism	<i>Competency 008</i> Collaboration with Families  <i>Competency 009</i> Collaboration with Others in the School and Community  <i>Competency 010</i> Professionalism

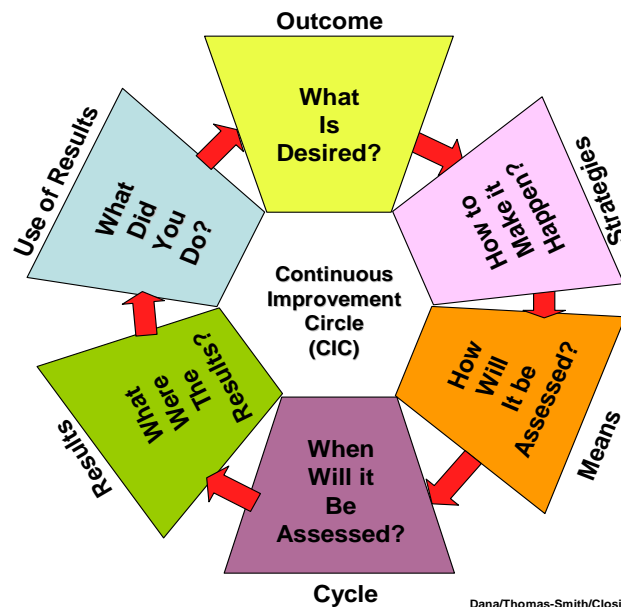


## E-FOLD-P (CONCEPTUAL FRAMEWORK)

### Educator as Facilitator of Learning for Diverse Populations

1. To prepare beginning administrators as problem solvers, critical thinkers and decision makers.
2. To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.
3. To provide beginning administrators with an awareness of human diversity, knowledge of the importance and skills needed for effective community and parental involvement.
4. To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.

### Quality Without Compromise Closing the Loop The Six Question Model at Prairie View A&M University



Dana/Thomas-Smith/Closing the Loop Six Question Model/landscape

## **Course Outline – Schedule of Assignments**

<b>Date</b>	<b>Checklist Activities</b>	
Week 1	Introduction, Review of Syllabus, Faculty Expectations, Chapter 1: Introduction and Overview	Intro Discussion Pre-test
Week 2	Chapter 2: The Counselor: Person and Professional	
Week 3	Chapter 3 Ethical Issues in Counseling Practice	Test 1
Week 4	Chapter 4 Psychoanalytic Therapy	Journal Article Critiques
Week 5	Chapter 5: Adlerian Therapy	Discussion/Forum for Online only(TBA)
Week 6	Chapter 6: Existential	Test 2
Week 6	Chapter 7: Person-Centered	
Week 7	Mid-term Exam (Chapter 1 - 7)	Therapeutic Model Paper (TBA)
Week 8	Chapter 8 Gestalt Therapy	
Week 10	Chapter 9: Behavior Therapy	Journal Article Critique
Week 11	Chapter 10: Cognitive Behavior Therapy	Test 3
Week 12	Chapter 11: Reality Therapy	I Read
Week 13	Chapter 12 Feminist Therapy	Discussion/Forum for online only (TBA)
Week 14	Chapter 13: Post modern approach	
Week 15	<b>Final Exam)</b>	Test 4

**\*Note: Activities and content for this course may vary slightly during the semester.**

### **Journal Critiques & Therapeutic Model**

**JOURNAL CRITIQUE #1 (5 pts):** Locate a peer reviewed journal article related to ethical behavior in the counseling profession. The article should be published after 2005. Provide a critique using the five section headings below. Submit in the assignment area of eCourses.

Go to the PVAMU Library for full text articles. [PVAMU Library](#)

The critique should be set up as follows:

Part I-Using APA standards, Author(s). (Year). Article title, *Journal title*, Volume number, page numbers

- a. Part II-In your own words, give a brief summary of the article.
- b. Part III-Describe the strengths and weaknesses of the article.
- c. Part IV-Discuss the ethical dilemma or problem presented in the article. What does the ACA code of ethics say on this area?
- d. Part V - What new information did you learn from this article and this activity?

