



DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING
THEORIES OF COUNSELING, EDCG5311, 3 CREDITS, ONLINE FORMAT
COURSE SYLLABUS: SPRING 2021

INSTRUCTOR INFORMATION

Instructor: Ya-Wen Melissa Liang, Assistant Professor, Ph.D., LPC-S, NCC, Certified Humanistic Sandtray Therapist

Office Location: Rhode Hall 136, **Office Phone:** 3615934265, **Cell:** 3617561723, **Email:** ya-wen.liang@tamuk.edu

My office phone is not answered after office hours ends or during other times other than office hours. If I do not answer my phone during my office hours, please leave a voice mail message and I will get back with you when I get back to the office. Sending an email is the best way to get a hold of me.

Office Hours: The odd weeks of the semester: Friday noon - 5 PM (See Appendix E for dates.)

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

Response Time: Generally, I will respond to emails within 24-48 hours during the work hours (Monday-Friday, 8 am to 5 pm) of receiving them. Emails sent during the weekends (including holidays) may not be answered until Monday. Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, blackboard collaboration session, or meeting. Any technical questions can be referred to Blackboard Support at (361) 593-4357.

COURSE INFORMATION

TEXTBOOK(S) REQUIRED:

- Corey, Gerald. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Boston, MA: Cengage Learning. ISBN-13: 978-1305263727, rent \$25.77, used \$74.99, new \$97.08
- American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN-13: 978-1433832178, new \$32.50 (Amazon.com)
- 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>

TECHNOLOGY REQUIREMENT(S):

- This class is taught through an online format. Students need access to Blackboard, which is an online teaching format. You are responsible for your access to (a) a reliable computer, (b) stable internet service to review videos and to post blackboard assignments, and (c) Microsoft Word, PowerPoint, and Adobe Reader for 15 weeks.
- All TAMUK students can download free Microsoft Office 365. After accessing your TAMUK email, you may install it by clicking on the "Brady Bunch" square and selecting Office 365". Click the Install Office button, and then click on Office 365 apps. If you encounter challenges accessing office 365, call iTech at 361-593-HELP.
- When you submit your paper through the Blackboard Assignment, please make sure they are in Microsoft Word document format only. Please do not use Apple Pages to submit your documents.
- You will need a computer equipped with a webcam and speakers for online communication via Blackboard.
- Make sure you are using your TAMUK email for course correspondence with the Instructor. Please do not use your personal email (Hotmail, Yahoo, or Gmail account) for course correspondence.
- Make sure you can log into Blackboard with your user ID and password. If you are experiencing problems logging into your TAMUK email or Blackboard please call iTech at (361) 593-4357 (24 hours a day & 7 days a week).
- Computer lab locations: Jernigan Library-First floor by the ITech Help Desk (361) 593-2916 & Rhode Hall-Room 244

COURSE DESCRIPTION

This is a core course meeting state licensing requirements. Each week you will learn one counseling theory. This course provides a historical overview of the major theories and their applications in counseling settings.

STUDENT LEARNER OUTCOMES

Learning Objectives	SLO	Activities/Assignments	Measurement	CACREP Standards
1. Understand the history and philosophy of counseling 2. Identify and apply key concepts and models of major counseling theories	1	<ul style="list-style-type: none"> Examine historical development of major counseling theories Explore theoretical languages, concepts, and interventions of major counseling theories Review assigned readings and blackboard materials including videos, images (such as pictures of Gestalt images and a FWD car illustrating reality therapy...etc) Use the assigned theory to conceptualize Linda's case scenario and facilitate interventions Post two peer responses to enhance group discussions Write a theory research paper>(*both 1 & 2) 	<ul style="list-style-type: none"> Blackboard scenario reactions (See appendix A with a grading rubric.) Blackboard group discussions (See appendix B with a grading rubric.) Blackboard case conceptualization (See appendix C with a grading rubric.) Counseling theory research paper (See appendix E with a grading rubric.) 	I.F.1.a. I.F.5.a.
3. Understand counselor and client relationships, counseling process, and distance counseling 4. Recognize how personal beliefs, worldviews, and behaviors influence the counseling process	5	<ul style="list-style-type: none"> Reflect the counseling profession, counselor competency, therapeutic relationships, counseling process, and distance counseling Reflect counseling videos (such as Bob Newhart-stop it, empathy vs. sympathy, videos of major theories) and discuss how counselor characteristics and behaviors affect the therapeutic relationship and counseling process Review case scenarios and reflect how personal beliefs, family traditions, and worldviews, influence the counseling process via blackboard discussions and a genogram assignment Understand the medical and wellness model. Reflect the wellness model of counseling. Review assigned readings/blackboard materials Post blackboard reactions and group discussions Write a theory research paper 	<ul style="list-style-type: none"> Blackboard scenario reactions (See appendix A for the rubric.) Blackboard group discussions (See appendix B for the rubric.) Counseling theory research paper (See appendix E for the rubric.) 	I.F.5.d. I.F.5.f. I.F.5.e.
5. Understand pluralistic trends of counseling and multicultural issues to diverse populations and counseling settings.	5	<ul style="list-style-type: none"> Evaluation of applications of major theories to diverse populations and community settings Write a professional counseling paper Review assigned readings/blackboard materials Post blackboard reactions and group discussions 	<ul style="list-style-type: none"> Blackboard scenario reactions (See appendix A for the rubric.) Blackboard group discussions (See appendix B for the rubric.) Blackboard case conceptualization (See appendix C for the rubric.) Professional Counseling Paper (See appendix D with a grading rubric.) 	I.F.5.d.
6. Examine counseling theories and use evidence-based strategies and techniques to demonstrate essential interviewing, case conceptualization, and intervention skills 7. Demonstrate the ability to apply theories and models related to clinical mental health counseling	5	<ul style="list-style-type: none"> Apply the assigned particular theory to conceptualize Linda's case scenario and provide evidence for case conceptualization and facilitate appropriate interventions based on the assigned theory Reflect how major counseling theories and techniques facilitate client change Write professional counseling paper Write a counseling theory research paper Review assigned readings/blackboard materials Post blackboard reactions and group discussions 	<ul style="list-style-type: none"> Blackboard scenario reactions (See appendix A for the rubric.) Blackboard group discussions (See appendix B for the rubric.) Blackboard case conceptualization (See appendix C for the rubric.) Professional counseling paper (See appendix D for the rubric.) Counseling theory research paper (See appendix E for the rubric.) 	I.F.5.a. I.F.5.g. I.F.5.j. V.C.1.b.
8. Understand professional counseling requirements. 9. Maintain ethical and legal standards to inform practice	5	<ul style="list-style-type: none"> Review and reflect informed consent forms, Professional Disclosure, and ACA Code of Ethics regarding termination. Review and summarize LPC requirements of Texas State Board Write professional counseling paper Review assigned readings/blackboard materials Post blackboard reactions and group discussions 	<ul style="list-style-type: none"> Blackboard scenario reactions (See appendix A for the rubric.) Blackboard group discussions (See appendix B for the rubric.) Professional counseling paper (See appendix D for the rubric.) 	I.F.5.d.
10. Promote professional development and enhance counselor characteristics, behaviors, and peer interactions	5	<ul style="list-style-type: none"> Review TACES and TCA annual professional growth conference program handbooks and share the benefits of participating in professional conferences. Review and practice APA writing Post blackboard reactions and group discussions Review blackboard feedback from peers and the course instructor Communicate with peers and the course instructor with respect and professional manners Write Mid-term and final papers 	<ul style="list-style-type: none"> Blackboard scenario reactions (See appendix A for the rubric.) Blackboard group discussions (See appendix B for the rubric.) Professional counseling paper (See appendix D for the rubric.) Counseling theory research paper (See appendix E for the rubric.) 	I.F.5.f.

