

North Carolina Central University

School of Education

**MISSION**

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is to prepare educational professional to serve and inspire excellence in teaching, administration, counseling, communication, technology and other related services. Central to this aim is the development of leaders who promote social justice and dedicate themselves to the well-being of a global community. The primary focus of the counselor education mission is to prepare professional counselors who promote development across the lifespan, advocate for systemic change, and respond to the complexity of human needs associated with a diverse society. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment. The guiding conceptual framework for all programs in the School of Education is stated as *preparing educators for diverse cultural contexts.*

**The School of Education’s Vision:** To Prepare Educators for Diverse Cultural Contexts and Advance Teaching, Scholarship, and Service through Diversity, Partnership, and Technology.

**The Counseling and Higher Education Department mission:** North Carolina Central University is located in Durham, a fairly urban area in central North Carolina. Nearby regions include rural areas, as well as the Research Triangle Park. The Department of Counseling and Higher Education prepares professional counselors to work in career, school, and community agency settings who promote development across the lifespan, advocate for systemic change, and respond to the complexity of human needs associated with a diverse society. Faculty are expected to teach and mentor students, serve the community and profession, and conduct and disseminate research.

**Syllabus for CON 5310 Theories and Techniques in Counseling Fall 2023**

**Instructor Information:**

Name: Bredell Moody PhD, LCMHC, LCAS-A, CCTP

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Zoom: <https://nccu-edu.zoom.us/j/3846274925?pwd=Q1VvbXdaN1dSVmlKZHB3eWMrZnFzZz09>

Office location: 2124 School of Education. Office phone (919) 530-6691

**Office Hours: In-person: Monday-12:00pm-3:00pm Tuesday-12:00pm- 2:00pm**

**Wednesday 10:00am-1:00pm (virtual)**

**Thursday 10:00pm-12:00pm (virtual)**

***\*\*\** Virtual or in-person are by appointment*\*\*\****

*\*\*\** ***Please allow 48 hours for a response to emails and voice mail messages, excluding nights, weekends, and holidays. Email is the most reliable and quickest communication method.***

###### *Course Information*

**Number of Credits:** 3 hrs.

**Meeting time/format**: Online meeting format, asynchronous

**Course Prefix and Title: CON 5310: Theories and Techniques of Counseling**

This is an online class, so the expectations are a bit different than courses taught face-to-face. Students need to feel comfortable working from a computer, using the Internet, and being self-motivated to work on the course content throughout the week. In a 15 week semester, students may spend 2 hours and 40 minutes per week in a lecture class plus additional time for driving and study/preparation. So, for an online class, it is important to schedule your time wisely. While you do not have the driving time, it is expected that the completion of this course will take the same amount of time as if it were being taken face-to-face. However, how you spend that time will be different. The lectures are quite a bit shorter, and will not take up the same amount of time as it does face-to-face. Although asynchronous, this course is intended to feel like a learning community where we are learning from and supporting each other.

**Theories and Techniques in Counseling Required Textbooks**

This class utilizes Canvas and Mindtap resources provided through the publisher to provide instructional resources. You have a couple of different options on the kind of text (hard copy, ebook, or rental), but ALL STUDENTS MUST PURCHASE AN ACCESS CODE in order to access Mindtap. If you have purchased a used textbook, you still need to purchase the Mindtap for CourseMate Printed Access Card to access the Mindtap resources and assignments. You need the 10th edition and Cengage/Mindtap access for this course. We will have the Start Strong orientation on Mindtap on Aug. 16th at 6pm to help orient you and our Mindtap representative will be available Tuesday mornings from 9am to 10am if you need any extra assistance at [https://cengage.zoom.us/j/8132971547](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcengage.zoom.us%2Fj%2F8132971547&data=04%7C01%7Chluptons%40NCCU.EDU%7Cfd39fb9afea2420ab00408d95b8049f7%7Ce86ab7691eab4e00b79e28ba7a8dbdf6%7C0%7C0%7C637641428817847266%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=9aKmiBBe0TcNWpSGJJ0nX%2FbsIFAQCQPZt8V34dEYLLk%3D&reserved=0) .