**JOURNAL CRITIQUE #2 (5 pts):** Locate a peer reviewed **Research** journal article related to counseling profession. (Do not select articles that are related to group counseling/therapy or those non-research in nature). The article should be published after 2005. Provide a critique using the section headings below. Submit in the assignment area of eCourses.

Go to the PVAMU Library for full text articles. <http://www.pvamu.edu/pages/3585.asp>

The critique should be set up as follows:

#### FORMAT FOR CRITIQUE #2

Author(s). (Year). Article title, *Journal title*, Volume number, page numbers

Purpose (The purpose of the study was ...)

Subjects (who were the participants, how many, how selected, ethnicity...)

Instruments (identify by name and how used to collect data)

Procedures (Sequential steps in the study)

Findings/Conclusions (of the Researchers)

Your personal reaction

Include

- personal implications
- counseling implications
- strengths
- weaknesses

**Therapeutic Model Paper (20 points):** Write a paper describing your own personal theoretical orientation to counseling (eclecticism is not an option). Use the list questions to guide your discussion. You are to synthesize and integrate your answers to these questions into an organized paper which details your own beliefs about human nature, human behavior, the goals and purposes of counseling, etc... Also, in summary, determine if your philosophy match any existing theories we will study this semester. If so, in what way? Your paper should be approximately 3 to 4 typed, double-spaced pages, and APA format. **This paper is considered a course assignment and an artifact assignment for this class. Information about the artifact component will be provided later.**

#### Theoretical Orientation Questions

**I. State your theoretical orientation and indicate the reason you chose this orientation.**

**II. Answer the following questions as they relate to your theoretical orientation:**

1. *What is your view of human nature? Are people born basically good, evil, neutral, etc...?*

2. What is your view of human freedom? Are people limited by genetics, environment, conditioning, or free to create their own destiny?
3. What are the characteristics of a mentally and emotionally healthy person?
4. Abnormal behavior is....?
5. How important are a person's early childhood experiences?
6. How do those early experiences influence, determine, etc...current behavior and functioning?
7. What is the significance of a person's family of origin? Birth order?
8. What motivates people to behave as they do?
9. Why/How do people change?
10. What is/are the purpose(s) of counseling?
11. The goals of counseling should be determined by....?
12. What should be the focus of counseling? Thoughts, feelings, behaviors, etc...?
13. Counseling should focus on what area(s), past, present, future?
14. The counselor's primary function/purpose is to....?
15. The most important skill a counselor needs is...?
16. The most important characteristics for a counselor to possess are...?
17. The counselor/client relationship should be...?
18. What is the appropriate distribution of the work and responsibility in the counseling process?
19. The outcome (positive and/or negative) of the counseling experience is primarily the result of what? The counselor's efforts, the client's efforts, etc...?
20. For counseling to be most effective.....

### Course Evaluation Methods – Education Planning and Management

Grading Matrix				
	Instrument	Value (points or percentages)		Total
	Pre/post test			10
	Journal article	2 @ 5 pts		10
	Quizzes	4 @ 50 points each		200
	Theoretical model	1 @ 20		20
	I Read book	1		10

	<b>Total points earned</b>			<b>250</b>	
	<b>Extra Credit</b>	May be given at Professor discretion (TBA)			
<b>Grade Determination:</b>					
A = 250– 225pts B = 224 – 199 pts C = 198 – 173 pts D = 172 – 147pts F = 146 -- pts or below					

Note: A minus 10 points shall be deducted for late assignments and test.

<b>Course Procedures</b>
<b>Submission of Assignments:</b>
Assignments <b><u>must be</u></b> submitted via E-Courses in a timely fashion. <b><u>Missed assignments cannot be made up.</u></b>
<b>Electronic Communication Standards</b> You can send email anytime that is convenient to you, but email messages are checked continuously during the work-week (Monday through Friday). Email messages will be responded to during the work-week by the close of business (5:00 pm) on the day following receipt of them. Emails that I receive on Friday will be responded ASAP
<b>Formatting Documents:</b> Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.
<b>Exam Policy:</b> Exams should be taken as scheduled. <b>No makeup examinations</b> will be allowed except under documented emergencies (See Student Handbook).
<b>Professional Journals</b> Addiction Annual Review of Sociology Child: Care, Health & Development Developmental Psychology Family Relations Human Biology Human Development Human Life Review Human Heredity Journal of Adolescent Research Journal of Counseling and Development Pediatrics
<b>Disability Statement:</b> Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.
<b>Academic Misconduct:</b> You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.
<b>Forms of academic dishonesty:</b>