* Program Student Learning Outcomes (SLO) Core Areas:

- Professional Orientation and Ethical Practice
- Counseling and Helping Relationships

MARKETABLE SKILLS

Throughout the course, you will learn the Psychoanalytic Theory, Adlerian Theory, Existential Theory, Person-Centered Theory, Gestalt Theory, Behavior Theory, Cognitive Theory, Reality Theory, Feminist Theory, Postmodern Approaches, and Family Systems Theories. You will develop the ability to use different theories to conceptualize the same Linda's case and facilitate interventions. This course provides you the opportunity to incorporate peers' experiences into your practice and develop a guiding theory that would better fit your personality.

COURSE ASSIGNMENTS & ASSESSMENT

All assignments must be submitted to the blackboard "complete". The initial post of the DB reaction is due each Sunday. See Appendix F for specific dates. Two peer responses are due by Tuesday, two days after your initial reaction is due. Your syllabus exam is due on January 24.

I will update the online grades each time a grading session has been completed---typically seven days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

- Online Syllabus Quiz (100 points, 10% of your grade)**

The syllabus and schedule are subject to change.

The purpose of the Syllabus Exam is to help you become familiar with course requirements.

2. **Online Discussion Board (400 points, 40% of your grade)**

The purpose of the Discussion Board (DB) is to reinforce and articulate your knowledge of various theories, the unique component and unique techniques of each counseling theory, and how you will incorporate them into your case conceptualization for future clients.

For ten weeks, students will respond to the specific topic(s) on the blackboard. I will post the Blackboard materials three weeks before the assignment due day. Because your DB posts are used to measure the 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 with a grade of "zero" for that DB. Your DB posts should include (1) your original reflections and ideas addressing the topic as well as integration of information from the assigned readings and blackboard materials, (2) insightful responses to peer reactions, (3) attempts to create a flowing discussion with your peers, and (4) respect of your classmates with courtesy and thoughtfulness when responding. Abbreviations are not helpful, please spell out all words. Each of your initial DB posts of reactions should be at least 10 complete sentences. Each sentence should include at least 15 words. You must respond to at least two peers in a way that indicates your investment in the discussion. Each response should be at least three complete sentences. Each sentence should be at least 15 words. You will be graded on content, presentation, and professionalism. See points-based rubrics of DB posts in Appendices A, B, and C. See Appendix F for specific due dates.

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

The purpose of the mid-term paper is to help you process your understanding of counseling theories. The due date for submitting this 5-6 double-spaced pages paper in Microsoft Word format to "Term Paper Guidelines and Submission" on the blackboard is March 21. You would need to invest 10 to 18 hours writing this Paper. The format of APA style mid-term paper is available under the "Term paper guidelines and submission" on the left of the Blackboard screen. See the rubric and guidelines of the mid-term paper in Appendix D. If you prefer me to review your paper before your submission to the blackboard, email your "complete" paper to me (ya-wen.liang@tamuk.edu) 10 days before the due date.