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author.

ISBN-13: 978-1433832154

ISBN-10: 1433832151

**COST**: $30 (approximate cost depending on purchasing source)

Association for Advanced Training in the Behavioral Sciences. (2018). National Counselor Exam Licensing Prep. Author. https://aatbs.com/counseling-study-volumes - ISNB # - 978-1-941273-166

NCE and Comps (CPCE) Preparation Textbooks

To purchase at a discounted rate ($195):  [https://behavioral-science.aatbs.com/nccu/](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fbehavioral-science.aatbs.com%2Fnccu%2F&data=02%7C01%7Cjbarrow4%40NCCU.EDU%7C53e2f413a86c4f945cb308d845218019%7Ce86ab7691eab4e00b79e28ba7a8dbdf6%7C0%7C1%7C637335357476703492&sdata=qKhLD6bDHIsajM%2B9DFTg6l1RFF3gUYNNKbrvXJ19f0U%3D&reserved=0)

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Belmont,

CA: Thomson Higher Education.

Textbook ISBN-13: 978-1-305-26372-7

COST: Varies on digital/ecopy of text or hard copy; all students must purchase MindTap access

Canvas MindTap for CourseMate Printed Access Card for Corey's *Theory and Practice of Counseling and Psychotherapy*, 10th (digital access only)

OR

See this website [Buy your text from Cengage directly](https://www.cengage.com/coursepages/North_CON)

Halbur, D. & Halbur, V. (2018). *Developing your theoretical orientation in counseling and Psychotherapy* (4th ed.). Uppersaddle River, NJ: Pearson, Prentice Hall. ISBN-13: 978-0134805726. (You can purchase the 2nd to 4th edition). **(OPTIONAL)**

\*Note: Written assignments are graded on the quality of content, format, grammar, spelling and *adherence to the 7th edition of the APA Publication Manual*. The use of APA format (i.e., specific margins, headings, title page, running head, references, etc.) is required for all papers in this course. Please utilize the APA Manual for the most comprehensive formatting rules and examples.

**Course Catalog Description**

An in-depth study of the major approaches to counseling and psychotherapy, demonstrating the techniques of at least five major counseling theories. Students will demonstrate the ability to relate counseling theories to personality theories and to identify preferred treatment procedures for selected client problems.

**Course Prerequisite**

The prerequisite for this course is admission to the Counselor Education Program at NCCU. This course may also be available by direct permission from the instructor.

**Theories and Techniques Course Summary and Goals**

CON 5310 presents an overview of current theories of counseling with a special focus on the philosophical assumptions, key concepts, techniques, and practical applications of each approach. Each of the theories will be examined critically for data backing and for multicultural limitation and applicability such that the student can begin to formulate an integrated personal theory of counseling. It is the belief of the counseling faculty that effective clinical practice is rooted in research-based theoretical evidence. The aim is to promote a theoretical foundation for counseling practice, one that utilizes the most appropriate intervention strategies for a particular client given her/his diversity factors, developmental functioning, and nature of concern. This course is a 3-semester hour graduate credit class and is a requirement for all counseling majors.

**Counselor Education Program Objectives**

The program develops counselors who:

1. Develop a theoretically solid philosophy of practice;
2. Apply knowledge, skills, and dispositions consistent with the ACA Code of Ethics;
3. Formulate a professional identity that responds to the needs of their client populations;
4. Utilize cultural competence in practice;
5. Act with expertise in individual, group, and family counseling with diverse clients on personal, social, emotional, career, and educational issues that impact development across their lifespan;
6. Develop leadership ability and advocate to meet client needs and to remove individual and systemic barriers to development;
7. Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access;
8. Utilize appropriate assessment tools and procedures;
9. Consult with others concerning the developmental needs of culturally diverse clients;
10. Integrate research data into evidence-based practice.