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

**Nonacademic misconduct:**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual misconduct:**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Class Attendance Policy:**

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer term. Attendance in online courses is based on logon and purposeful activity. **The instructor is required to report attendance data at the beginning and end of the semester.**

**Two "C" Rule**

**Please Note:** Continual matriculation at PVAMU requires that no more than two C's shall be earned in a graduate degree program. Any grade earned below a C means automatic dismissal from the graduate program.

**NOTE:** No grade of "C" or below will be accepted toward certification.

**Technical Considerations for Online and Web-Assist Courses****Minimum Recommended Hardware and Software:**

- Pentium with Windows XP or PowerMac with OS 10
- High speed modem (cable modem) or Broadband network access
- Internet provider with SLIP or PPP
- 16X CD-ROM
- 500 MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 6.0 or Firefox 3.0
- Google Chrome is NOT recommended for use with eCourses

**Note:** Be sure to enable Java & pop-ups

**Participants should have a basic proficiency of the following computer skills:**

- Sending and receiving email



- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

**Technical Support:** Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The Helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

**Netiquette (online etiquette):** Students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources. Prepare your responses in a manner reflective of post-graduate candidates. Grading of web discussions will take into consideration grammar, English usage, and clarity of thought.

### **Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

## **NOTICE OF EQUAL OPPORTUNITY**

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: Renee R. Williams  
 Title: Equal Opportunity Compliance Officer/Title IX Coordinator  
 Institution: Prairie View A&M University  
 Office of Student Affairs & Institutional Relations  
 Address: P.O. Box 519: MS 1107  
 A.I. Thomas Building, St 013  
 Prairie View, Texas 77446  
 Telephone: 936-261-2123  
 Fax: 936-261-2138  
 Email: [rwilliams@pvamu.edu](mailto:rwilliams@pvamu.edu)

Individuals requesting a disability accommodation should contact:

Name: Dr. Kay Norman  
 Title: Administrator for Diagnostic Testing and Disability Services  
 Institution: Prairie View A&M University  
 Email: [kfnorman@pvamu.edu](mailto:kfnorman@pvamu.edu)

### **Books and Articles:**

Ashburner, C., Meyer, J., Johnson, B., & Smith, C. (2004). Using action research to address loss of personhood in a continuing care setting, *Illness, Crises and Loss*, 12(1), 23-37.  
 Bird, B.E. I. (2005). Understanding dreams and dreamers: An Adlerian perspective. *Journal of Individual Psychology*, 61(3), 200-216.  
 Butler-Byrd, N., Nieto, J., & Senour, M.N. (2006). Working successfully with diverse students and communities: The community-based block counselor preparation program. *Urban education*, 41(4), 376-401.

Hage, S., Hopson, A., Siegel, M., Payton, G., & Defanti E. (2006). Multicultural training in spirituality: An interdisciplinary view, *Counseling and Values*, 50(3), 217-234.

Schnall, E. (2006). Multicultural counseling and the Orthodox Jew. *Journal of Counseling and Development*, 84(3), 276-281

#### **WEB PAGES:**

#### **Professional Organizations:**

American Counseling Association (ACA) <http://www.counseling.org/>

American Psychological Association (APA) <http://www.apa.org/>

Association for Multicultural Counseling and development (AMCD)

<http://www.amcdaca.org/amcd/default.cfm>

National Alliance on Mental Illness (NAMI)

<http://www.nami.org/>

Psychologist Acting with Conscience Together (PsyACT) <http://www.psyact.org/>

Psychologist for Social Responsibility (PsySR) <http://www.psysr.org/>

Society for the Study of Peace, Conflict and Violence (Division 48, Peace Psychology, of APA)

<http://www.apa.org/about/division/div48.html>

Texas Counseling Association (TCA) <http://www.txca.org/tca/Default.asp>

Texas Psychological Association (TPA) <http://texaspsyc.org/>