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

The purpose of this paper is to demonstrate your comprehension of counseling and explore a theory that fits your personality. The due date to submit this 5-7 double-spaced paper in Microsoft Word format to "Term Paper Guidelines and Submission" on the blackboard is May 2. It might take 15 to 24 hours to complete this research paper. Starting the paper as soon as you can is a wise decision. The format of APA style Final Paper is available under the "Term paper guidelines and submission" on the left of the Blackboard screen. See the rubric and guidelines in Appendix E. If you prefer me to review your paper before your submission to the blackboard, email your "complete" paper to me (ya-wen.liang@tamuk.edu) 10 days before the due date.

GRADING

Final grades in this course will be based on the following manner:

A = 90% - 100%; 900 – 1000 points

B = 80% - 89%; 800 – 899 points; *Students need a GPA of 3.0 to stay in the graduate program.

C = 70% - 79%; 700 – 799 points

F = 69% or Below; 699 points and below

COURSE AND UNIVERSITY PROCEDURES/POLICIES

INSTRUCTOR'S POLICIES

Attendance

This is an online class. Attendance is calculated through participation in assignments, including Blackboard Discussions.

Late/Missing Work

All submissions are due on the date specified (See Appendix F). Extra time may be "purchased" at the rate of 10% off after the assignment is due and bought at an additional 10% weekly up to three weeks. (eg: If the submission is late for 1-7 days, the student receives 90% of the points. If the submission is late for 8-14 days, the student receives 80% of the points. If the submission is late for 15-21 days, the student receives 70% of the points. If the submission is late for 22 days or after May 03, the student receives 0 point.) To pass this course, all late submissions (including DB reactions and peer responses) must be turned in "complete" to the blackboard by May 02, 2021. In the event of extenuating circumstances, a student may request an extension without penalty. Students must submit to the instructor a Request for Extension explaining the extenuating circumstance. Examples of requests include a doctor note from a physician, a discharge summary from an emergency room or hospital, or a proof of a family crisis.

Other Course Policies

Incompletes must be completed in the semester following the one in which they are received. Under the University policy, if this is not done, the grade reverts to *Failure. "Incomplete" in this class is discouraged. Assignments may be difficult to make-up. The student who is passing (above 70% of the semester points) but has not completed a term paper, examination, or other required work may email the instructor to request an *incomplete*. The instructor

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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.

UNIVERSITY POLICIES

Six Drop Policy

The following provision does not apply to students with Texas public college or university credits before Fall 2007. The Texas Senate Bill 1231 specifies the number of courses 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 [Academic Procedure: Drop Policy](#).

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 accommodations 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.

CLASSROOM CONDUCT EXPECTATIONS

Students are referred to the *Student Code of Conduct* section of the [Student Handbook](#). Students are expected to assume individual responsibility for maintaining a productive learning environment and conduct themselves with the highest regard for the response and consideration of others. Ongoing or single behaviors considered distracting will be addressed by the faculty member initially, but if the behavior becomes excessive and the student refuses to respond to the faculty member’s efforts, the issue will be referred to the Dean of Students. In the case of a serious disruptive behavior in a classroom, the instructor will first request compliance from the student and if the student fails to comply, the instructor has the authority to ask the student to leave the classroom. The student is expected to comply with the instructor’s request and may subsequently contest this action using procedures established by the department. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including the University Police Department. The incident shall be handled as an academic misconduct matter using established departmental procedures for academic misconduct to determine if the student should be allowed to return to the classroom.

ACADEMIC MISCONDUCT

Students 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. Students are expected to be familiar with the current Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules. Academic dishonesty includes but is not limited to:

1. Cheating: deception in which the 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 professor on assignments or examinations.
2. The 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: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation, and/or paraphrase of someone else’s work, 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. Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.
5. Lying: deliberate falsification with the intent to deceive in a 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 to receive an unearned grade or in an effort to prevent reporting of an Honor Code violation.

Other forms of academic misconduct included but are not limited to:

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 a student transcript or other academic records; or unauthorized access to academic computer records.
6. Nondisclosure or misrepresentation in filling out applications of other university records.
7. Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

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HARASSMENT/DISCRIMINATION

Texas A&M University-Kingsville does not tolerate discrimination based on race, color, religion, national origin, age, disability, genetic information, gender, gender identity or sexual orientation (or any other illegal basis) and will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred. Sexual harassment and sexual assault are types of sex discrimination. Such sexual misconduct 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 or unlawful discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the Office of Compliance at (361) 593-4758, complainant's immediate supervisor, a department head, a supervisory employee, or 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 Officer will be notified of the complaint so it can be investigated.

REQUIREMENTS DURING THE COVID-19 PANDEMIC

Students must report test results to the Dean of Students (Kirsten.Comparv@tamuk.edu), and employees must report positive results to the Chief Human Resources Officer (Henry.Burgos@tamuk.edu).

In order to keep themselves and others safe and healthy during the pandemic, students attending class face-to-face are required to (1) wear face coverings over the nose and mouth and (2) scan the QR Code posted in the classroom/teaching location to log their attendance to assist in contact tracing, if needed. For information on the use of face coverings, see

<https://www.tamuk.edu/return/facecoveringsfaq.html>.

For information on the Face Covering Policy, see: <https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

Students are responsible for staying informed on the latest updates regarding the university's response to COVID-19 by checking their TAMUK email regularly and accessing information at <https://www.tamuk.edu/return/> and <https://www.tamuk.edu/coronavirus/>.

