COURSE SYLLABUS
DAAC 1311
Counseling Theories
3 - 0 - 3
Lecture-Lab-Credit

NONE
Prerequisite

This syllabus has been reviewed and is current on the date indicated.

Prepared By                                      Date

Patricia Bundick_________________ 08/10/15
Reviewed By

__________________ 08/12/15
Andy Weaver
Division Director/Designee  Date
I. Instructor Information
TO BE COMPLETED BY THE INSTRUCTOR OF RECORD

Name: Patricia Bundick   Phone: 254 559 7721

Campus Office: BRK RM 113   email:patty.bundick@tstc.edu

Office Hours: M, W, and F 8-5   Advisement Hours: As needed

Department Chair: Patty Bundick   Chair email: patty.bundick@tstc.edu

II. Class Times, Location
August 31, 2015- December 11, 2015, Class Times M-F,
Online via Moodle Learning System @ http://mycourses.tstc.edu
Online lecture/discussion- TBA

III. Program Outcomes
Graduates will: demonstrate competence in their ability to apply counseling and criminal
justice theories; apply biological, psychological and social aspects of addiction; apply
Cultural sensitivity and ethical boundaries and rules with a therapeutic setting.

IV. Course Description and Introduction
This course will be an examination of the major theories and current treatment modalities
used in the field of counseling.

V. Course Objectives and Learning Outcomes

CO 1: Identify major counseling theories
CO 2: Define and explain techniques relevant to the various theories
CO 3: Identify major approaches to treatment
CO 4: Identify the basic knowledge and attitudes essential for an effective counselor
CO 5: Examine key concepts and central characteristics of Psychoanalytic, Humanistic,
Behavioral, and Post Modern Theories.

VI. Assessment Methods and Grading Policy

TSTC Grading Policy:
(Grades for all Major courses must be C or better)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Excellent/Superior Performance Level</td>
<td>4</td>
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<tr>
<td>B</td>
<td>80-89</td>
<td>Above Required Performance Level</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>Minimum Required Performance Level</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>Below Required Performance Level</td>
<td>1</td>
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<tr>
<td>F</td>
<td>Below 60</td>
<td>Failure to meet Performance Requirements</td>
<td>0</td>
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<tr>
<td>IP</td>
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<td>In Progress</td>
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Course Assessments & Grading Scheme:

Grading: Final grade is determined by the combination of assessment of didactic knowledge (test) and the ability to apply the theories to critical thinking projects. (i.e. weekly assignments and essay).

Course Grading Policy

25% Weekly assignments/post/ Quizzes
20% Affective Assessment
15% Essay Due, November 23, 2015
40% Unit Exams (4@10%)

Weekly Assignments, Post, Quizzes
Each week you will have at least one assignment, a discussion post and a weekly quiz. These will all be completed in the Moodle, learning system. All must be completed by Monday following the assignment date and no late work will be accepted. Failure to complete assignments will also affect your ‘affective grade’. A time frame will be placed on discussion posts and you must meet those time lines or your affective grade will be lowered. **DO NOT** ask for a quiz, test, assignments, or discussions to be reopened. I will drop the lowest grade in this area, so if you miss an assignment, it will not affect your grade. You should check your assignments early in the week and begin reading the text. You have 8 days to complete assignments. **DO NOT** wait till the last day. I will open modules on Monday @8:00AM and they will close the following Monday @ 11:45 PM.

Attendance of a mandatory second life lecture/discussion class will be held weekly. This class will take place in a virtual world on Tuesdays from 1-2 and 4-5. You may choose the time frame that best fits your schedule. Failure to attend this class will result in a deduction of 33% on your weekly affective grade.

Affective Grading Guidelines for Online CDC classes.
The CDC department has begun using an “affective” component in the grading system. This “affective grade” will be count as 20% of your overall grade in the course so it is very important. “Affective learning involves attitude, motivation, and values. It has become increasingly evident that punctuality, preparedness/participation, and professionalism in the workforce have become determining factors in employment and maintaining employment; therefore, it is our goal to build and reinforce these values in each student who completes this course of study.

Your overall grade can be impacted on a weekly basis depending on your adherence to the affective guidelines for online classes. You have the opportunity to receive a “100” in this area each week. Each area will be graded on an objective “yes or no” criterion.
Each area assessed will carry a percentage of that weekly objective grade. The breakdown will be: Punctuality 33%, Preparedness/Participation 33%, and Professionalism 34%. In online classes these areas will be assessed through the submission of assignments, participation in the discussion forums and completion of quizzes and exams.

