Carson-Newman University  
COUN-639: Reality Therapy  
Course Syllabus

Course Instructors:
Email address: 
Office Hours: 
Phone: 

Credit: Three (3) semester hours graduate

Required Texts:


Methods of Instruction:
1. Lecture/large group discussion.
2. Small Group discussion in learning teams.
3. Jigsaw cooperative learning activities.
4. One-to-one student discussion.
5. Viewing video tapes.
6. Recording audio tapes of consultations and counseling sessions.
7. Use of log or journal and discussion in class.
8. Presentations to class.
9. Various assignments given on an ad hoc basis.

Strong recommendations for graduate students in the course:
Use materials and resources found in ASCA, ACA, NCDA, and APA publications.

Consider student membership in area (SMCA), state (TCA/TSCA), and national (ACA/ASCA) professional counseling organizations representing your area of emphasis and attend meetings when possible.

Participate in professional development activities for counselors.

C-N Catalog Course Description:
Basic explanation of choice theory. Reality therapy is explained, demonstrated, and practiced in class. Other concepts related to reality therapy are explored such as the conditions of quality and lead management. Students are expected to read, participate and apply the system to their own students and clients.

Purpose of Course:
This course includes a basic explanation of choice theory. Reality therapy is explained, demonstrated, and practiced in class. Other concepts related to reality therapy are explored such as the conditions of quality and lead management. Students are expected to read, participate and apply the system to their own students or clients. Students will have the opportunity to learn how to be in more effective control of their lives and how to help others be in more effective control.

**Relationship of Course to Overall Program:**
This course is designed to strengthen the counseling theories and techniques of the student in building effective helping relationships. The course contains materials and exercises to strengthen the student’s knowledge and skills in the working with diverse populations and using legal and ethical professional code guidelines. The course encourages students to examine their personal wellbeing by applying various counseling theories to personal issues and/or concerns. The course requires reflective learning by processing how one’s knowledge, skills, values, attitudes, and beliefs impact one’s ability to develop an effective helping relationship. The course requires the student to practice helping skills in counseling laboratory sessions, in role play and class demonstrations, and in everyday relations. In addition, the course requires students to use technology in online learning activities, in classroom presentations, and in counseling laboratory recordings.

**Grading Policy:**
1. Students will receive the grade, which they and the instructor determine is appropriate. The instructor will describe standards to be used by students in their self-evaluation.
2. Preparation for classes by reading texts and discussion of them in class.
3. Value of presentations based on newsletters, journal articles, etc.
4. Consistency in keeping and discussing logs describing how they have used the ideas.
5. Quality of audio taped interviews as determined my feedback and self-evaluation.
6. Class attendance, participation, and contributions.
7. Quality of role-play practice in class.

**Grade Scale:**
Grades will be assigned on the basis of the following percentages:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93%-100%</td>
<td>A</td>
</tr>
<tr>
<td>85%-92%</td>
<td>B</td>
</tr>
<tr>
<td>77%-84%</td>
<td>C</td>
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<tr>
<td>Below 76%</td>
<td>F</td>
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**Overall course objectives:**

<table>
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<th>Course Objectives</th>
<th>EVAL</th>
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<tr>
<td>List and define the five needs</td>
<td>2-7</td>
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</table>
Define and identify the content of the quality world, comparing place and perceived world. 2-7

Describe "total behavior" and the four components of it. 2-7

Enumerate specific helps and hindrances to the establishment of an appropriate environment. 2-7

Describe the procedures that lead to change. 2-7

Demonstrate environmental and procedural skills with familiar and unfamiliar clients. 2-7

List and explain the conditions of quality as well as the components of quality. 2-7

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**Carson-Newman University**
**COUN-639 Course Outline:**

**Introduction**

**Body**

- Definition
- Conditions
- The Journey: What is a Quality School?