FACE COVERING POLICY

Face coverings must be worn on the Texas A&M-Kingsville campus inside all public buildings, including lobbies of buildings, restrooms, classrooms, hallways, and stairwells. Face coverings should also be worn in any outdoor space where 6 feet of physical distancing cannot be reliably maintained. Faculty working alone in their offices can remove their face covering.

For more information on the use of face coverings, please refer to <https://www.tamuk.edu/return/facecoveringsfaq.html>.

CLASSROOM POLICY REGARDING FACE COVERINGS

In the event of a student who does not wear a face covering in the classroom/teaching space, the instructor should first request the student to put on a face covering. If the student does not comply, the instructor can dismiss the student from the classroom for that class period. If the student refuses to leave, the instructor may immediately dismiss the class and continue the class period online. The instructor may elect to discuss the matter in private with the student later and follow-up with a memo to the Dean of Students (Kirsten Comparv, Kirsten.Comparv@tamuk.edu) documenting the incident, or the faculty member may make a written referral to the Dean of Student's Office reporting the student for disturbing the class by refusing to comply with the instructor's request. In both instances, the documentation provided should include the name of the student, student ID number, other contact information if known, class/section, date/time of the interaction, and a summary of the concern and the outcome. The Dean of Students or designee will inform the student, through their official university email address, of the face covering policy and that he/she may not return to the classroom without a face covering. Continued disregard for the policy will be handled through the university's Student Disciplinary Code of Conduct.

Possible sanctions for a disciplinary violation of the Student Code of Conduct range from a warning to expulsion from the university.

For information on the Face Covering Policy, see <https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

FACE SHIELDS

A faculty member may wear a face shield without a mask only during lecturing in the classroom, as long as an appropriate social distance (6 feet) can also be maintained between the faculty member and the students. At all other times (when not lecturing), even if a face shield is used, a face mask must also be worn. For more information on the Face Covering Policy, see

<https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

CONTACT TRACING

To assist with contact tracing in the event of a positive COVID-19 case on campus, each classroom/teaching space will have its unique QR Code which will be posted inside each classroom. When the faculty member and students enter the classroom for a face-to-face class, they all will scan the QR code using their phones. Most smartphones can scan a QR code from the phone camera or by downloading a free QR Code Reader app. After scanning the QR code, they will be prompted to enter their TAMUK email and password, then select "Yes" to the question "Present?" and then select Submit. The information (name, email, location, date, and time) will go directly to a database managed by the Enterprise Risk Management Office. Students who do not have a phone will have to log in from another device at the URL provided below the QR code and follow the same process.

RECORDING LIVE LECTURES

All live class lectures, as in face-to-face class meetings, must be recorded on Blackboard Collaborate. This will allow students access to the information, in the event that they miss class due to an excused absence. The recordings must be made available to the class on the Blackboard course site.

FLEXIBILITY REGARDING FACE TO FACE ATTENDANCE

It is possible that a student who is in a class requiring face-to-face meetings may request permission to attend the class virtually via Blackboard Collaborate. Granting such permission is at the discretion of the faculty member; however, given the precarious times, faculty are strongly encouraged to be flexible in their face-to-face class attendance requirements and allow the student, for example, to attend the class virtually at the regular class time. The faculty member should email the student of the decision of whether or not such permission is granted, for the faculty member's records and the student's documentation of the decision.

The syllabus and schedule are subject to change.

APPENDIX A - DB REACTION RUBRIC

The purpose of the Discussion Board (DB) is to reinforce and articulate your knowledge of various theories, the unique component and unique techniques of each counseling theory, and how you will incorporate them into your case conceptualization for future clients.

Superior (90% and above of the assigned points): 27 points and above with no case conceptualization, a minimum of 10 sentences, a minimum of 15 words per sentence, or 13 points and above if a case conceptualization is required

- Discussion contributions are submitted according to the specifications of the assignments and are posted by the due date.
- Language is clear and easy to understand and logically organized.
- Discussion contributions provide evidence that the learner has read the assigned readings thoroughly and synthesize key comments and ideas when applicable.

Proficient (80-89% of the assigned points): 24-26 points with no case conceptualization, a minimum of 10 sentences, a minimum of 15 words per sentence or 12 points if a case conceptualization is required

- Discussion contributions are not posted by the due date 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.

Minimal (70-79% of the assigned points): 21-23 points with no case conceptualization, a minimum of 10 sentences, a minimum of 15 words per sentence) or 10 points if a case conceptualization is required

- Discussion contributions are posted 8-14 days after the due day or are not submitted according to the specifications of the assignments.
- Discussion contributions are not adequately written or fail to address a part of the DB questions.
- Discussion contributions do little to enhance the quality of interaction or fail to address key concepts of the DB questions.
- 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.

Inadequate (60-69% of the assigned points): 18-20 points with no case conceptualization or 9 points if a case conceptualization is required

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

- Discussion contributions are posted 15-21 days after the due day or do not address the requirements of the discussion prompts.
- Discussion contributions contain only nine or less than nine sentences.
- One or more than one sentences of the discussion contributions contain less than 15 words.
- Discussion contributions are inadequately written and terms are used incorrectly.
- Discussion contributions do not contribute to quality interactions and barely respond to questions. 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.

If the submission is late for 22 days or after May 3rd, 2021, the submission receives 0 point.

APPENDIX B - DB RESPONSE RUBRIC

The purpose of DB responses is to enhance your professionalism through group discussions and incorporate peers' experiences into your practice.

Superior (90% and above of the assigned points, 9 points and above, a minimum of two peer responses, a minimum of three complete sentences per response, a minimum of 15 words per sentence)

- 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 applications of principles from readings, suggest new perspectives on an issue, and pose thought-provoking questions), provide constructive feedback to peers.
- If an opposing viewpoint is raised, it is articulated politely and respectfully.
- Responses contribute to the quality of peer interactions, provide constructive and respectful feedback to peers.

Proficient (80-89% of the assigned points, 8 points, a minimum of two peer responses, a minimum of three complete sentences per response, a minimum of 15 words per sentence)

- Responses are not posted by the due date 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
- Responses do not reflect on peers' posts.

Minimal (70-79% of the assigned points, 7 points, a minimum of two peer responses, a minimum of three complete sentences per response, a minimum of 15 words per sentence)

- Responses are posted 8-14 days after the due day or are not submitted according to the specifications of assignments.
- Responses are not adequately written.
- Responses do not incorporate key comments and ideas presented by peers.
- Responses degrade peer sharing, disrespect peer interactions, or offensively raise opposing viewpoints.

Inadequate (60-69% of the assigned points, 6 Points, No credit will be awarded if some or all of the following conditions apply:

- Responses are posted 15-21 after the due day or do not address the requirements of the discussion prompts.
- A response contains only two sentences or less than two sentences.
- A sentence contains less than 15 words.
- Do not respond to a minimum of two peers.
- Responses are inadequately written; responses do not reflect peer posts; or terms are used incorrectly.
- Responses negatively affect the quality of peer interactions or professionalism.
- Responses do not provide evidence that the learner/trainee has read course learning materials or considered peers' postings.

If the response is late for 22 days or after May 3rd, 2021, the submission receives 0 point.

APPENDIX C - CASE CONCEPTUALIZATION RUBRIC

The purpose of case conceptualization is to help you examine your understanding of the client's counseling issues and treatments. You will practice using the unique theoretical languages for the particular theory and interventions to treat the same client from different theories.

Rubric for describing Linda's problem	Superior 90% and above of the assigned points, 9 points and above	Proficient 80-89% of the assigned points, 8 points	Minimal 70-79% of the assigned points, 7 points	Inadequate 60-69% of the assigned points, 6 Points No credit will be awarded if some or all of the following conditions apply
Describe Linda's Problems Using the Particular Theoretical Language	<ul style="list-style-type: none"> • Submission meets the specifications of the assignment and is posted by the due date • Well use of the assigned theoretical languages and perspectives to describe client problems • Provides sophisticated depictions of presenting problems from the assigned theoretical perspectives • Provide evidence that the student has read the assigned readings thoroughly 	<ul style="list-style-type: none"> • Submission is not posted by the due date or does not meet the specifications of the assignments • Submission is adequately written, but some contents do not apply to the assigned theory • Partially use the assigned theoretical languages to describe client problems • Provide evidence that the student has read the assigned readings partially 	<ul style="list-style-type: none"> • Submission is posted 8-14 days after the due day or does not meet the specifications of the assignments • Submission is not adequately written or barely applies to the assigned theory • The majority of contents does not apply to the assigned theory • Minimum use of the assigned theoretical languages to describe client problems • Failed to provide evidence that the student has read the assigned reading 	<ul style="list-style-type: none"> • Submission is posted 15-21 days after the due day or does not meet the specifications of the assignments • Submission is poorly written • The content does not apply to the assigned theory • Does not use the assigned theoretical languages to describe client problems • Failed to provide evidence that the student has read the assigned reading
Rubric for describing Linda's problem	Superior 5 points	Proficient 4 points	Minimal 3 points	Inadequate 2 points No credit will be awarded if some or all of the following conditions apply
Treatment Plans	<ul style="list-style-type: none"> • Submission meets the specifications of the assignment and is posted by the due date • Well use of a minimum of two techniques of the assigned theory • Techniques used in the treatment plans are in coherence with client case conceptualization 	<ul style="list-style-type: none"> • Submission is not posted by the due date or partially meets the specifications of the assignments • Techniques used in the treatment plans are partially coherent with client case conceptualization 	<ul style="list-style-type: none"> • Submission is posted 8-14 days after the due day or does not meet the specifications of the assignments • Provide a minimum of two techniques, but only one technique was from the assigned theory • Good treatment plans, but treatment plans are not in coherence with the assigned theory 	<ul style="list-style-type: none"> • Submission is posted 15-21 days after the due day or does not meet the specifications of the assignments • Fail to provide a minimum of two techniques or the techniques provided were not from the assigned theory • Fail to provide treatment plans

APPENDIX D: MID-TERM PROFESSIONAL COUNSELING PAPER RUBRIC

The purpose of the mid-term paper is to help you process your understanding of counseling theories.

Mid-term Professional Counseling Paper Guidelines (250 points)

You will write a paper with a minimum of three paragraphs and address the following guidelines and three headings (in the APA 7th format) to demonstrate your ability in comprehending counseling theories, multicultural

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issues in counseling, and counseling applications. The content must contain the following three sections. Do not put it altogether in one long paragraph. Use a minimum of four scholarly references. ([TAMUK library reference](#)) You can cite your textbook as one reference. The title and reference pages will not count for these 5-6 content pages. Download "Template of Mid-term Paper" under "Term Paper Guidelines & Submission" on the blackboard to compose your paper. NOTE: you must make an in-text reference to the sources you list on your "References" page to avoid plagiarism. You are welcome to schedule an appointment with the University Writing Center via 361-593-2744 or tamukuwc@gmail.com to enhance APA writing before submission.

- 1) **Counseling Theories** (150 points): Demonstrate your growth and comprehension of counseling theories.
 - a) History & development of counseling (50 points)
 - b) Comprehension of two counseling theories (50 points for each theory)
- 2) **Multicultural Issues** (50 points): Demonstrate your growth of multicultural issues in counseling
 - a) Demonstrate the student's growth of multicultural issues in counseling theories (20 points)
 - b) Apply a minimum of two counseling theories to address the multicultural issues in counseling settings (15 points for each theory)
- 3) **Applications** (50 points): Demonstrate the following ability: (25 points for each theoretical application).
 - a) Introduce appropriate counseling techniques that coherently and succinctly relate to the two theories with scholarly in-text references.
 - b) Introduce applications (counseling strategies and/or counseling techniques) of two theories for the same counseling issue with scholarly in-text references.
 - c) *Hint: How would you handle the counseling issue differently based on the two counseling theories?
 - d) Introduce what group(s) of clients might be better served through these two theories with scholarly in-text references.

Rubric	90-100% of assigned points Superior	80-89% of assigned points Proficient	70-79% of assigned points Minimal	60-69% of assigned points Inadequate No credit will be awarded if some or all of the following conditions apply:
Apply to all of the following	<ul style="list-style-type: none"> • Submission meets the guidelines and specifications of the assignment and is posted by the due date • Submission is well written and well follow APA format with few errors • Provide sophisticated depictions of the required topics 	<ul style="list-style-type: none"> • Submission is not posted by the due date or does not meet the guidelines or specifications of the assignments • Submission is adequately written but lack in-depth depictions of the requirements or partially follow APA format 	<ul style="list-style-type: none"> • Submission is posted 8-14 days after the due day or does not meet the guidelines or specifications of the assignments • Submission does not address all the required headings • Submission is inadequately written • The APA is not well used 	<ul style="list-style-type: none"> • Submission is posted 15-21 after the due day • Submission does not meet all the required guidelines • Submission barely addresses the requirements or does not demonstrates competency • Submission does not meet the basic APA format, such as double spaced, 1" margins..etc
Counseling Theories (150 points) <ul style="list-style-type: none"> • History & development of counseling (50 points) • Comprehension of two counseling theories (50 points for each theory) 	135-150 points <ul style="list-style-type: none"> • Provides sophisticated depictions of the student's growth of counseling theories • Well demonstrate comprehension of (a) the history and development of counseling and (b) at least two counseling theories 	120-134 points <ul style="list-style-type: none"> • Submission is adequately written but lacks in-depth depictions of (a) the history and development of counseling and (b) at least two counseling theories 	105-119 points <ul style="list-style-type: none"> • Inadequately address one of the following requirements: • (a) the history and development of counseling and (b) at least two counseling theories 	90-104 points <ul style="list-style-type: none"> • Inadequately address the following requirements: (a) the history and development of counseling and (b) at least two counseling theories
Multicultural Issues (50 points) <ul style="list-style-type: none"> • Demonstrate the student's growth of multicultural issues in counseling theories (20 points) • Apply a minimum of two counseling theories to address the multicultural issues in counseling settings (15 points for each theory) 	45-50 points <ul style="list-style-type: none"> • Well demonstrate the student's growth of multicultural issues in counseling • Well apply a minimum of two counseling theories to address the multicultural issues in counseling settings 	40-44 points <ul style="list-style-type: none"> • Adequately demonstrate the student's comprehension of multicultural issues in counseling, but lack in-depth depictions • Adequately apply two counseling theories to address the multicultural issues in counseling settings, but lack in-depth depictions 	35-39 points <ul style="list-style-type: none"> • Inadequately address the student's comprehension of multicultural issues in counseling • Adequately apply one counseling theory to address the multicultural issues in counseling settings, but lack in-depth depictions 	30-34 points <ul style="list-style-type: none"> • Inadequately demonstrate the student's efforts and understanding of multicultural issues in counseling • Inadequately apply two counseling theories to address the multicultural issues in counseling settings

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Rubric	90-100% of assigned points Superior	80-89% of assigned points Proficient	70-79% of assigned points Minimal	60-69% of assigned points Inadequate No credit will be awarded if some or all of the following conditions apply:
Applications (50 points) Demonstrate the ability to apply two counseling theories to handle a counseling issue (25 points for each theoretical application). * Hint: How would you handle the counseling issue differently based on the two different counseling theories?	45-50 points <ul style="list-style-type: none"> Well written introduction of appropriate techniques that coherently and succinctly relate to the two theories with scholarly references Well demonstrate the applications (counseling strategies or techniques) of two counseling theories for the same counseling issue with scholarly in-text references. A thorough review of what group(s) of clients might be better served through the theories with scholarly in-text references. 	40-44 points <ul style="list-style-type: none"> Well written introduction of appropriate techniques that coherently and succinctly relate to the selected guiding theory without scholarly references Well demonstrate the applications (counseling strategies or techniques) of two counseling theories for the same counseling issue but lack scholarly in-text references A thorough review of what group(s) of clients might be better served through the theories without scholarly in-text references. 	35-39 points <ul style="list-style-type: none"> A good introduction of appropriate techniques that relate to the two theories with scholarly references, but lack in-depth depictions Good strategies or techniques of two counseling theories for the same counseling issue but lack in-depth depictions or in-text references A good review of what group(s) of clients might be better served through the theories, but lack in-depth depictions or in-text references 	30-34 points <ul style="list-style-type: none"> Inadequate introduction of counseling techniques that relate to the two theories Inadequate demonstration of the applications (counseling strategies or techniques) of two counseling theories for the same counseling issue Inadequate review of what group(s) of clients might be better served through the two theories

APPENDIX E – RUBRIC & GUIDELINE OF FINAL PAPER: GUIDING THEORY

The purpose of this final paper is to enhance your understanding of a guiding theory.

Final Paper: Guiding Theory Guidelines (250 points)

The student will write a research paper addressing one of the major counseling theories taught in this course and demonstrate the student's efforts and ability to understand the guiding theory. Download "Template of Final Paper" under "Term Paper Guidelines & Submission" on the blackboard to compose your final paper. The due date to submit this 5-7 double-spaced paper in Microsoft Word format to "Term paper guidelines and submission" on the blackboard is May 2. The content must contain the following three sections. Separate each heading. Do not put all three headings/sections altogether in one long paragraph. Use the APA 7th format, double spaced, typed, 1" margins. Follow the following guidelines:

- Historical Overview and Development of the Theory** (100 points)
- Choose one of the theories taught in the course to be your guiding theory and describe the history, development, and components of the guiding theory with scholarly references.
- Therapeutic Relationship** (100 points)
- Describe how the counselor and client relationship affects the counseling process base on the guiding theory with scholarly references. Discuss what role(s) (such as collaborate, active, facilitator, companion...etc) the counselor takes in the counseling process based on the guiding theory).
- Strengths and Limitations** (50 points)
- Describe the strengths and limitations of the guiding theory with the support of scholarly references.

Rubric	90-100% of assigned points Superior	80-89% of assigned points Proficient	70-79% of assigned points Minimal	60-69% of assigned points Inadequate No credit will be awarded if some or all of the following apply:
Apply to the following all	<ul style="list-style-type: none"> Submission meets the specifications of the assignment and is posted by the due date Use one of the theories taught in the class to deliberate the required topics Submission is well written and well follow APA Provide sophisticated depictions of the topics 	<ul style="list-style-type: none"> Submission is not posted by the due date or does not meet the specifications of the assignments Use one of the theories taught in the class to deliberate the required topics Submission is adequately written but lacks in-depth depictions of requirements or partially follow APA 	<ul style="list-style-type: none"> Submission is not posted by May 2, 2021, or does not meet the specifications of the assignments Use one of the theories taught in the class to deliberate the required topics Submission is inadequately written or APA format is not well used 	<ul style="list-style-type: none"> Submission is not posted by May 2 or does not include all required headings The theory used is not one of the theories taught in the class Submission is inadequately written and/or APA format is not well used

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Rubric	90-100% of assigned points Superior	80-89% of assigned points Proficient	70-79% of assigned points Minimal	60-69% of assigned points Inadequate No credit will be awarded if some or all of the following apply:
Historical Overview and Development of the Guiding Theory (100 points) *Hint: Choose one of the theories taught in the class as your guiding theory and describe its history, development, and components.	90-100 points <ul style="list-style-type: none"> • Sophisticated analyses that coherently and succinctly relate expressions of historical overview and development of the selected guiding theory in depth • Provides sophisticated depictions to demonstrate your understanding of the guiding theory with scholarly in-text citations • Well use of scholarly references to support the notions of history and development of the selected guiding theory 	80-89 points <ul style="list-style-type: none"> • Adequate analyses that coherently and succinctly relate expressions of historical overview and development of the selected guiding theory • Demonstrate a good understanding of the guiding theory with scholarly in-text citations but lacks in-depth depictions • Use references to support the notions of history and development of the selected guiding theory, but the references are not scholarly 	70-79 points <ul style="list-style-type: none"> • Good analyses and expressions of historical overview or development of the selected guiding theory, but lack in-depth depictions • Demonstrate a good understanding of the guiding theory without scholarly in-text citations • Lack of solid references to support the notions of history and development of the selected guiding theory 	60-69 points <ul style="list-style-type: none"> • Inadequately analyses and expressions of historical overview and development of the selected guiding theory • Inadequate depictions of your understanding of the guiding theory • Lack of references to support the notions of history and development of the selected guiding theory
Therapeutic Relationship (100 points) *Hint: Describe how the counselor and client relationship affects the counseling process base on the guiding theory.	90-100 points <ul style="list-style-type: none"> • A thorough review of the therapeutic relationship from the selected theoretical perspective • Use scholarly references to support the notions of the therapeutic relationship of the guiding theory 	80-89 points <ul style="list-style-type: none"> • An adequate review of the therapeutic relationship from the selected theoretical perspective • Use references to support notions of the therapeutic relationship of the guiding theory, but few references are not scholarly 	70-79 points <ul style="list-style-type: none"> • An adequate review of the therapeutic relationship from the selected theoretical perspective but lack in-depth depictions • Lack scholarly references to support notions of the therapeutic relationship of the guiding theory 	60-69 points <ul style="list-style-type: none"> • Inadequately review of the therapeutic relationship from the selected theoretical perspective • Lack references to support the notions of the therapeutic relationship of the guiding theory
Strengths and Limitations (50 points) *Hint: Describe the strengths and limitations of the guiding theory.	45-50 points <ul style="list-style-type: none"> • Sophisticated analyses that coherently and succinctly relate expressions of strengths and limitations of the selected guiding theory in depth with in-text references. • Well use of scholarly references to support the notions of strengths and limitations of the selected guiding theory 	40-44 points <ul style="list-style-type: none"> • Sophisticated analyses that coherently and succinctly relate expressions of strengths and limitations of the selected guiding theory in depth without in-text references. • Use references to support the notions of strengths and limitations of the selected guiding theory, but a few references are not scholarly 	35-39 points <ul style="list-style-type: none"> • Adequate analyses of strengths and limitations of the selected guiding theory but lack in-depth depictions • Lack scholarly references to support the notions of strengths and limitations of the selected guiding theory 	30-34 points <ul style="list-style-type: none"> • Inadequate analyses of strengths and limitations of the selected guiding theory • Do not use references to support the notions of strengths and limitations of the selected guiding theory

APPENDIX F: TENTATIVE COURSE SCHEDULE: (SUBJECT TO REVISION)

Week	Office hours	Topics and Assigned Readings	Assignment Due Date	Assignments DB refers to Discussion Board
Week 1: 1/19-1/24	Fri. 1/22, 12-5 pm	Introduction & review syllabus	1/24	Syllabus Quiz (100 points)
Week 2: 1/25-1/31	Mon. 1/25, 8am-1pm	Get to know your classmates Review and reflect on counseling videos	1/31 2/02	DB 1 Reaction: 30 points DB 1 Responses to 2 peers: 10 points
Week 3: 2/01-2/07	Fri. 2/05, 12-5 pm	Chapter 1: Overview of Counseling Theories Chapter 2: The Counselor: Person & Professional	2/07 2/09	DB 2 Reaction: 30 points DB 2 Responses to 2 peers: 10 points
Week 4: 2/08-2/14	Mon. 2/08, 8am-1pm	Chapter 3: Ethical Issues in Counseling Practice Chapter 4: Psychoanalytic Therapy	2/14 2/16	DB 3 Reaction: 30 points DB 3 Responses to 2 peers: 10 points
Week 5: 2/15-2/21	Fri. 2/19, 12-5 pm	Chapters 5: Adlerian Therapy	2/21 2/23	DB 4 Reaction: 30 points DB 4 Responses to 2 peers: 10 points
Week 6: 2/22-2/28	Mon. 2/22, 8am-1pm	Chapter 6: Existential Therapy Chapter 7: Person-Centered Therapy	2/28 2/30	DB 5 Reaction: 30 points DB 5 Responses to 2 peers: 10 points
Week 7: 3/01-3/07	Fri. 3/05, 12-5pm	Chapter 8: Gestalt Therapy	3/07 3/09	DB 6 Reaction: 30 points DB 6 Responses to 2 peers: 10 points
Week 8: 3/08-3/14	Mon. 3/08, 8am-1pm	Chapter 9: Behavior Therapy Chapter 10: Cognitive Behavior Therapy	3/14 3/16	DB 7 Reaction: 30 points DB 7 Responses to 2 peers: 10 points
Week 9: 3/15-3/21	Fri. 3/19, 12-5 pm	Mid-term Professional Counseling Paper	3/21	Professional Counseling (250 points)
Week 10: 3/22-3/28	Mon. 3/22, 8am-1pm	Chapter 11: Choice Theory/Reality Therapy	3/28 3/30	DB 8 Reaction: 30 points DB 8 Responses to 2 peers: 10 points
	3/25 5:00 pm	Last day to drop or withdraw a course		
Week 11: 3/29-4/04	Fri. 4/02, 12-5 pm	Chapter 12: Feminist Therapy	4/04 4/06	DB 9 Reaction: 30 points DB 9 Responses to 2 peers: 10 points
Week 12: 4/05-4/11	Mon. 4/05, 8am-1 pm	Chapter 14: Family Systems Therapy	4/11 4/18	DB 10 Reaction: 30 points DB 10 Responses to 2 peers: 10 points
Week 13: 4/12-4/18	Fri. 4/16, 12-5 pm	Chapter 13: Postmodern Approaches		
Week 14: 4/19-4/25	Mon. 4/19, 8am-1 pm	Welcome your questions for the final paper.		Use the time wisely to write the final paper.
Week 15: 4/26-5/02		Final Counseling Theory Research Paper	5/02	Counseling Theory Research Paper, 250 points
			5/02	Submit all late assignments

To pass this course, the student needs to submit all late assignments, including DB reactions and responses by 5/02/2021. I am here to support your success. Should you have any problems or concerns regarding assignments or the course, please contact me immediately. My email address is ya-wen.liang@tamuk.edu. According to the University policy, the instructor will only communicate with the student through the student's TAMUK email for course correspondence. Be aware that an email sent from a personal email (Hotmail, Yahoo, or Gmail account) would most likely be screened as spam by the system. If you do not receive a reply after 48 hours (Monday-Friday), use your TAMUK email to send me another email. To protect online students' health and safety, I am available to meet virtually via Blackboard Collaborate from my office during office hours. If you prefer to meet with me in person, it is appreciated that you send me an email in advance so that we can better arrange to meet one student at a time at a conference room or a classroom to keep 6-feet social distance. Please wear a mask to meet in-person. Thank you! Dr. Liang Ya-Wen Melissa Liang, Ph.D., LPC-S, NCC, Certified Humanistic Sandtray Therapist, Assistant Professor

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