**Punctuality** will be assessed on the timeliness of submission of assignments. Assignments must be submitted by the due date and time. Failure to submit an assignment within the time frame will result in a loss of 33 points on your affective score. It will also result in a “0” on that assignment. Quizzes and exams that are not completed within the time frame will result in 33 points being deducted from your assessment grade for that week and a “0” on the quiz or exam. These assignments, quizzes, and exams will not be reopened.

**Preparedness/Participation** will be assessed through your involvement on discussion forums. Your initial submission to the forum and the number of post that you are required to submit must follow the instructor’s guidelines for forum post. Failure to follow those directives will result in 33 points being deducted from your affective grade for that week.

**Professionalism** will be assessed though submissions made to discussion post and any group work that may be assigned. Discussion forum submissions should be professional, non-offensive, and should promote positive social engagement. Students should follow the guidelines related to integrity found in the course syllabus. Failure to follow these guidelines will result in 34 points being deducted from your affective grade for that week. By following these guidelines, you will earn “100” for your weekly “affective” grade. The goal is to increase your awareness of how important these skills are in the field of counseling and to encourage you to integrate them into your daily pattern of behavior.

**Essay**

- Write an integrative paper that articulates your personal theoretical orientations to counseling. This can be one specific counseling theory or a combination of theories that you believe will be effective in working with substance dependent individuals.
- Paper is 1750-2000 words in length
- Paper should have a cover sheet, be typed, double spaced, 12 font
- Your paper should deal with aspects such as: Key concepts of the approach, view of your role as counselor, therapeutic goals, relationship issues, central techniques and methods.
- I encourage you to use personal examples and to support your points with examples when appropriate
- Make sure your essay reflect college level writing skills: Develop a thesis statement with supporting evidence. Use complete sentences, develop your paragraphs, check your spelling, and put together a paper that reflects quality. There is an ‘Essay Rubrics’ in Moodle that will give you a guideline for your paper.

**Exams:**

There will be 4 Unit Exams over the material covered. Each exam is on the Moodle Learning Management System and is timed. The tests consist of True/False, Multiple Choice, and Matching questions.
VII. Textbook/Reference Materials

Contemporary Theory and Practice in Counseling and Psychotherapy
ISBN: 978-1-4522-8651-8

VIII. Additional Resources and Supplies
3 hole loose leaf binder
You must have access to a computer that is capable of keeping up with online course work. You also must have reliable internet service. If you have a problem with either your computer or internet services this will not be an excuse for incomplete work. If you have a technical question please contact the help desk. The help desk number is 800-592-8784.

Web Access
You can access the web class by going to http://mycourses.tstc.edu/
Send all e-mail for this class to patty.bundick@tstc.edu

IX. Class Participation Policy and Student Conduct
A. Policy of this Department:
- This is a WEB class and students are expected to actively participate in all activities. The course is divided into 15 weekly blocks. Each assignment is open from 8:00AM Monday to 11:55PM the following Monday. Students who miss an assignment will receive a “0” for that assignment. The students average will be calculate with each assignment. The student has the right to drop a course before the mandated deadline or the right of the instructor to assign, with approval of the department chair, an IP under the appropriate extenuating circumstances.
- Responsibility for dropping a course lies solely with the student.
- Refer to the TSTC Student Handbook for appropriate student conduct.

B. Integrity:
You are expected to maintain absolute integrity in all scholastic work. This is true in the workplace as well. Therefore, learn and practice it now. As stated in the Student Code of Conduct, TSTC Catalogue: ‘Any attempt on your part to receive credit for work other than your own – by cheating, plagiarizing, or collusion – will be the basis for disciplinary action. An accessory to an act of cheating shares the guilt with the principal, and is dealt with in the same manner.’ This means a zero will be received on the exam or assignment and/or a failing grade in the course, and/or removal from the program.

C. Behavior:
Students are expected to behave in a manner that is respectful of others in the class. Disruptive behaviors will not be tolerated. You will be asked to leave and will not be allowed to make up any work missed. Continual disruption will result in permanent removal from class.

X. Safety
Campus building occupants are required to evacuate buildings when a fire alarm activates. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy while receiving instructions. The nearest exit door may not be the door you used when entering the building.

Students requiring evacuation assistance should inform the instructor during the first week of class. In the event of evacuation, follow the faculty’s or class instructor’s instructions.

*Do Not* re-enter a building unless given instructions by the Fire Department, Campus/Local Police, or Fire Prevention Services.

XI. Special Needs

If you have a documented disability that will impact your work in this class, please contact the ADA Coordinator, so that appropriate arrangements for your accommodations can be made. The counselor on your campus can assist you in this process. In accordance with the federal law, a student requesting accommodations must provide documentation of his/her disability to the ADA Coordinator. For more information call (325) 236-8292 or email amy.freeman@tstc.edu.

XII. Class Schedule

**Week 1**
- Introduction
  - Chapters 1- Contemporary Approaches to Counseling and Psychotherapy

**Week 2**
- Chapter 2- The Genesis of Psychotherapy

**Week 3**
- Chapter 3- Evidence-Based Practice in Psychology

**Week 4**
- Chapter 4- Adlerian Psychotherapy

**Week 5**
- Chapter 5-Psychodynamic Psychotherapy
  - **Unit 1 Exam**, (Chapters 1-5)

**Week 6**
- Chapter 6- Behavior Modification

**Week 7**
- Chapter 7- Reality Therapy

**Week 8**
- Chapter 8- Dialectical Behavior Therapy

**Week 9**
- Chapter 9- Rational Emotive Behavior Therapy (REBT) Theory and Practice

**Week 10**
- Chapter 10- Cognitive Behavioral Approaches in Counseling and Psychotherapy
Unit 2 Exam (Chapters 6-10)

Week 11
   Chapter 11- Person-Centered Therapy

Week 12
   Chapter 12- Existential Therapy

Week 13
   Chapter 13- Coherence Therapy: The Roots of Problems and the Transformation of Old Solutions
   Chapter 14- Narrative Therapy

Essay Due November 23, 2015

Week 14
Unit 3 Exam (Chapters 11-14)
Chapter 15-Contemporary Gestalt Therapy
Chapter 16 –Integrative Theories of Psychotherapy
Chapter 17- Developing a Personal Theoretical Orientation

Week 15-
   • Unit 4 Exam- Comprehensive Exam
### XIV. Instructor CV – Patricia Bundick

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<th>Education</th>
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<tr>
<td>Hardin Simmons University</td>
<td>Bachelor of Science</td>
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<td>Major: Social Work</td>
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<td>Minor: Psychology</td>
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<tr>
<th>Certifications</th>
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<tr>
<td>Licensed Chemical Dependency Counselor</td>
<td>December 2014</td>
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<th>Industry, Teaching or Training, and Other Experience Relevant To Course</th>
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<tr>
<td><strong>• Texas State Technical College</strong> CDC Department Chair Assisted in developing the Chemical Dependency Counseling Associates Program, Instructor. All Chemical Dependency Counseling Courses. Continuing education courses for corporate college</td>
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<td><strong>• Gateway Foundation/Walker Sayle TDCJ Unit Assistant Director</strong>-2003-2004 Oversight of clinical program on 644 bed, TDCJ substance abuse treatment facility <strong>Clinical Supervisor</strong>-1997-2003 Oversight of delivery of services to 165 clients &amp; Supervision of 8 clinical staff. Coordinated continuing education for clinical staff Taught courses for continuing education to clinical staff Worked on management team to provide training for Gateway clinical staff throughout Texas</td>
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<tr>
<td><strong>• Counselor</strong> 1994-1997 Provided substance abuse counseling in a therapeutic prison setting. 20 person caseload</td>
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<td><strong>• Hospice of North Texas Medical</strong> Social Work Assistant: Assisted treatment team in identifying significant social and emotional factors of ill and chronically ill patients. Assessment of social, emotional, and environmental factors.</td>
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<tr>
<td><strong>• Stephen/Shackelford Mental health Center: Center Director</strong> Management and supervision of mental health and substance abuse services in Stephens /Shackelford Counties. <strong>Caseworker</strong> Center Provided screening, intake, clinical evaluation, treatment planning, and implementation of outpatient services</td>
</tr>
<tr>
<td><strong>• Girling Home Health Care, Inc. Medical Social Work Assistant</strong> Assisted treatment team in identifying significant social and emotional factors of ill and chronically ill patients. Assessment of social, emotional, and environmental factors.</td>
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<tr>
<td><strong>• American Red Cross Taylor County Chapter Director</strong>- Administered all Red Cross service in Taylor County <strong>Caseworker</strong>- Counseling and support services to military personnel and their families in emergency situations</td>
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<tr>
<td><strong>• HONORS/AFFILIATIONS</strong> 2009 (NISOD) National Institute for Staff and organizational Development Award 2006 W.R. Potter Mark of Teaching Excellence Award 2002 Clinical Supervisor of the Year, Gateway Foundation</td>
</tr>
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Student Acknowledgement:

This is to acknowledge that I have received a copy of the syllabus for the course DAAC 1311 Counseling Theories. I understand that it is my responsibility to read and understand the syllabus and to abide by the guidelines presented therein.

__________________________________  ________________________________
Student Printed Name    Signature

______________________________
Date