



**EDCG5311\_600\_201910 (CRN 11407): Theories of Counseling  
Fall, 2018**

**(Subject to revision)**

**Online format**

**College of Education and Human Performance  
Department of Educational Leadership and Counseling**

**Instructor:** Ya-Wen Liang, Ph.D., LPC, NCC      **Course:** Online Format (3 credit hours)  
Assistance Professor      **Location:** Blackboard  
**Office:** Rhode Hall #136      <https://blackboard.tamuk.edu/>  
**Email:** [ya-wen.liang@tamuk.edu](mailto:ya-wen.liang@tamuk.edu) (It is the best way to get a hold of me.)  
**Phone:** (361) 593-4265 (The office phone is available during my office hours.)  
**Office hours:** The odd weeks of the semester: Friday noon - 5 PM (See Appendix F for dates.)  
The even weeks of the semester: Monday 8 AM - 1 PM

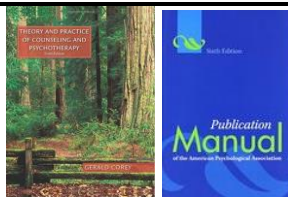
I am further available to meet students online through *Blackboard Collaborate* beyond my office hours by appointments. Feel free to send me an email request to meet at *Blackboard Collaborate*.

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Hi, everyone! For many of you, this is your first graduate course. I am so happy that you have chosen to pursue your educational and career goals with us! If this is your first time taking an online course, take a deep breath. I will guide you step-by-step. You will enjoy the fun learning experience. You are welcome to send me an email whenever you have questions or need help. You can expect a response to your TAMUK student e-mail Monday through Friday, usually within 24 hours. I may not reply emails on weekends or holidays. **It is crucial that you check your TAMUK student email and Blackboard Course Message on a weekly basis** because I will be communicating with you through your TAMUK email and blackboard announcements and course messages. **Remember to use your TAMUK student email to communicate with me because emails sent from your personal email accounts would most likely be screened to spam emails by the system.** If you do not receive a reply after 24 hours, use your TAMUK email to send me another email. Remember that I am here to support your success.

**Rigor Statement:** This course is designed to--

- provide content knowledge beyond the undergraduate level,
- make maximum use of modern technology and other available resources,
- emphasize the analysis and synthesis of information and should expand the student's knowledge base and prepare the student for the job market at a more advanced level than those with baccalaureate degree.
- provide knowledge of scholarly writing techniques and of research methodologies appropriate to the discipline, and
- prepare the student for pursuing more advanced degrees.



### Required Textbooks (purchase or rental):

- (1) Corey, Gerald. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Boston, MA: Cengage Learning. (ISBN-13: 978-1305263727; ISBN-10: 1305263723)  
[https://www.amazon.com/Theory-Practice-Counseling-Psychotherapy-Gerald/dp/1305263723/ref=sr\\_1\\_1?ie=UTF8&qid=1515522805&sr=8-1&keywords=Theory+and+practice+of+counseling+and+psychotherapy](https://www.amazon.com/Theory-Practice-Counseling-Psychotherapy-Gerald/dp/1305263723/ref=sr_1_1?ie=UTF8&qid=1515522805&sr=8-1&keywords=Theory+and+practice+of+counseling+and+psychotherapy)
- (2) American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.  
[https://www.amazon.com/Publication-Manual-American-Psychological-Association/dp/1433805618/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1515522861&sr=1-1&keywords=Publication+manual+of+the+American+Psychological+Association](https://www.amazon.com/Publication-Manual-American-Psychological-Association/dp/1433805618/ref=sr_1_1?s=books&ie=UTF8&qid=1515522861&sr=1-1&keywords=Publication+manual+of+the+American+Psychological+Association)
- (3) American Counseling Association (2014). *ACA Code of Ethics*. Alexandria, VA: Author. Free for downloading at <https://www.counseling.org/resources/aca-code-of-ethics.pdf>  
 It is recommended that you get the correct edition of the required textbooks. If you have limited budget, you may get the 9<sup>th</sup> edition of Corey's textbook. **You need the textbooks to prepare for the course and complete the weekly assignments as well as term papers.**

### Course Requirements:

- **Professionalism policy:** All students should act in accordance with university policies and in accordance with the American Counseling Association 2014 Code of Ethics.  
<https://www.counseling.org/resources/aca-code-of-ethics.pdf> Students are to treat faculty and students with respect.

### Technology requirements

- This class will be taught through an Online Course Delivery. You will need access to BlackBoard, which is the Online Teaching Format for TAMUK. You are responsible for your access to (a) a reliable computer, (b) internet service, and (c) Microsoft Word software, PowerPoint, and Adobe Reader for 16 weeks.
- *You must activate your TAMUK student email. Use your TAMUK email to communicate with your course instructor.* Your instructor will not be contacting you through your personal/private email addresses.
- If you encounter problems in accessing your TAMUK email account or blackboard, visit the "help desk" located in the Jernigan Library or contact ***iTech Support at 361-593-HELP (24 hours a day and 7 days a week).***

### Course Description:

EDCG 5311 is a core course that meets state and professional licensing degree requirements. This course provides a historical overview of major counseling theories and their associated techniques and applications in counseling and community settings based on following theories:

1. Psychoanalytic Therapy
2. Adlerian Therapy
3. Existential Therapy
4. Person-Centered Therapy
5. Gestalt Therapy

6. Behavior Therapy
7. Cognitive Behavior Therapy
8. Choice Theory/Reality Therapy
9. Feminist Therapy
10. Postmodern Approaches
11. Family Systems Therapy.

**Course Content:** This 5000-level course:

1. Provides content knowledge beyond the undergraduate level
2. Makes maximum use of modern technology and other available resources,
3. Emphasizes the analysis and synthesis of information and expands the student's knowledge base and prepares the student for the job market at a more advanced level than those with baccalaureate degree.
4. Provides knowledge of scholarly writing techniques and research methodologies appropriate to the discipline, and
5. Prepares the student for pursuing more advanced degrees.

### Student Learning Outcomes

<p><b>Expected Student Learning Outcomes for this Course</b></p> <p><i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.</i></p> <p><b>Content covered includes:</b></p>	<p><b>OTS</b></p>	<p><b>Learning activities that facilitate development of knowledge, skills, and/or practices of this content:</b></p>	<p><b>SLO Assessment Point</b> <i>By Rubric or Exam Score</i></p>
2.F.5.a. theories and models of counseling	S	Readings, Lectures, Clinical Role-Plays, Online Discussion Board Reaction and Responses, Mid-Term Professional Counseling Paper, Final Counseling Theory Research Paper, and Class Discussions	Online Discussion Board Reaction and Responses,
2.F.5.d.ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	S	Readings, Lectures, Clinical Role-Plays, Online Discussion Board Reaction and Responses, Mid-Term Professional Counseling Paper, Final Counseling Theory Research Paper, and Class Discussions	Online Discussion Board Reaction and Responses,
2.F.5.e. the impact of technology on the counseling process	S	Readings, Lectures, Clinical Role-Plays, Online Discussion Board Reaction and Responses, Mid-Term Professional Counseling Paper, Final Counseling Theory Research Paper, and Class Discussions	Online Discussion Board Reaction and Responses,
2.F.5.f. counselor characteristics and behaviors that influence helping processes	S	Readings, Lectures, Clinical Role-Plays, Online Discussion Board Reaction and Responses, Mid-Term Professional Counseling Paper, Final Counseling Theory Research Paper, and Class Discussions	Mid-Term Professional Counseling Paper
2.F.5.g. essential interviewing, counseling, and case conceptualization skills	S	Readings, Lectures, Clinical Role-Plays, Online Discussion Board Reaction and Responses, Mid-Term Professional	Mid-Term Professional Counseling Paper