**CACREP Standards (2016) Addressed in the Theories and Techniques in Counseling Course**

**This class responds to the counseling national standards listed in Section 2 (F) and specialty areas listed in section 5.** These include curricular experiences and demonstrated knowledge in the areas of counseling theories that provide the student with a consistent model to conceptualize client presentation and select appropriate counseling interventions. Student experiences will include an examination of the historical development of counseling theories (CACREP 2. F.1.a; CMHC 5.1.a,b and 5.3.a; SC 5.G.3.e); an exploration of analytical approaches, experiential and relationship-oriented therapies, action therapies, systems perspectives (CACREP F.1.5. a-k, models of family and related interventions (CMHC 5.C.1.b), and postmodern approaches (CACREP F.2.b; CMHC C.2.1); and opportunities to examine multicultural applications to case studies (CACREP F.2.d,e,g,h; CAREER 5.B.1.b; CMHC 5.C.1.b; 5.C.3.b).

**Theories and Techniques in Counseling Student Learning Outcomes and Assessments**

The content and experiences of this course are sequenced such that students may accomplish the following:

1. **Identify, compare, and contrast major theoretical approaches to counseling and psychotherapy** as assessed by two written examinations, class activities.
2. **Identify and evaluate the therapeutic process, techniques, and intervention strategies of each major theory** as assessed by case studies and class presentations.
3. **Apply the three major models of systems/family intervention** as assessed by the Systems Paper.
4. **Evaluate the cultural/diversity issues (i.e. age, gender, social class, race, ethnicity, etc.) inherent in the application of the major theories** as assessed by class presentations and mid and final examinations.
5. **Delineate professional and ethical issues in counseling and psychotherapy** as assessed by examinations and class presentations.
6. **Assess her/his own background, experiences, values, and professional philosophy and develop an eclectic counseling model** as assessed by the Personal Philosophy Paper/Theoretical Orientation paper.

**Lecturettes/Videos:** We will be watching specific short videos/lecturettes throughout the course that relate to your readings and to the topic of theories and techniques in counseling. These will be found in Cengage/MindTap which will be embedded in Canvas.

**Course Expectations**

* Students are to attend and actively participate in all classes and assigned activities. Following NCCU’s policies regarding attendance, **candidates cannot miss more than 2 classes in one semester.**
* All assignments are to be completed and submitted on time according to dates listed in the syllabus. No late assignments will be accepted. You will be expected to notify the instructor of any unexpected circumstances.
* Each student is expected to conduct her/himself in a manner which shows respect for her/himself/themself and other students and for the atmosphere of the classroom (virtual or face-to-face classrooms).
* Students are expected to be punctual and complete in regard to class attendance, assignments, and exams.
* Written assignments are graded on the quality of content, format, grammar, spelling and adherence to the 7th edition of the APA Publication Manual. You will be provided a rubric and specific instructions.
* All work submitted should reflect graduate level content and preparation. Careless preparation (i.e., spelling and grammatical errors) will adversely affect the grade for that assignment or task. Do not submit any work that you have not proofread! Read it aloud before submitting – this is a great way to catch errors.
* Read and listen/watch all material provided on the course website.
* Regularly check your NCCU email account! Instructor will correspond with you from time to time via campus email. It is expected that students will check email regularly.
* Ensure that you are entirely familiar with all functions available to you via Canvas. Not knowing how to use various functions of Canvas is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Canvas (919.530.7676).
* Complete all assigned readings before coming to class and attempting your assignments. You are expected to be prepared to discuss, summarize, and apply all readings.
* If classes are cancelled as a result of inclement weather, the university distributes the announcements on the local television and radio stations – and posts an announcement on the university’s website (www.nccu.edu).
* Please keep up with NCCU Counseling Key Dates for drop/add dates and other important information.
* Controversial topics and/or opinions may arise during the course of class discussion that may cause strong feelings or emotions. It is important that any debate of these topics and opinions be discussed in a respectful and courteous manner. Please be mindful and courteous of others as you are listening and speaking in class/virtual environment. It is important that our classroom be a nurturing place for conscientious dialogue.
* Everyone will respect each other in the classroom.

**Course Policies**

All assignments and exams must be completed and turned in to the instructor on time in order to receive a passing grade in the course. Completed assignments must be submitted no later than the due date. By the day your assignment is due, submit a copy via Canvas.

Make-up quizzes and/or exams are not available unless there is a university-recognized emergency situation.Personal vacations, holidays not recognized by the University, or job-related issues that conflict with assignments, quizzes, and/or exams *are not* university valid excuses for missing class or submitting assignments by deadline.

**Specific Theories and Techniques in Counseling Course Assignments:**

Papers and assignments are to be completed and submitted in a timely and professional manner.

**1. Readings:** Each student will complete all assigned text and other readings. Budget a minimum of three hours per week to read the weekly reading assignments and other theories and techniques in counseling related literature.

**2. Discussion Boards and weekly assignments**: You will be expected to complete all of the readings and provided a discussion board reflection question each week that will relate to the readings. You will also be expected to keep up with classwork assignments and take notes on the readings in preparation for the midterm and final exams**.**

**Note: Discussion Board posts will equal 150 points out of the total 300 for participation. So each post is equal to 10 points as there will be 15 posts. These points will be posted in the Canvas grade book. The other 150 points of the 300 total will be for mindtap graded activities. Each mindtap activity is embedded in Canvas and counts 3 points each. The mindtap points will be in a separate gradebook which will be on mindtap and not Canvas. At the end of the semester the instructor will count the total mindtap points and add to the discussion board points out of a total of 300 to give you your participation score.**

Distance education classes require a fair amount of self-discipline. It will be your responsibility to keep up with all reading and classwork and assignments. Remember that units will close at the end of each week so you want to make sure you complete your work on time.

**3. Examinations:** Each student is expected to successfully complete an online mid-term (100 points) and final examination (80 points).

**4. Your Personal Philosophy/Theoretical Orientation Paper:** For this assignment, you will write a paper about your personal philosophy paper as described in the guidelines to be given in this syllabus. (100 points)

**5. Theory Case Conceptualization and Demonstration (Group Work):** For this assignment, students will be paired up and conduct a client case conceptualization. In a video on your assigned date, each group of 4 will be asked to present a powerpoint answering the case conceptualization guidelines at the end of this syllabus and then a 10 minute demonstration of a client that would be typical of your setting i.e. school, agency, or career center. The 10 minute demonstration will have one group member serve as client and one as counselor modeling the theory or theories and techniques that is the focus of discussion that week. At the end of the video, one group member will highlight the theory/s and techniques used. The video will be a total of 20-30 minutes long and the class will be expected to watch as part of their work that week and comment in a prompt on the discussion board. The video will include 5 to 10 minutes of powerpoint introduction of the client, 10 minute demonstration, and 5 minute reiteration and summary of theory used. This assignment demonstrates CACREP standard 2.F.5.a**. (100 points)**

The video can be either uploaded directly to Canvas on the assigned date or sent to the course instructor through email to upload. The video needs to be uploaded by 11:59pm Sunday of the week it is due.

**6. Systems Theory Paper (Group Work):** Students will submit a 3-5 page paper outlining family and other systems theories/interventions based on movie/television show or series (see Appendix A details). This assignment demonstrates CACREP standard 2.F.5.b**. (60 points). See Appendix A.**

* **Note on Writing Quality:** All written work is expected to be mechanically and grammatically correct (i.e. well-organized, correct spelling, noun-verb agreement, proof-read, edited, etc.). Evaluation of all written work will reflect the quality of writing as well as the content. Rubrics are provided.
  + All assignments should show appropriate grammar, adhere to APA formatting, and be written in a scholarly manner. Please note that your assignments will be graded on APA formatting!
  + When you make reference to research material in your assignments, you must use appropriate source citations and references as found in the APA 7th Edition Publication Manual. Referencing the book and author at the end of a paragraph is not enough. We need to be able to decipher your thoughts from cited material.
  + In addition, it is important to write at a professional level. For instance, there is rarely reason to refer to yourself in a paper. Instead of ―This learner believes that person-centered counseling focuses on unconditional positive regard, simply state what you believe without referencing yourself. For example, ―Person-centered counseling focuses on unconditional positive regard. This is much stronger and more professional than the first statement. We will be able to distinguish your thoughts from the thoughts of others because you will cite and then reference the thoughts of others so there is no reason to include yourself in any of your sentences. This also eliminates the need for the debate between using third person (this learner) or first person (I).

**COURSE EVALUATION**

Participation Grade (Weekly discussion boards, class assignments, and case studies from Cengage/MindTap) – 300 pts total

Midterm – 100 pts

Final – 80 pts

Theory Case Conceptualization and Demonstration Presentation per class– 100 pts

Systems Theory Paper – 60 pts

Personal Orientation Paper – 100 pts

**Evaluation Criteria**

|  |  |
| --- | --- |
| Participation Points (150 total discussion boards and 150 total Mindtap activities) (Online class attendance, and weekly classwork assignments | 300 pts |
| Systems Theory Paper (group assignment) | 60 pts |
| Theory Case Conceptualization and Demonstration (group assignment) C(Due dates vary - See Syllabus) | 100 pts |
| Personal Theoretical Orientation Paper | 100 pts |
| Midterm Exam | 100 pts |
| Final Exam | 80 pts |
| Total Points Possible | 740 pts |

|  |  |
| --- | --- |
| 700-740 | A |
| 659-699 | B |
| 618-658 | C |
| 617 - 0 | F |

**\*TENTATIVE CLASS SCHEDULE AND TOPICS**

(\*This is tentative.)

This class moves rapidly and students are advised to keep up with assigned readings and topics to avoid being overwhelmed. This is a survey class and theoretical orientations and application demonstrations change weekly. These theoretical camps are part of the necessary knowledge for a professional counselor, the basis of clinical practice, and information tested on the National Counselor Examination and other credentialing exams. Please note that the class Canvas site and Weekly Folders will have the most accurate and up-to-date information should anything change.

**Overall Participation Grade**:

You are expected to utilize the MindTap Canvas system to reflect and interact on topics provided by the instructor/MindTap.. Your overall participation grade is also based on your completion of all weekly assigned quizzes. The Canvas/MindTap system is able to keep track of who accesses the materials on the website, and your instructor will be keeping a close eye on each individual student’s progress. You are expected to complete all weekly assignments listed on the Canvas site (e.g., watch videos, view and engage with online material, etc.) and on the syllabus. Failure to complete all weekly assignments will reduce your overall participation grade and ultimately impact your final grade as the weekly assignments will build on your knowledge base for exams.

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CON 5310 – THEORIES AND TECHNIQUES IN COUNSELING (ONLINE)

Schedule of Activities & Assignments Semester at a Glance

* All coursework is released on a weekly basis on the Canvas site on Sunday evenings. All weekly assignments are due by the following Sunday evening (7 days later) at 11:59pm.
* Attempt all of the activities and pay close attention for those with point allocation (Participation points).
* You must complete your weekly discussion boards and any assignments during the week of the assigned chapter. Assignment windows close at the end of each week.

**Course Schedule Fall 2023**

***Please keep up with Weekly Videos providing Checklists for specifics assignments and due dates.***

***Reading assignments are from Corey text unless noted as an AATBS reading***

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK Start**  **Date** | | **Due Date** | **TOPICS** |
| **1** | **AUGUST 14** | **AUGUST 27** | Chapter 1 - Introductions, Expectations and Syllabus Overview  **Assignments for Week 1 are DUE: by AUGUST 27 at 11:59 pm.**  (See Weekly Assignments Folder in CANVAS for more details.) |
| **2** | **AUGUST 21** | **AUGUST 27** | Chapter 2 - The Counselor: Person and Professional  AATBS (2021 edition) Professional Practice and Ethics pp. 1-6 |
| **3** | **AUGUST 28** | **SEPTEMBER 3** | Chapter 3 – Ethical Issues in Counseling  AATBS (2021 edition) Professional Practice and Ethics pp. 7-22; 23-88 (can skim these) |
| **4** | **SEPT 4** | **SEPT 10** | Chapter 4 – Psychoanalytic Theory  AATBS (2021 edition) Counseling Skills and Interventions pp. 20-24; 36-38  **Group 1: Theory Case Conceptualization and Demonstration: Please email instructor to upload by or before Sept. 4th at 11:59pm** |
| **5** | **SEPT 11** | **SEPT 17** | Chapter 5- Adlerian Therapy  AATBS (2021 edition) Counseling Skills and Interventions pp. 26-29 |
| **6** | **SEPT 18** | **SEPT 24** | Chapter 6 – Existential Therapy  AATBS (2021 edition) Counseling Skills and Interventions pp.39-41 |
| **7** | **SEPT 25** | **OCTOBER 1** | Chapter 7- Person-Centered Therapy  AATBS (2021 edition) Counseling Skills and Interventions pp.32-34; 34 (MI) |
| **8** | **OCT 2** | **OCTOBER 8** | Chapter 8- Gestalt Therapy  AATBS (2021 edition) Counseling Skills and Interventions pp.34-36 |
| **9** | **OCT 9** | **OCTOBER 15** | Chapters 1-8  Chapter 9- Behavior Therapy  AATBS (2021 edition) Counseling Skills and Interventions pp.45-48  **Group 2: Theory Case Conceptualization and Demonstration: Please email instructor to upload by or before Oct. 9th at 11:59pm.** |
| **10** | **OCT 16** | **OCTOBER 22** | Chapter 10 – Cognitive Behavior Therapy  AATBS (2021 edition) Counseling Skills and Interventions pp.51-52  **MIDTERM EXAM DUE - SUNDAY, OCTOBER 22 by 11:59 pm**  **Group 3: Theory Case Conceptualization and Demonstration: Please email instructor to upload by or before Oct. 16th at 11:59pm.** |
| **11** | **OCT 23** | **OCTOBER 29** | Chapter 11- Choice Theory/Reality Therapy  AATBS (2021 edition) Counseling Skills and Interventions pp. 38-39  **Group 4: Theory Case Conceptualization and Demonstration Please email instructor to upload by or before Oct. 23rd at 11:59 pm.** |
| **12** | **Oct 30** | **NOVEMBER 5** | Chapter 12- Feminist Therapy  **Group 5: Theory Case Conceptualization and Demonstration: Please email instructor to upload by or before Oct. 30th at 11:59pm.** |
| **13** | **NOV 6** | **NOVEMBER 12** | Chapter 13 – Postmodern Approaches  AATBS (2021 edition) Counseling Skills and Interventions pp. 42-44  **DUE: Theoretical Orientation Paper- NOVEMBER 12TH by 11:59pm** |
| **14** | **NOV 13** | **NOVEMBER 19** | Chapter 14 – Family Systems  (A Look at Counseling Individuals from a Systems Perspective)  AATBS (2021 edition) Counseling Skills and Interventions pp. 120-129  Chapter 15 – Integrative Approaches  **DUE: Systems Paper – NOVEMBER 20th by 11:59 pm** |
| **15** | **NOV 20** | **DECEMBER 1** | **Final Exam Due no later than Friday, DECEMBER 1ST by 11:59pm**  **NO exceptions!** |

**SYSTEMS THEORY PAPER**

**Worth: 60 total points**

This assignment demonstrates CACREP (2016) standard 2. F.5. a-n. This assignment is an opportunity for students to demonstrate understanding of a [family systems therapy utilizing film and television](https://dccounselingcenter.com/encanto-and-family-systems-theory.html) and how that perspective can be applied to families and other relationship systems. Students will conceptualize a family as evidence of how they understand models of systems theory and systems-related interventions.

This is a 3–5-page paper (not counting cover page and references) demonstrating a specific model of family/systems intervention. This assignment is to assist you in learning about systems theories, not just those aimed at individual therapy. This is an application exercise worth 60 total points. Address the film/television(tv) family or relationship from the perspective of a specific family/systems theory. You are expected to provide a minute count or you may opt to insert scenes within body of paper demonstrating the concepts you found in the film/tv family.

Please use a specific **model of family/systems intervention** discussed in the text and address a case example.

Identify the orientation and consider the following:

* How would the therapist from the identified family systems model approach this couple, individual? What interventions may be used?
* What information would they solicit and how? What are the goals?
* What other supports may be necessary to assist the client(s)?
* What underlying assumptions exist within the family? Source of those assumptions. For example, some religious faiths operate from the patriarchal perspective with father being head of household and ultimate decision maker.
* Are there any diagnoses you might offer to better understand necessary interventions? What evidence supports this diagnosis?

**Assignment is to be uploaded to Canvas.**

1. Watch the full movie or TV show.
2. Each group will submit a paper outlining two major models of family and other systems theories/interventions based on the film/tv show.
3. Please **conceptualize** this case from any two different models (Adlerian Family Therapy; Multigenerational Family Therapy; Human Validation Process Model; Structural Family Therapy; Strategic Family Therapy; and the work of Monica McGoldrick ) while incorporating gender and cultural perspectives of systems therapy **(chapter 14 of text).**
   1. [Review the use of Encanto to inspire you](https://dccounselingcenter.com/encanto-and-family-systems-theory.html)**.** Note how they insert scenes to support their examples.
   2. Formatting your paper using clips is acceptable, but should be used to demonstrate/provide an artifact that supports your written words.
4. **Suggested format for Paper (with suggested headings numbered):**
5. Title page
6. Abstract page
7. Introductory Paragraph
   1. Summary of film/tv show) Include a summary of the two different family systems therapies being used and what you know about the families in general (e.g., demographics, cultural considerations, gender, setting, economic situation, etc.)
   2. Why did you select this film/tv show and/or relationship to highlight?
   3. Provide rationale for their relevance to this assignment and if you are using a relationship/partnership within the system provide their relevance to the larger system (for example, a sibling set within their larger family or a marriage within their shared family systems).
8. Assessment/Diagnosis
   1. How would each of the theories specifically assess this couple/family/individual?
   2. Identify concepts and scenes/examples where those concepts are displayed.
   3. How might a therapist approach this couple or family?
   4. What information would they solicit and how? (Hint: Another place where your interventions show up.)
   5. What concepts or behaviors would each of these theories examine specifically?
   6. Reference scenes where these behaviors show up and support the criteria for your suggested diagnosis.
9. Treatment Goals
   1. What possible goals might you provide according to the theoretical orientation? Identify two goals.
   2. Provide 3 interventions used.
10. Theory Application
    1. Look at this couple/family/individual through the lens of each theory and apply it to their case.
    2. Provide a recommendation for the family system.
11. Conclusion
    1. How has this assignment changed your way of thinking about family systems theory? What have you learned? What do you want to know more about? How might you use now use family systems in your counseling practice? What was most interesting? How has this assignment helped form your new way of thinking about family systems?
12. Reference Page with 5 -peer reviewed articles (not websites)
13. All group members will receive the same grade for this assignment so you are in charge of a fair & equitable distribution of the work. Please note that I will not interfere in the dynamics of your group and it is your responsibility to work things out internally and pay attention to how you interact to each other.
14. