INSTRUCTOR:
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Textbook:
Theory and Design in Counseling and Psychotherapy, 2nd Edition (Paperback)
by Susan Day (Author)

• Paperback: 556 pages
• Publisher: Houghton Mifflin; 2 edition (January 22, 2007)

Prerequisites: CNE 533 (Introduction to Counseling & Guidance) & CNE 597 (Human Growth & Development Across the Life Span)

Course Description: A critical study and evaluation of the major theories of counseling with attention given to systematic ways of viewing the counseling process in the development of a working theory, and an understanding of human behavior. The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice.

Class Time/Location
This class is strictly online; you will not be asked to attend any classes for this course on campus. Your work in this course consists of: text readings, discussions, assignments, and exams. You should adhere to the course syllabus for due dates and an understanding of the grading rubric. Any late work will result in a letter grade drop for that assignment, no exceptions. To help have a successful academic semester the following is suggested 1) you should print a copy of the syllabus and keep a calendar of all due dates, 2) become familiar with all the features in blackboard early in the semester, 3) monitor gradebook to ensure your grades have been posted, 4) don’t wait until the last minute to do assignments as blackboard is frequently “down”, 5) email or call me with questions or concerns.
**Standards Matrix:** Outcomes: Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes</th>
<th>Activities (* indicates field-based activity)</th>
<th>Performance Assessment</th>
<th>Standards:</th>
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</thead>
<tbody>
<tr>
<td>1. Understanding of multicultural and pluralistic trends</td>
<td>Evaluation of the application of each theory of counseling to diverse populations</td>
<td>Exam</td>
<td>CACREP 2.a</td>
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<tr>
<td>2. Understanding legal &amp; ethical standards, practices, &amp; issues</td>
<td>Introduction of necessity for &amp; proper adherence to legal &amp; ethical standards</td>
<td>Exam; Individual Presentation of own Theory</td>
<td>SBEC I (8) CACREP K-1h; 3e</td>
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<td>3. Understanding of nature &amp; needs of individuals at all developmental levels through theories of learning &amp; personality development</td>
<td>Learning how development and change are addressed by each theory</td>
<td>Exam;</td>
<td>CACREP 3.a, b</td>
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<td>4. Understanding of counselor &amp; consultant characteristics &amp; behaviors that influence helping processes</td>
<td>Understanding of counselor &amp; consultant characteristics &amp; behaviors that influence helping processes as a prerequisite for developing a theory of counseling</td>
<td>Exam</td>
<td>CACREP 5.a</td>
</tr>
<tr>
<td>5. Understanding the history of counseling</td>
<td>Examining the development of the field of counseling</td>
<td>Exam</td>
<td>SBEC I (1) CACREP K-1a</td>
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<tr>
<td>6. Examining counseling theories that provide student with consistent models to conceptualize client presentation &amp; select appropriate counseling interventions</td>
<td>Examining historical development of counseling theories; exploring affective, behavioral, &amp; cognitive theories; beginning to develop a personal model of counseling</td>
<td>Presentation of own theory of counseling to class</td>
<td>CACREP 5.c; SBEC I (2)</td>
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<td>7. Examining theories of consultation &amp; change with school personnel, parents, community groups, agencies, &amp; students</td>
<td>Application of various theories to these groups</td>
<td>Exam; Presentation of own theory of counseling</td>
<td>CACREP: School Counseling Program3.b</td>
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<td>8. Understanding professional knowledge expected in the field &amp; delineated in professional, state, &amp; institutional standards via using current research to inform their practice</td>
<td>Research a selected theory in depth</td>
<td>Exam &amp; Case Studies</td>
<td>NCATE Standard 1—Professional Knowledge &amp; Skills for Other School Personnel; SBEC VI (2) CACREP K-1b, d, e; 8e</td>
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</tbody>
</table>
9. Demonstrating effective communication through oral, written, & nonverbal expression
   Communicate ideas and knowledge effectively
   Exams, including essay responses; Individual Presentation of own Theory
   SBEC V (1)

10. Monitoring student performance
    Show learning & application of theories of counseling
    Exam; student participation in class; case study analysis