		Counseling Paper, Final Counseling Theory Research Paper, and Class Discussions	
2.F.5.j. evidence-based counseling strategies and techniques for prevention and intervention	<b>S</b>	Readings, Lectures, Clinical Role-Plays, Online Discussion Board Reaction and Responses, Mid-Term Professional Counseling Paper, Final Counseling Theory Research Paper, and Class Discussions	Final Counseling Theory Research Paper
2.F.5.k. strategies to promote client understanding of and access to a variety of community-based resources	<b>S</b>	Readings, Lectures, Clinical Role-Plays, Online Discussion Board Reaction and Responses, Mid-Term Professional Counseling Paper, Final Counseling Theory Research Paper, and Class Discussions	Final Counseling Theory Research Paper
5.C.1.b. theories and models related to clinical mental health counseling	<b>S</b>	Readings, Lectures, Clinical Role-Plays, Online Discussion Board Reaction and Responses, Mid-Term Professional Counseling Paper, Final Counseling Theory Research Paper, and Class Discussions	Final Counseling Theory Research Paper
5.C.2.g. impact of biological and neurological mechanisms on mental health	<b>S</b>	Readings, Lectures, Clinical Role-Plays, Online Discussion Board Reaction and Responses, Mid-Term Professional Counseling Paper, Final Counseling Theory Research Paper, and Class Discussions	Online Discussion Board Reaction and Responses

### Matrix

Course Objectives	Activities/Assignments	Measurement	2016 CACREP Standards
1. Understand the history of counseling. Identify and apply key concepts of major counseling theories	<ul style="list-style-type: none"> <li>Examination of historical development of major counseling theories</li> <li>Exploration of theoretical languages, concepts, and techniques of major counseling theories</li> <li>Assigned readings, blackboard materials, videos, and Linda's case</li> <li>Blackboard scenario reactions/group discussions</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard scenario reactions (See appendix A with grading rubric.)</li> <li>Blackboard group discussions (See appendix B with grading rubric.)</li> <li>Blackboard case conceptualization (See appendix C with grading rubric.)</li> <li>Counseling theory research paper (See appendix E with grading rubric.)</li> </ul>	2.F.5.a. 2.F.5.d. 2.F.5.e 2.F.5.f. 2.F.5.g. 2.F.5.j. 2.F.5.k. 5.C.1.b. 5.C.2.g.
2. Understand counselor characteristics and behaviors and recognize how personal beliefs and worldviews influence the helping process	<ul style="list-style-type: none"> <li>Evaluation of counseling videos and discussion on how counselor characteristics and behaviors affect the therapeutic relationship and counseling process</li> <li>Review of case scenario, examination of personal beliefs and worldviews, discussion on how personal beliefs and worldviews influence the counseling process</li> <li>Assigned readings, blackboard materials, videos, and Linda's case</li> <li>Blackboard scenario reactions/group discussions</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard scenario reactions (See appendix A for rubric.)</li> <li>Blackboard group discussions (See appendix B for rubric.)</li> <li>Counseling theory research paper (See appendix E for rubric.)</li> </ul>	2.F.5.a. 2.F.5.d. 2.F.5.e 2.F.5.f. 2.F.5.g. 2.F.5.j. 2.F.5.k. 5.C.1.b. 5.C.2.g.

3. Understand pluralistic trends of counseling and multicultural issues to diverse populations and community settings	<ul style="list-style-type: none"> <li>• Evaluation of application of major theories to diverse populations and community settings</li> <li>• Professional counseling paper</li> <li>• Assigned readings, blackboard materials, videos, and Linda's case</li> <li>• Blackboard scenario reactions/group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions (See appendix A for rubric.)</li> <li>• Blackboard group discussions (See appendix B for rubric.)</li> <li>• Blackboard case conceptualization (See appendix C for rubric.)</li> <li>• Professional Counseling Paper (See appendix D with grading rubric.)</li> </ul>	2.F.5.a. 2.F.5.d. 2.F.5.e 2.F.5.f. 2.F.5.g. 2.F.5.j. 2.F.5.k. 5.C.1.b. 5.C.2.g.
4. Demonstrate interviewing, case conceptualization, techniques, and interventions of major counseling theories	<ul style="list-style-type: none"> <li>• Evaluation of major counseling theories</li> <li>• Exploration of theoretical languages to conceptualize a case scenario</li> <li>• Application of theoretical techniques to facilitate appropriate interventions</li> <li>• Evaluation of how major counseling theories and techniques facilitate client change</li> <li>• Professional counseling paper</li> <li>• Counseling theory research paper</li> <li>• Assigned readings, blackboard materials, videos, and Linda's case</li> <li>• Blackboard scenario reactions/group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions (See appendix A for rubric.)</li> <li>• Blackboard group discussions (See appendix B for rubric.)</li> <li>• Blackboard case conceptualization (See appendix C for rubric.)</li> <li>• Professional counseling paper (See appendix D for rubric.)</li> <li>• Counseling theory research paper (See appendix E for rubric.)</li> </ul>	2.F.5.a. 2.F.5.d. 2.F.5.e 2.F.5.f. 2.F.5.g. 2.F.5.j. 2.F.5.k. 5.C.1.b. 5.C.2.g.
5. Understand professional requirements, technology-assisted relationships, ethical standards, and legal issues in professional, state, & institutional standards to inform counseling practice	<ul style="list-style-type: none"> <li>• Review of informed consent</li> <li>• Evaluation of interviewing and technology-assisted relationships</li> <li>• Introduction of necessity and proper adherence to legal &amp; ethical standards through reviewing requirements of Texas licensing board professional credentials</li> <li>• Reviews of ACA and ASCA code of ethics</li> <li>• Review of ACA, TCA, and Chi Sigma Websites</li> <li>• Review of Texas court verdicts</li> <li>• Professional counseling paper</li> <li>• Assigned readings, blackboard materials, videos, and Linda's case</li> <li>• Blackboard scenario reactions/group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions (See appendix A for rubric.)</li> <li>• Blackboard group discussions (See appendix B for rubric.)</li> <li>• Blackboard case conceptualization (See appendix C for rubric.)</li> <li>• Professional counseling paper (See appendix D for rubric.)</li> </ul>	2.F.5.a. 2.F.5.d. 2.F.5.e 2.F.5.f. 2.F.5.g. 2.F.5.j. 2.F.5.k. 5.C.1.b. 5.C.2.g.
6. Facilitate crisis and suicidal preventions and strategies	<ul style="list-style-type: none"> <li>• Applications of assessing and managing suicide risks</li> <li>• Interventions of crises and disasters on students and clients</li> <li>• Assigned readings, blackboard materials, videos, and Linda's case</li> <li>• Blackboard scenario reactions/group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions (See appendix A for rubric.)</li> <li>• Blackboard group discussions (See appendix B for rubric.)</li> </ul>	2.F.5.a. 2.F.5.d. 2.F.5.e 2.F.5.f. 2.F.5.g. 2.F.5.j. 2.F.5.k. 5.C.1.b. 5.C.2.g.
7. Examine counseling theories and demonstrate mastery of a theoretical orientation to use and its applications.	<ul style="list-style-type: none"> <li>• Research of a selected theory in depth</li> <li>• Evaluation of a selected theory and its application</li> <li>• Counseling theory research paper</li> <li>• Review of feedback from colleagues and the course instructor</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling theory research paper (See appendix E for rubric.)</li> </ul>	2.F.5.a. 2.F.5.d. 2.F.5.e 2.F.5.f. 2.F.5.g. 2.F.5.j. 2.F.5.k. 5.C.1.b.

			5.C.2.g.
8. Use reflection, self-assessment, & interactions with colleagues to promote professional development	<ul style="list-style-type: none"> <li>• Blackboard reactions and reflections of assigned readings, videos, case scenarios</li> <li>• Blackboard responses to colleagues</li> <li>• Review of blackboard feedback from colleagues and the course instructor</li> <li>• Communicate with colleagues and the course instructor with respect and professional manners</li> <li>• Mid-term and final papers</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions (See appendix A for rubric.)</li> <li>• Blackboard group discussions (See appendix B for rubric.)</li> <li>• Blackboard case conceptualization (See appendix C for rubric.)</li> <li>• Professional counseling paper (See appendix D for rubric.)</li> <li>• Counseling theory research paper (See appendix E for rubric.)</li> </ul>	2.F.5.a. 2.F.5.d. 2.F.5.e 2.F.5.f. 2.F.5.g. 2.F.5.j. 2.F.5.k. 5.C.1.b. 5.C.2.g.
9. Share assessment data with students on a weekly basis; obtain feedback from colleagues and the course instructor; obtain feedback from students	<ul style="list-style-type: none"> <li>• Blackboard responses to other students' weekly blackboard posts</li> <li>• Review of blackboard feedback from other students on a weekly basis</li> <li>• Review of feedback from the gradebook from the course instructor on a weekly basis</li> <li>• Feedback of mid-term and final papers</li> <li>• Grades earned on all specified course activities</li> <li>• Student evaluations of the course instructor</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions (See appendix A for rubric.)</li> <li>• Blackboard group discussions (See appendix B for rubric.)</li> <li>• Professional counseling paper (See appendix D for rubric.)</li> <li>• Counseling theory research paper (See appendix E for rubric.)</li> <li>• TAMUK course evaluation report</li> </ul>	2.F.5.a. 2.F.5.d. 2.F.5.e 2.F.5.f. 2.F.5.g. 2.F.5.j. 2.F.5.k. 5.C.1.b. 5.C.2.g.

### TIPS FOR YOUR SUCCESS:

For you to successfully navigate and be successful in this graduate course, here are some tips to help your success:

- Be familiar with the internet for browsing and emailing.
- Know how to use search engines. The following video clip provides an example of using google scholar search engine: [www.youtube.com/watch?v=5h9E6B9Emgk](http://www.youtube.com/watch?v=5h9E6B9Emgk) (1:49 mins)
- Know how to do basic word processing, including cutting, pasting, and spell-check. The following video clip provides an example of basic word processing: <https://www.youtube.com/watch?v=6iuERoIhEzU> (6:36 minutes)
- Have good reading comprehension and written communication skills. The following video clip provides strategies to master reading comprehension skills: [https://www.youtube.com/watch?v=w\\_N2-366hL4](https://www.youtube.com/watch?v=w_N2-366hL4) (3:18 minutes)
- Organize your time well. The following video clip provides an example, "How to get organized for college": (5:53 minutes) <https://www.youtube.com/watch?v=g1ibzxwhyCM>

### UNIVERSITY POLICIES:

#### Student Observances for Religious Holy Days

In accordance with Texas Education Code §51.911(b): Attendance, students shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. For more information about excused absences due to religious holy days, please visit the website at <http://policies.tamus.edu/31-04-01.pdf>

#### Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this

legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center (DRC) as early as possible in the term at (361) 593-2904. DRC is located in the Life Service and Wellness building at 1210 Retama Drive. If you require special services because of a disability, please notify the Office of Student Relations so that the University may provide appropriate support services to facilitate your learning. Refer to the Student Handbook (Student Relations section, Students with Disabilities subsection). After contacting DRC, please submit your *accommodation letter* to your instructor within the first three weeks of the course so that your instructor can better accommodate your needs.

### **Academic Honesty**

Students are expected to read, understand, and abide by the University's policy on Academic Dishonesty. The policy is published in the Student Handbook (in hardcopy).

### **Academic Misconduct:**

You are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to university disciplinary procedures. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules. You are expected to practice academic honesty in every aspect of this course and all other courses. Please make certain that you are familiar with you Student Handbook, as students who engage in academic misconduct are subject to University disciplinary procedures. Forms of academic dishonesty include:

1. Cheating: Using unauthorized notes or study aids, allowing another party to do one's work/exam and turning in that work/exam as one's own; submitting the same or similar work in more than one course without permission from the course instructors; 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. Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: Falsification or creation of data, research or resources, or altering a graded work without the prior consent of the course instructor.
4. Plagiarism: Portrayal of another's work or ideas as one's own. Examples include 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.
5. Lying: Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
6. Bribery: Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
7. Threat: An attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

**Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be required to submit to this service at the discretion of the instructor.**

### **Other Forms of Academic Misconduct:**

1. Failure to follow published departmental guidelines, professor's syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resources or equipment.
2. Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
3. Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/ test site without permission during a test.
4. Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.
5. Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
6. Nondisclosure or misrepresentation in filling out applications or other university records.
7. Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

### **Non-academic Misconduct:**

The university respects the rights of instructors to teach and of students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with these rights will not be tolerated; examples include:

1. interfering with the instructor's ability to conduct the class,
2. causing inability of other students to profit from the instructional program, or
3. any interference with the rights of others.

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures. Ongoing behaviors or single behaviors considered distracting (e.g., coming late to class, performing a repetitive act that is annoying, sleeping or reading a newspaper in class, etc.) will be addressed by the faculty member initially either generally or individually. Cases in which such annoying behavior becomes excessive and the student refuses to respond to the faculty member's efforts can be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom the instructor may first request compliance from the student and if it is not received, an instructor has the authority to ask the student to leave the classroom. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including University Police Department. An individual engaging in such disruptive behavior is subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures to determine if the student should be allowed to return to the classroom.

### **Harassment and Discrimination:**

Texas A&M University-Kingsville will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred by the facts given by the



complainant. Sexual harassment of anyone at Texas A&M University-Kingsville is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual harassment, harassment, or discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the complainant's immediate supervisor, a department head, a supervisory employee, the Dean of Students at (361)-593-3606 or the Office of Compliance at (361) 593-4758. Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.

### **Six-Drop Policy:**

The following provision does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas Senate Bill 1231 specifies the number of course drops allowed to a student without penalty. After a student has dropped six courses, a grade of QF will normally be recorded for each subsequent drop. Additional information on Senate Bill 1231 is available at the Registrar's Office at (361) 593-2811 and at [http://www.tamuk.edu/registrar/drop\\_policy.html](http://www.tamuk.edu/registrar/drop_policy.html). Should you have questions about these policies, please refer to the Student Code of Conduct section of the Student Handbook ([http://www.tamuk.edu/dean/dean\\_files/studenthandbook.pdf](http://www.tamuk.edu/dean/dean_files/studenthandbook.pdf)). Descriptions of the policies are available at the website of the Center for Teaching Effectiveness at <http://www.tamuk.edu/cte/docs/sample-tamuk-syllabus.pdf>

### **COURSE POLICIES:**

**Attendance Policy:** This is an online class. Attendance is calculated through participation in assignments.

**Late Assignment Policy:** All submissions are due on the date specified (See page 11 for specific due dates). Extra time may be "purchased" at the rate of 10% off the perfect score per week after the assignment is due and bought at an additional 10% weekly up to four weeks. **In order to pass this course, all late submissions must be turned in "complete" to the blackboard by 11:59 P.M. on May 13, 2017.** In the event of extenuating circumstances, a student may request an extension without penalty. Students must submit to the instructor a copy of the *Request for Extension* explaining the extenuating circumstance. Examples of acceptable requests include: A doctor note from a physician, a discharge summary from an emergency room or hospital, or a proof of a family crisis.

### **Assignments and Submissions:**

All assignments must be submitted to the blackboard "complete".

- Your initial post of reaction is due by midnight (11:59 PM) on each Sunday following each of the weeks we post. **See Appendix F for the specific due dates.**
- Your responses to peers' posts are due by midnight (11:59 PM) on Tuesday, two days after your initial reaction is due.
- **Your syllabus exam is due on August 26, 2018.**
- **The mid-term paper (due on October 21, 2018) and final paper (due on December 3, 2018) have to be submitted to the Blackboard in Microsoft Word format.**

Grades for the course will be based upon the following:

1. **Online Syllabus Quiz: 100 points, the 10% of your grade**

2. **Online Discussion Board: 400 points, the 40% of your grade**

For ten weeks, students will respond to a specific topic which I will post on Blackboard. The purpose of the Discussion Board (DB) is to reinforce and articulate your knowledge of various theories, their components, and how you will incorporate them into your professional identity and practice. **Because your DB posts are one way for me to measure attendance for this online course, you may not opt out of doing a DB. Each DB that you do not participate in is considered an absence. Three "0" grade entries under the DB count as three absences and equate to a letter grade drop.**

Your DB posts should include (1) your own reactions/reflections and ideas (I do not give grades for work that is unbecoming of a graduate student), (2) insightful responses to peer reactions/responses, (3) attempts to create a flowing discussion with your colleagues/peers in the class, (4) respect of your colleagues/peers with courtesy and thoughtfulness when responding, and (5) thorough despondences addressing the topic – as well as integration of information from readings. Abbreviations are not helpful, please spell out all words. **See points-based rubrics of DB posts in Appendixes A, B, and C.**

Each of your initial DB posts of **reactions should be at least 10 complete sentences. You must respond to at least two colleagues/peers** in a way that indicates your investment in the discussion. **Each response should be at least three complete sentences** and must be thoughtful, respectful, and in-depth enough to allow for reflection and continued conversation. All posts should be free of spelling and grammatical errors. You will be graded on content, presentation, and professionalism. Responses to colleagues/peers are due within 48 hours of the deadline for the initial post. **See Appendix F for specific due dates.**

3. **Mid-term Professional Counseling Paper: 250 points, the 25% of your grade**

**The due date for submitting this 5-6 double-spaced pages paper in Microsoft Word format to Assigned Papers and Submissions on the blackboard will be October 21, 2018.**

You would need to invest 10 to 18 hours writing this Professional Counseling Paper. **An example of APA style mid-term Paper can be download on under the Additional APA Resources on the blackboard** to help you format and conduct your paper. If you prefer me to review your paper prior to your submission to the blackboard, email your "complete" paper to me (ya-wen.liang@tamuk.edu) one week before the due date. When I receive your paper prior to October 14, I will review and edit your paper within five days. **See the rubric and guidelines of the mid-term paper in Appendix D.**

4. **Final Counseling Theory Research Paper: 250 points, the 25% of your grade**

**The due date to submit this 6-8 double-spaced paper in Microsoft Word format to Assigned Papers and Submissions on the blackboard will be December 3, 2018.** It might take you 12 to 24 hours to complete this research paper. Start writing the paper as soon as you can would be a wise decision. **An example of APA style final Counseling Theories Research Paper can be download on under the Additional APA Resources on the blackboard** to help you format and conduct your final paper. If you prefer me to review your paper prior to your submission to the blackboard, email your "complete" paper to me (ya-wen.liang@tamuk.edu) one week before the due date. When I receive your paper prior to November 26, 2018, I will review and edit your paper within in five days. **See the rubric and guidelines in Appendix E.**

**Grading – perfect score: 1000 points Total**

- Syllabus Exam: 100 points
- Blackboard Discussions: 400 points
- Mid-term Paper: 250 points
- Final Paper: 250 points

A = 900 – 1000 points

B = 800 – 899 points (A student needs a GPA of 3.0 to stay in the graduate program.)

C = 700 – 799 points

F = 699 points and below

**Miscellaneous**

Incompletes must be completed in the semester following the one in which they are received. In accordance with the University policy, if this is not done, the grade reverts to Failure.

Incompletes in this class are discouraged. Assignments may be difficult to “make-up.”

“I” Assignment: Incomplete: given to a student who is passing but has not completed a term paper, examination or other required work. The instructor and the student are required to complete the standard university contract form for each course in which the temporary grade of I has been assigned. The grade of I will be used only to allow a student who has encountered some emergency such as illness or an accident an opportunity to complete the requirements for a course. A grade of I reverts to a grade of F one year from the close of semester/term in which the grade was originally recorded if the course requirements have not been satisfied. Not valid for Research/Project/Thesis/Dissertation courses. (Graduate Faculty Handbook, p. 82).

NOTE: An “I” cannot be given to a student who has simply fallen behind, had some personal issues, got busy at work or home, etc. Additionally, the student must be “Passing” which is a total of 70 (C) or above.

## Appendix A DB Reaction Rubric

**Superior (90-100% of the assigned points): 27-30 points with no case conceptualization OR 9-10 points if a case conceptualization (20 points) is required; a minimum of 10 sentences per reaction**

- Discussion contributions are submitted according to the specifications of the assignments and are posted by the due date.
- Language is clear, concise, and easy to understand. Uses terminology appropriately, is logically organized, and adapts APA format.
- Discussion contributions provide evidence that the learner has read the assigned readings thoroughly and has considered a sampling of colleagues' postings by synthesizing key comments and ideas when applicable.

**Sufficient (80-89% of the assigned points): 24-26 points with no case conceptualization OR 8 points if a case conceptualization (20 points) is required; a minimum of 10 sentences per reaction**

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are adequately written, but some content may be inaccurate. Discussion contributions demonstrate some depth of understanding of the issues and show that the learner/trainee has absorbed general principles and ideas presented in the course, although viewpoints and interpretations are not always thoroughly supported.
- Discussion contributions provide evidence that the learner/trainee has considered at least some colleagues' postings and synthesized key comments and ideas when applicable, but it appears as though all postings have not been reviewed.

**Minimal (70-79% of the assigned points): 21-23 points with no case conceptualization OR 7 points if a case conceptualization (20 points) is required; a minimum of 10 sentences per reaction**

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are not adequately written and/or APA format is not used.
- Discussion contributions do little to enhance the quality of interaction and rarely include questions or comments that stimulate critical thinking and learning.
- Discussion contributions demonstrate a minimal understanding of concepts presented, tend to address peripheral issues, and are somewhat accurate but with some omissions and/or errors. Key principles are not integrated into the response, or if key principles are presented, there is no evidence the learner/trainee understood the core ideas.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and postings do not incorporate key comments and ideas presented by colleagues.

**Inadequate (60-69% of the assigned points): 18-20 points with no case conceptualization OR 6 points if a case conceptualization (20 points) is required**

**No credit will be awarded if some or all of the following conditions apply:**

- Discussion contributions are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- Discussion contributions contain only nine sentences or less than nine sentences.
- Discussion contributions are poorly written, terms are used incorrectly; APA format is not used.
- Discussion contributions do not contribute to the quality of interaction and do not include questions or comments that stimulate critical thinking and learning.
- Discussion contributions do not demonstrate an understanding of the concepts presented in the course, do not address relevant issues, and/or are inaccurate.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and/or considered colleagues' postings.

## Appendix B

### DB Response Rubric

#### **Superior (9-10 points; a minimum of three sentences per post; a minimum of two peer responses)**

- Responses are submitted according to the specifications of the assignments and are posted by the due date.
- Responses significantly enhance the quality of peer interactions (e.g., illustrate a point with personal/professional examples demonstrating application of principles from readings, suggest new perspectives on an issue, and pose thought-provoking questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner.
- Responses contribute to the quality of interaction (e.g., illustrate a point with personal/professional examples, suggest new perspectives on an issue, pose relevant questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner but response is not well developed or integrated.

#### **Sufficient (8 points; a minimum of three sentences per post; a minimum of two peer responses)**

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are adequately written, but the content does not adequately address peer posts or does not promote peer interactions (e.g., not adequately respond to peer reactions), provide criticism instead of constructive feedback to colleagues, and raise opposing viewpoints in an impolite manner.

#### **Minimal (7 points; a minimum of three sentences per post; a minimum of two peer responses)**

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are not adequately written and/or APA format is not used.
- Responses degrade peer sharing, disrespect peer interactions, or raise opposing viewpoints in an offensive manner.

#### **Inadequate (6 Points)**

##### **No credit will be awarded if some or all of the following conditions apply:**

- Responses are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- A response contains only two sentences or less than two sentences.
- Do not respond to a minimum of two peers.
- Responses are poorly written, terms are used incorrectly; and/or APA format is not used.
- Responses negatively affect the quality of peer interactions or professionalism.

## Appendix C

### Case Conceptualization Rubric

<b>Rubric for describing Linda's problem</b>	<b>13-15 points Superior</b>	<b>11-12 points Sufficient</b>	<b>9-10 points Minimal</b>	<b>7-8 points Inadequate No credit will be awarded if some or all of the following conditions apply:</b>
<b>Describe Linda's Problems Using the Particular Theoretical Language</b>	<ul style="list-style-type: none"> <li>• Submission meets the specifications of the assignment and is posted by the due date</li> <li>• Well use of the assigned theoretical languages and perspectives to describe client problems</li> <li>• Provides sophisticated depictions of presenting problems from the assigned theoretical perspectives</li> <li>• Provide evidences that the student has read the assigned readings thoroughly</li> </ul>	<ul style="list-style-type: none"> <li>• Submission is not posted by the due date and/or does not meet the specifications of the assignments</li> <li>• Submission is adequately written, but some contents do not apply to the assigned theory</li> <li>• Partially use the assigned theoretical languages to describe client problems</li> <li>• Provide evidences that the student has read the assigned readings partially</li> </ul>	<ul style="list-style-type: none"> <li>• Submission is not posted by the due date and/or does not meet the specifications of the assignments</li> <li>• Submission is not adequately written and/or APA format is not well used</li> <li>• Majority of content does not apply to the assigned theory</li> <li>• A minimum use of the assigned theoretical languages to describe client problems</li> <li>• Failed to provide evidences that the student has read the assigned reading</li> </ul>	<ul style="list-style-type: none"> <li>• Submission is not posted by the due date and/or does not meet the specifications of the assignments</li> <li>• Submission is poorly written and/or APA format is not used</li> <li>• The content does not apply to the assigned theory</li> <li>• Does not use the assigned theoretical languages to describe client problems</li> <li>• Failed to provide evidences that the student has read the assigned reading</li> </ul>
<b>Rubric for facilitating treatment plans</b>	<b>5 points Superior</b>	<b>4 points Sufficient</b>	<b>3 points Minimal</b>	<b>2 points Inadequate No credit will be awarded if some or all of the following conditions apply:</b>
<b>Treatment Plans</b>	<ul style="list-style-type: none"> <li>• Submission meets the specifications of the assignment and is posted by the due date</li> <li>• Well use of a minimum of two techniques of the assigned theory</li> <li>• Techniques used in the treatment plans are in coherence with client case conceptualization</li> </ul>	<ul style="list-style-type: none"> <li>• Submission is not posted by the due date and/or does not meet the specifications of the assignments</li> <li>• Use of a minimum of two techniques of the assigned theory</li> <li>• Techniques used in the treatment plans are partially coherent with client case conceptualization</li> </ul>	<ul style="list-style-type: none"> <li>• Submission is not posted by the due date and/or does not meet the specifications of the assignments</li> <li>• Provide a minimum of two techniques, but only one technique was invented by the assigned theorist(s)</li> <li>• Good treatment plans, but treatment plans are not in coherence with the assigned theory</li> </ul>	<ul style="list-style-type: none"> <li>• Submission is not posted by the due date and/or does not meet the specifications of the assignments</li> <li>• Fail to provide a minimum of two techniques or the techniques provided were not invented by the assigned theorist(s)</li> <li>• Fail to provide treatment plans</li> </ul>

## Appendix C - Continued

### Example of Case Conceptualization

**Client:** Linda

**Counselor:** Ya-Wen Liang, Ph.D., LPC, NCC, Humanistic Santray Therapist

**Age:** 32

**Sex:** female

**Race:** Caucasian

**Marital Status:** recently ended a 7-year marriage with no child

**Living situation:** lives alone

**Client Concerns** (You can copy and paste my example or write client concerns on your own. Address client concerns based on the client's presenting problems.)

Linda concerns included (a) a suicidal thought with no intent (of action), (b) unemployment/career transition issues due to be laid off, (c) feeling aimless, anxious, and depressed after a recent divorce, (d) emotionally distant from all family members, (e) lacking social support, (f) having temper issues at work, (g) interpersonal relationship issues with bosses, (h) feeling bored and tired in her routine work, (i) feeling sad and angry towards the issue of her abortion, (j) being verbally abused by her ex-husband, (k) lacking confidence to pursue higher education due to family norms, (l) being discouraged by her father, and (m) struggling with legal issues, shoplifting, when she was young,

**Client Strengths** (You can copy and paste my example or write client strengths on your own.)

Linda's strengths include feeling content staying at home reading romance novels, watching TV as well as movies, making good grades in high school, and being accepted by a 4-year college.

### **Describe Linda's Problems Using the Particular Theoretical Language (15 points)**

**\*\*\*Each theory has its own particular theoretical languages.\*\*\***

From a *Psychoanalytic perspective*, Linda had *attachment* issues with her parents as evidenced by her report of keeping distance from her father and not feeling emotionally close to her mother.

From an *Adlerian perspective*, Linda's *family norms* affected her feelings of *inferiority* towards pursuing equality in a romantic relationship. Linda's father *discouraged* her from pursuing a higher education.

From a *Cognitive perspective*, Linda *is aware of* her temper issues, *but feels* irritated to communicate with her boss who is reported as sexist. Linda appeared to experience the *cognitive distortion* that she *believes* that she is devalued by her husband and boss.

From an *Existential perspective*, Linda *struggles to find the meaning for her existence* in her family, marriage, and work. Therefore, she *lacks motivation* to continue her living. Linda *does not take responsibility to advocate for her rights*.

### **Treatment Plan (5 points; specify at least two techniques in a particular theory)**

From a *Psychoanalytic perspective*, I would use the technique of *free association* to help Linda explore how her *subconsciousness* affects her interpersonal relationships.

From an *Adlerian perspective*, I would use the technique of *encouragement* to boost Linda's confidence so that she can *be empowered* to deal with her *life struggles*.

From a *Cognitive perspective*, I would use the *thought record* to help Linda dispute her *irrational thoughts* and *seek alternative thoughts and viewpoints* to deal with challenges.

## Appendix C - Continued

### For Your Information: DSM 5 Diagnoses for Linda's Case

#### Major Depressive Disorder

##### Diagnostic Criteria

A. Five (or more) of the following symptoms have been present during the same 2-week period and represent a change from previous functioning: at least one of the symptoms is either (1) depressed mood or (2) loss of interest or pleasure.

Note: Do not include symptoms that are clearly attributable to another medical condition.

1. Depressed mood most of the day, nearly every day, as indicated by either subjective report (e.g., feels sad, empty, hopeless) or observation made by others (e.g., appears tearful). (Note: In children and adolescents, can be irritable mood.)
2. Markedly diminished interest or pleasure in all, or almost all, activities most of the day, nearly every day (as indicated by either subjective account or observation).
3. Significant weight loss when not dieting or weight gain (e.g., a change of more than 5% of body weight in a month), or decrease or increase in appetite nearly every day. (Note: In children, consider failure to make expected weight gain.)
4. Insomnia or hypersomnia nearly every day.
5. Psychomotor agitation or retardation nearly every day (observable by others, not merely subjective feelings of restlessness or being slowed down).
6. Fatigue or loss of energy nearly every day.
7. Feelings of worthlessness or excessive or inappropriate guilt (which may be delusional) nearly every day (not merely self-reproach or guilt about being sick).
8. Diminished ability to think or concentrate, or indecisiveness, nearly every day (either by subjective account or as observed by others).
9. Recurrent thoughts of death (not just fear of dying), recurrent suicidal ideation without a specific plan, or a suicide attempt or a specific plan for committing suicide.

B. The symptoms cause clinically significant distress or impairment in social, occupational, or other important areas of functioning.

C. The episode is not attributable to the physiological effects of a substance or to another medical condition.

**Note:** Criteria A-C represent a major depressive episode.

**Note:** Responses to a significant loss (e.g., bereavement, financial ruin, losses from a natural disaster, a serious medical illness or disability) may include the feelings of intense sadness, rumination about the loss, insomnia, poor appetite, and weight loss noted in Criterion A, which may resemble a depressive episode. Although such symptoms may be understandable or considered appropriate to the loss, the presence of a major depressive episode in addition to the normal response to a significant loss should also be carefully considered. This decision inevitably requires the exercise of clinical judgment based on the individual's history and the cultural norms for the expression of distress in the context of loss.

D. The occurrence of the major depressive episode is not better explained by schizoaffective disorder, schizophrenia, schizophreniform disorder, delusional disorder, or other specified and unspecified schizophrenia spectrum and other psychotic disorders.

E. There has never been a manic episode or a hypomanic episode.



Note: This exclusion does not apply if all of the manic-like or hypomanic-like episodes are substance-induced or are attributable to the physiological effects of another medical condition.

### **Coding and Recording Procedures**

The diagnostic code for major depressive disorder is based on whether this is a single or recurrent episode, current severity, presence of psychotic features, and remission status. Current severity and psychotic features are only indicated if full criteria are currently met for a major depressive episode. Remission specifiers are only indicated if the full criteria are not currently met for a major depressive episode. Codes are as follows:

<b>Severity/course specifier</b>	<b>Single episode</b>	<b>Recurrent episode*</b>
Mild (p.188)	296.21 (F32.0)	296.31 (F33.0)
Moderate (p.188)	296.22 (F32.1)	296.32 (F33.1)
Severe (p.188)	296.23 (F32.2)	296.33 (F33.2)
With psychotic features** (p.186)	296.24 (F32.3)	296.34 (F33.3)
In partial remission (p.188)	296.25 (F32.4)	296.35 (F33.41)
In full remission (p.188)	296.26 (F32.5)	296.36 (F33.42)
Unspecified	296.20 (F32.9)	296.30 (F33.9)

### Appendix D: Mid-term Professional Counseling Paper Rubric (250 points)

Rubric	90-100% of assigned points <b>Superior</b>	80-89% of assigned points <b>Sufficient</b>	70-79% of assigned points <b>Minimal</b>	60-69% of assigned points <b>Inadequate</b> <b>No credit will be awarded if some or all of the following conditions apply:</b>
<b>Apply to the following all</b>	<ul style="list-style-type: none"> <li>Submission meets the specifications of the assignment and is posted by the due date</li> <li>Submission is well written and well follow APA format</li> <li>Provide sophisticated depictions of the required topics</li> </ul>	<ul style="list-style-type: none"> <li>Submission is not posted by the due date and/or does not meet the specifications of the assignments</li> <li>Submission is adequately written but lack in-depth depictions of the requirements or partially follow APA format</li> </ul>	<ul style="list-style-type: none"> <li>Submission is not posted by the due date and/or does not meet the specifications of the assignments</li> <li>Submission is poorly written and/or APA format is not well used</li> </ul>	<ul style="list-style-type: none"> <li>Submission is not posted by the due date and/or does not meet the specifications of the assignments</li> <li>Submission is poorly written and/or APA format is not well used</li> </ul>
<b>Counseling Profession (50 points)</b>	<b>45-50 points</b>	<b>40-44 points</b>	<b>35-39 points</b>	<b>30-34 points</b>
	<ul style="list-style-type: none"> <li>Provides sophisticated depictions of the student's growth on counselor identity</li> <li>Well demonstrate the ability of comprehending (a) counselor characteristics and (b) ethical behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Submission is adequately written, but lack in-depth depictions of the required contents, such as not adequately addressing the student's (a) growth on counselor identity, (b) comprehension of counselor characteristics, and (c) applications of ethical behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Fail to address one of the following requirements: (a) growth on counselor identity, (b) comprehension of counselor characteristics, or (c) applications of ethical behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Fail to address two the following requirements: (a) growth on counselor identity, (b) comprehension of counselor characteristics, or (c) applications of ethical behaviors</li> </ul>
<b>Ethical Issues (30 points)</b>	<b>27-30 points</b>	<b>24-26 points</b>	<b>21-23 points</b>	<b>18-20 points</b>
	<ul style="list-style-type: none"> <li>Provides sophisticated depictions of the student's growth on ethics issues in the field of professional counseling</li> <li>Well demonstrate the ability of comprehending ethical issues through accurately citing the ACA Code of Ethics to support the notions</li> <li>Well provide two examples of ethical issues</li> </ul>	<ul style="list-style-type: none"> <li>One of the citations of the ACA Code of Ethics does not apply to or support the example of the ethical issue(s)</li> <li>An example of the ethical issues does not reflect professional counseling</li> </ul>	<ul style="list-style-type: none"> <li>Two citations of the ACA Code of Ethics do not apply to or support the example of the ethical issue(s)</li> <li>Two examples of the ethical issues do not reflect professional counseling</li> </ul>	<ul style="list-style-type: none"> <li>Lack citations of using the ACA Code of Ethics to support the examples of ethical issue(s)</li> <li>Failed to provide examples of ethical issues in the field of professional counseling</li> </ul>
<b>Multicultural Issues (100 points)</b>	<b>90-100 points</b>	<b>80-89 points</b>	<b>70-79 points</b>	<b>60-69 points</b>
	<ul style="list-style-type: none"> <li>Well identify the student's growth on multicultural issues in counseling</li> <li>Well use of a minimum of two counseling theories to address the multicultural issues with diverse clients in community settings</li> </ul>	<ul style="list-style-type: none"> <li>Adequately address the student's understanding on multicultural issues in counseling, but lack ability to identify the growth on multicultural issues</li> <li>Adequately use only one counseling theory to address the multicultural issues with diverse clients in community settings</li> </ul>	<ul style="list-style-type: none"> <li>Poorly address the student's understanding on multicultural issues in counseling or lack ability to identify multicultural issues in counseling</li> <li>Address two counseling theories, but do not reflect how these two theories address the multicultural issues with diverse clients in community settings</li> </ul>	<ul style="list-style-type: none"> <li>Fail to address personal growth on multicultural issues in counseling</li> <li>Fail to use two counseling theories to address the multicultural issues with diverse clients in community settings</li> </ul>

<b>Applications</b> (50 points)	<b>45-50 points</b> • Well demonstrate the applications of two counseling theories on the particular counseling issue(s)	<b>40-44 points</b> • Adequately address two counseling theories on the particular counseling issue(s), but do not adequately deliberate how the applications would be helpful to the particular counseling issue(s)	<b>35-39 points</b> • Poorly address two counseling theories on the particular counseling issue(s), but fail to discuss how the applications would be helpful to the particular counseling issue(s)	<b>30-34 points</b> • Fail to address a minimum of two counseling theories on the particular counseling issue(s) • Fail to discuss applications of the particular counseling issue(s)
<b>Feedback to the Instructor</b> (20 points)	<b>18-20 points</b> • Deliberate specific feedback to the course instructor with a minimum of four sentences.	<b>16-17 points</b> • Deliberate specific feedback to the course instructor with less than three sentences (including three sentences)	<b>14-15 points</b> • Deliberate specific feedback to the course instructor with less than two sentences (including two sentences)	<b>12-13 points</b> • Poorly address feedback to the course instructor • Provide feedback with less than one sentence (including one sentence) • Do not provide feedback to the course instructor

### Mid-term Professional Counseling Paper Guidelines

You will write a paper with a minimum of five paragraphs and **address the following guidelines and five headings (in the APA format)** to demonstrate your ability in comprehending counselor characteristics and behaviors that influence the counseling process with diverse clients. **The content must contain the following five sections. Do not put each section all together in one long paragraph. Use a minimum of four scholarly references.** (<http://libguides.tamuk.edu/Reference>) You can cite your textbook as one reference. The title and references pages will not count for these 5-6 content pages.

- a. **Counseling Profession** (50 points) – Demonstrate your growth on your identity and comprehension of counselor characteristics and behaviors. (Demonstrate what you have taken from this course regarding characteristics and ethical behaviors of an exceptional professional counselor.)
- b. **Ethical Issues** (30 points) - As a future counselor, identify and demonstrate your growth on ethics issues in the field of professional counseling. Provide the ACA Code of Ethics to support each of your examples of the ethical issues. A minimum of two examples of the ethical issues are required. (Demonstrate what you have learned about ethical issues in the field of professional counseling from this course.)
- c. **Multicultural Issues** (100 points): Identify your growth on multicultural issues in counseling through this course and demonstrate your ability to use a minimum of two counseling theories to address the multicultural issues with diverse clients in community settings. You may use **Multicultural Issues** and **Counseling Theories Address Multicultural Issues** as the second level of headings. See “APA Sample Template: Mid-term Paper” under “Sample of APA Writing” on the blackboard for your reference.
- d. **Applications** (50 points) – As a future counselor, specify and demonstrate your growth in applying a minimum of two counseling theories on a particular counseling issue (such as anxiety, depression, ADHD, addiction, crisis intervention, divorce, suicidal ideation...etc.) (Demonstrate your growth on applying diverse counseling therapies for diverse clients.)
- e. **Feedback to the Instructor** (20 points) – Deliberate your specific feedback to your professor of this course.

## Appendix E

### Final Counseling Theory Research Paper Rubric

Rubric	90-100% of assigned points <b>Superior</b>	80-89% of assigned points <b>Sufficient</b>	70-79% of assigned points <b>Minimal</b>	60-69% of assigned points <b>Inadequate</b> <b>No credit will be awarded if some or all of the following conditions apply:</b>
<b>Apply to the following all</b>	<ul style="list-style-type: none"> <li>Submission meets the specifications of the assignment and is posted by the due date</li> <li>Use one of the 11 theories taught in the class to deliberate the required topics</li> <li>Submission is well written and well follow APA format</li> <li>Provide sophisticated depictions of the required topics</li> </ul>	<ul style="list-style-type: none"> <li>Submission is not posted by the due date and/or does not meet the specifications of the assignments</li> <li>Use one of the 11 theories taught in the class to deliberate the required topics</li> <li>Submission is adequately written but lack in-depth depictions of the requirements or partially follow APA format</li> </ul>	<ul style="list-style-type: none"> <li>Submission is not posted by the due date and/or does not meet the specifications of the assignments</li> <li>Use one of the 11 theories taught in the class to deliberate the required topics</li> <li>Submission is poorly written and/or APA format is not well used</li> </ul>	<ul style="list-style-type: none"> <li>Submission is not posted by the due date and/or does not meet the specifications of the assignments</li> <li>The theory used is not one of the 11 theories taught in the class</li> <li>Submission is poorly written and/or APA format is not well used</li> </ul>
<b>Historical Overview and Development of the Theory</b> (50 points)	<b>45-50 points</b>	<b>40-44 points</b>	<b>35-39 points</b>	<b>30-34 points</b>
	<ul style="list-style-type: none"> <li>Sophisticated analyses that coherently and succinctly relates expressions of historical overview and development of the selected guiding theory in depth</li> <li>Well use of scholarly references to support the notions of history and development of the selected guiding theory</li> </ul>	<ul style="list-style-type: none"> <li>Adequate analyses that coherently and succinctly relates expressions of historical overview and development of the selected guiding theory</li> <li>Use references to support the notions of history and development of the selected guiding theory, but the references are not scholarly references</li> </ul>	<ul style="list-style-type: none"> <li>Poor analyses and expressions of historical overview or development of the selected guiding theory</li> <li>Lack solid references to support the notions of history and development of the selected guiding theory</li> </ul>	<ul style="list-style-type: none"> <li>Poor analyses and expressions of historical overview and development of the selected guiding theory</li> <li>Lack references to support the notions of history and development of the selected guiding theory</li> </ul>
<b>Therapeutic Relationship</b> (50 points)	<b>45-50 points</b>	<b>40-44 points</b>	<b>35-39 points</b>	<b>30-34 points</b>
	<ul style="list-style-type: none"> <li>A thorough review of the therapeutic relationship from the selected theoretical perspective</li> <li>Use scholarly references to support the notions of the therapeutic relationship of your guiding theory</li> </ul>	<ul style="list-style-type: none"> <li>Adequate review of the therapeutic relationship from the selected theoretical perspective</li> <li>Use references to support the notions of the therapeutic relationship of your guiding theory, but the references are not scholarly references</li> </ul>	<ul style="list-style-type: none"> <li>Poor review of the therapeutic relationship from the selected theoretical perspective</li> <li>Lack solid references to support the notions of the therapeutic relationship of your guiding theory</li> </ul>	<ul style="list-style-type: none"> <li>Fail to review of the therapeutic relationship from the selected theoretical perspective</li> <li>Lack references to support the notions of the therapeutic relationship of your guiding theory</li> </ul>
<b>Application</b> (80 points)	<b>72-80 points</b>	<b>64-71 points</b>	<b>56-63 points</b>	<b>48-55 points</b>
	<ul style="list-style-type: none"> <li>Well written introduction of appropriate applications that coherently and succinctly relate to the selected</li> </ul>	<ul style="list-style-type: none"> <li>Adequate introduction of appropriate applications that coherently and succinctly relate to the selected</li> </ul>	<ul style="list-style-type: none"> <li>Adequate introduction of appropriate applications that coherently and succinctly relate to the selected</li> </ul>	<ul style="list-style-type: none"> <li>Inadequate introduction of applications that coherently and succinctly relate to the selected guiding theory</li> </ul>

	<p>guiding theory with scholarly references</p> <ul style="list-style-type: none"> <li>• A thorough review of (a) the special techniques used in this therapy, (b) how this therapy would be applicable to diverse populations, (c) what contributions have this therapy made to the field of counseling, and (d) what clients might be better served through the selected guiding theory.</li> </ul>	<p>guiding theory without scholarly references</p> <ul style="list-style-type: none"> <li>• Miss to address one of the following guidelines: (a) the special techniques used in this therapy, (b) how this therapy would be applicable to diverse populations, (c) what contributions have this therapy made to the field of counseling, or (d) what clients might be better served through the selected guiding theory.</li> </ul>	<p>guiding theory without citing references</p> <ul style="list-style-type: none"> <li>• Miss to address two of the following guidelines: (a) the special techniques used in this therapy, (b) how this therapy would be applicable to diverse populations, (c) what contributions have this therapy made to the field of counseling, or (d) what clients might be better served through the selected guiding theory.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack references to support the use of applications</li> <li>• Miss to address three or more of the following guidelines: (a) the special techniques used in this therapy, (b) how this therapy would be applicable to diverse populations, (c) what contributions have this therapy made to the field of counseling, or (d) what clients might be better served through the selected guiding theory.</li> </ul>
<p><b>Strengths and Limitations</b> (30 points)</p>	<p><b>27-30 points</b></p> <ul style="list-style-type: none"> <li>• Sophisticated analyses that coherently and succinctly relates expressions of strengths and limitations of the selected guiding theory in depth</li> <li>• Well use of scholarly references</li> </ul>	<p><b>24-26 points</b></p> <ul style="list-style-type: none"> <li>• Adequate analyses that coherently and succinctly relates expressions of strengths and limitations of the selected guiding theory</li> <li>• Use references to support the notions of strengths and limitations of the selected guiding theory, but the references are not scholarly references</li> </ul>	<p><b>21-23 points</b></p> <ul style="list-style-type: none"> <li>• Poor analyses of strengths and limitations of the selected guiding theory</li> <li>• Do not use solid references to support the notions of strengths and limitations of the selected guiding theory</li> </ul>	<p><b>18-20 points</b></p> <ul style="list-style-type: none"> <li>• Lack analysis of strengths and/or limitations of the selected guiding theory</li> <li>• Do not use references to support the notions of strengths and limitations of the selected guiding theory</li> </ul>
<p><b>Professional Growth</b> (20 points)</p>	<p><b>18-20 points</b></p> <ul style="list-style-type: none"> <li>• A thorough review of personal growth in applying the selected guiding theory</li> <li>• Provide description with a minimum of four sentences</li> </ul>	<p><b>16-17 points</b></p> <ul style="list-style-type: none"> <li>• Adequate review of personal growth in applying the selected guiding theory</li> <li>• Provide description with less than three sentences (including three sentences)</li> </ul>	<p><b>14-15 points</b></p> <ul style="list-style-type: none"> <li>• Poor review of personal growth in applying the selected guiding theory</li> <li>• Provide description with less than two sentences (including two sentences)</li> </ul>	<p><b>12-13 points</b></p> <ul style="list-style-type: none"> <li>• Fail to review personal growth in applying the selected guiding theory</li> <li>• Provide description with less than one sentence (including one sentence)</li> </ul>
<p><b>Feedback to the Instructor</b> (20 points)</p>	<p><b>18-20 points</b></p> <ul style="list-style-type: none"> <li>• Deliberate specific feedback to the course instructor with a minimum of four sentences.</li> </ul>	<p><b>16-17 points</b></p> <ul style="list-style-type: none"> <li>• Deliberate specific feedback to the course instructor with less than three sentences (including three sentences)</li> </ul>	<p><b>14-15 points</b></p> <ul style="list-style-type: none"> <li>• Deliberate specific feedback to the course instructor with less than two sentences (including two sentences)</li> </ul>	<p><b>12-13 points</b></p> <ul style="list-style-type: none"> <li>• Poorly address feedback to the course instructor</li> <li>• Provide feedback with less than one sentence (including one sentence)</li> <li>• Do not provide feedback to the course instructor</li> </ul>

## Appendix E - Continued

### Final Counseling Theory Research Paper Guidelines

*You will write a research paper addressing one of the 11 major counseling theories taught in this course.* See “APA Sample Template: Final Paper” under “Sample of APA Writing” on the blackboard for your reference. *Select a theory that you are particularly interested in and discuss what interests you about that theory.* The content must contain the following six sections. Use these headings for each section. Do not put each section all together in one long paragraph. Use APA format, double spaced, Times New Roman, 12 pt. type, 1" margins.

*Demonstrate your knowledge and application ability based on the following guidelines:*

- a. **Historical Overview and Development of the Theory** (50 points) (As a novice/future counselor, choose one of the 11 theories as your guiding theory. Demonstrate your ability to choose your guiding theory and your knowledge on its history and development.)
- b. **Therapeutic Relationship** (50 points): Deliberate the therapeutic (counselor and client) relationship of your guiding theory. You may discuss what role (such as collaborate, active, facilitator, companion...etc.,) the counselor takes in the counseling process.
- c. **Application** (80 points): Specify (a) the special techniques used in this therapy, (b) how this therapy would be applicable to diverse populations, (c) what contributions have this therapy made to the field of counseling, and (d) what clients might be better served through your selected guiding theory.
- d. **Strengths and Limitations** (30 points) (Specify the strengths and limitations of this theory).
- e. **Professional Growth** (20 points) (Specify what you have learned or your growth in applying this theory.)
- f. **Feedback to the Instructor** (20 points) – Deliberate your specific feedback to your course instructor.

This will be strictly the APA 6th edition format (Times New Roman-12). Demonstrate your graduate student quality work. Use a minimum of five scholarly references.

(<http://libguides.tamuk.edu/Reference>) You can cite your textbook as one reference. The title and references pages will not count for these 6-8 content pages. NOTE: you must make an in-text reference to the sources you list on your “References” page to avoid plagiarism. You are recommended to make an appointment with the University Writing Center (361-593-2744 or [tamukuwc@gmail.com](mailto:tamukuwc@gmail.com)) to enhance the APA writing style for your mid-term and final papers. Contact the UWC two weeks prior to your preferred appointment date(s) would be a wise choice.

### Appendix F: Tentative Course Schedule: (Subject to revision)

<i>Week</i>	<i>Office hours</i>	<i>Topics and Assigned readings (Posted by Monday)</i>	<i>Assignment Due Dates</i>	<i>DB - Discussion Board All DB initial posts and papers are due on Sundays by 11:59 pm.</i>
#1: 8/20-8/26 (odd week)	8/24 Fri 12-5	Introduction & <b>review syllabus</b>	<b>8/26/2018</b>	<b>Syllabus Quiz (100 points)</b>
#2: 8/27-9/02 (even week)	8/27 Mon 8-1	Get to know your classmates and counseling video clips	9/02/2018	DB 1 Reaction: 30 points
			9/04/2018	DB 1 Responses to 2 peers: 10 points
#3: 9/03-9/09	9/07 Fri 12-5	Chapter 1: Introduction & Overview Chapter 2: The Counselor: Person & Professional	9/9/2018	DB 2 Reaction: 30 points
			9/11/2018	DB 2 Responses to 2 peers: 10 points
#4: 9/10-9/16	9/10 Mon 8-1	Chapter 3: Ethical Issues in Counseling Practice Chapter 4: Psychoanalytic Therapy	9/16/2018	DB 3 Reaction: 30 points
			9/18/2018	DB 3 Responses to 2 peers: 10 points
#5: 9/17-9/23	9/21 Fri 12-5	Chapters 5: Adlerian Therapy	9/23/2018	DB 4 Reaction: 30 points
			9/25/2018	DB 4 Responses to 2 peers: 10 points
#6: 9/24-9/30	9/24 Mon 8-1	Chapter 6: Existential Therapy Chapter 7: Person-Centered Therapy	9/30/2018	DB 5 Reaction: 30 points
			10/02/2018	DB 5 Responses to 2 peers: 10 points
#7: 10/01-10/07	10/05 Fri 12-5	Chapter 8: Gestalt Therapy	10/07/2018	DB 6 Reaction: 30 points
			10/09/2018	DB 6 Responses to 2 peers: 10 points
#8: 10/08-10/14	10/08 Mon 8-1	Chapter 9: Behavior Therapy Chapter 10: Cognitive Behavior Therapy	10/14/2018	DB 7 Reaction: 30 points
			10/16/2018	DB 7 Responses to 2 peers: 10 points
#9: 10/15-10/21	10/19 Fri 12-5	<b>Mid-term Professional Counseling Paper</b>	<b>10/21/2018</b>	<b>The perfect score is 250 points.</b>
#10: 10/22-10/28	10/22 Mon 8-1	Chapter 11: Choice Theory/Reality Therapy	10/28/2018	DB 8 Reaction: 30 points
			10/30/2018	DB 8 Responses to 2 peers: 10 points
#11: 10/29-11/04	11/02 Fri 12-5	Chapter 12: Feminist Therapy	11/04/2018	DB 9 Reaction: 30 points
			11/06/2018	DB 9 Responses to 2 peers: 10 points
10/29/2018 by 5:00 P.M.		Last day to drop a course or withdraw from the university. Course dropped will receive a grade of Q. Last day for faculty to drop for non-attendance.		
#12: 11/05-11/11	11/05 Mon 8-1	Chapter 14: Family Systems Therapy	11/11/2018	DB 10 Reaction: 30 points
			11/13/2018	DB 10 Responses to 2 peers: 10 points
#13: 11/12-11/18	11/12 Mon 8-1	Chapter 13: Postmodern Approaches		
#14: 11/19-11/25		Thanksgiving Holiday		
#15: 11/26-12/02	11/30 Fri 12-5	Use your time wisely to write the Counseling Theory Research Paper. It would take you 15-20 hours to write the final paper.)		
#16: 12/03-12/09	12/03 Mon 8-1	<b>Final Counseling Theory Research Paper</b>	<b>12/03/2018</b>	<b>The perfect score is 250 points.</b>
		<b>In order to pass this course, the student needs to submit all late assignments, including DB posts by 12/05/2018.</b>		

I am here to support your success. Feel free to contact me via [ya-wen.liang@tamuk.edu](mailto:ya-wen.liang@tamuk.edu) whenever you have any questions about this course or assignments. I am further available to meet with you online through "Blackboard Collaborate" by your email request beyond following office hours:

**My office hours:** The odd weeks of the semester: Friday noon - 5 PM

The even weeks of the semester: Monday 8 AM - 1 PM

Due to my presentation at the 62nd Annual Texas Counseling Association Professional Growth Conference, my week #13 office hours will be swapped to November 12<sup>th</sup> from 8 a.m. to 1 p.m.

Ya-Wen Liang, Ph.D., LPC, NCC, Humanistic Sandtray Therapist