Glasser’s Choice Theory
- Effective Ways to Gain Control: Stages of effective behavior
- Reasons for name change
- Human needs and wants
- Total behavior: Action, Cognition, Feelings, and Physiology
- Perception: Levels of perception, the perceived world.
- Ineffective Ways to Gain Control: Stages of regressive behavior

Reality Therapy: The Delivery System
- Explanation of W.D.E.P. formulation of reality therapy: environment and procedures
- Management: Lead Management vs. Boss Management vs. Laissez-Faire Management.
- Demonstration by professor of reality therapy via role plays with class members playing persons with whom they wish to apply reality therapy: Situations with individuals, families, groups, classes, etc., are demonstrated, Issues which emerge include conflict resolution, multicultural concerns, family relationships, as well as ethical considerations
- Viewing of video tapes: William Glasser role playing
- Practice by class in small groups of six and in triads
- Special applications to marriage and family relationships and to counseling --The importance and content of each partner’s contribution
  --Responsible communication. “I Messages vs. arguing, blaming, criticizing, etc.”
  --Quality time: Spending time together discussing behaviors at a low level of
perception without using the seven deadly habits
--The Solving Circle: Glasser (1998), Choice Theory

Other topics
- Choice Theory in the world place-Deming
- Was Jesus a Reality Therapist?
- Christianity and Choice Theory

Student Responsibilities:
1. Attend class. Missing class will result in an added assignment. A grade of incomplete will be given until the assignment is completed. Please contact learning partners for information discussed during time missed. Students who know they will miss more than three (3) classes are asked to take the course a more convenient time. Missing 30 minutes = ½ absence.
2. Participation in group activities such as discussion and cooperative learning activities.
3. Read required texts and be able to relate readings to class discussions and to small group discussions.
5. Read assigned handouts and Institute Newsletters.
6. Make presentations in class on the above materials.
7. Each student is to be knowledgeable about one application of reality therapy.
8. Evaluate own performance using the standards described earlier.
9. Practice environmental and procedural skills of reality therapy in class in role play sessions.
10. Keep written log on use of reality therapy, recording critical therapy in class incidents at least one a week. Discuss in class.

Class Policies:
1. Attendance is monitored according to the following guidelines. Attendance will be taken for each class. If you know you will be late, it is professional practice for you to notify the instructor that day. Three (3) tardies constitute an absence.
2. I know that you do not wish to miss any professional learning opportunities and I certainly want you do gather all the training you can. According to the C-N catalog, the only “excused” absences are illness and/or participation in college-sponsored events. Work missed for these reasons can be made up without penalty (documentation required) but must be completed within two weeks of the absence.
3. Please be aware that the final exam is comprehensive and will be given according to schedule, on Dec. 3rd. Any change from the scheduled time, according to C-N policy, requires approval.
4. Counselors maintain high ethical standards. Therefore, we are assured that all students will handle course work honorably, i.e., without cheating or plagiarism as defined in the Eagle Student Handbook and it will be handled accordingly.
5. Please know that as your instructors, we reserve the right to change the syllabus as necessary and to adjust the grading procedure accordingly.
6. Any student with a special documented disability (sight, hearing, mobility, learning, etc.) that may affect class activities should contact the Coordinator of Students with Disabilities, David Humphrey. Mr. Humphrey’s phone number is 471-3268. His
office is located in Kathleen Manley Wellness Center. Students will have to provide appropriate documentation.
7. Just a reminder that you are responsible for materials presented/assignments given on days you are absent.
8. You should familiarize yourself with this syllabus, as you are responsible for knowing the policies and expectations in it.
9. We would encourage you to sign up to receive emergency notices via your mobile phone and text messaging from C-N Security. If classes are cancelled due to weather or the like, you will receive notice. Also, you can check Edvance360 for any assignments and any changes in course work.
10. As a professional-in-training you will not want to be late with your work. Any late assignment will be penalized ten percent per day.
11. All reading and writing assignments are expected to be completed prior to class.
12. In order to respect the rights of classmates to learn, cell phones must be set to silence mode during class time. You may check your voice messages or may calls during breaks. Also, text messaging is not permitted during class.
13. Laptop computers used during class are permitted only for activities related to course content and learning, for example social networking and general Internet searching is not allowed.
14. If you have questions or concerns at any time, please contact the professor at any time