11. Sharing assessment data with students on regular basis; obtaining feedback from students
    Give feedback of student’s performance on a regular basis; receiving student’s evaluation of course & instructor
    Grades earned on all specified course activities; student evaluations
    NCATE Standard 2: Use of Data for Program Improvement

12. Receiving modeling of best professional practices in teaching
    Provide for students the best educational experience possible
    Student evaluations
    NCATE Standard 5: Modeling Best Professional Practices in Teaching

13. Using reflection, self-assessment, & interactions with colleagues to promote personal professional development
    In-class discussions & presentation of individual theory provide opportunity for self-assessment & reflection, as well as feedback from colleagues
    Individual Theory Presentation; Portfolio
    SBEC VI (1)

Web address for state standards:
Web address for specialty organization standards: http://www.counseling.org/cacrep/2001standards700.htm

Course Objectives: The Student will:
- Become familiar with the major counseling theories
- Identify the basic assumptions of normal and abnormal development held by each theory
- Recognize the impact of theory on the selection of technique
- Understand the therapeutic process of each theory
- Become minimally competent with the application of the major counseling theories
- Compare and contrast these theories in terms of their contributions, limitations, and effectiveness in counseling diverse populations
- Become familiar with the major ethical issues within the counseling profession
- Formulate a personal theory of counseling

Disability Statement:
Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

Course Requirements:
The Student will:
- Complete assigned readings (powerpoints, text chapters) and be prepared to discuss pertinent course content through class discussion.
- Complete five exams (exams are based on text and any PowerPoints (if presented).
- Participate in all discussion boards.
BLACKBOARD DISCUSSIONS: Your responses should include 1) your own reflections and ideas, 2) insightful responses to other peer responses, 3) attempts to create a flowing discussion with other students in the class, 4) please be respectful of your peers and be courteous and thoughtful when responding. Abbreviations are not helpful, please spell out all words. Because discussions are the only way for me to measure weekly attendance, you may NOT opt out of doing a discussion. Each discussion that you do not participate in is considered an absence. Two “0” grade entries under the discussion section counts as 2 absences and equate to a letter grade drop.

EVALUATION: 460 total points.
Grade Composition:
A = 413.91 - 460 points
B = 367.91 - 413.90 points
C = 321.91 - 367.90 points
F = Below 321.91 points

Sn    M    Tu    W    Th    F   Sa
6    7
8      9      10     11    12    13   14
15   16    17      18   19     20    21
22    23   24      25   26     27    28
29    30   1

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Latest Time to Start Exam</th>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>June 9</td>
<td>Monday 11 pm</td>
<td>Outline for Chap 1 due</td>
<td>20</td>
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<tr>
<td>June 14</td>
<td>Sat 11 pm</td>
<td>Exam Chap 5</td>
<td>50</td>
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<tr>
<td>June 19</td>
<td>Thur 11 pm</td>
<td>Exam Chap 6</td>
<td>100</td>
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<tr>
<td>June 22</td>
<td>Sunday 11 pm</td>
<td>Exam Chap 7</td>
<td>100</td>
</tr>
<tr>
<td>June 28</td>
<td>Sat 11 pm</td>
<td>Exam Chap 9</td>
<td>100</td>
</tr>
<tr>
<td>July 1</td>
<td>Tue 11 pm</td>
<td>Exam Chap 11</td>
<td>100</td>
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<tr>
<td>Discussion Board</td>
<td></td>
<td></td>
<td>10</td>
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<td></td>
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<td>Total 460</td>
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Tuesday, July 1st at 11:59 pm all assignments are due as grades are due early morning on July 2nd.
The outline can be highlights that are meaningful for you and thorough. It should be double spaced and a minimum of 4 pages and maximum of 8 pages. It can be narrative. You can use bullet statements. You can use paragraphs. You could mix styles. You can use incomplete sentences. The point is to write something helpful for you and thorough. Submit using messages – do NOT send via email please!

All exams will be multiple choice and open book. There is a time limit for the exams. Study how you would for a regular exam or you may run out of time trying to “look up answers”.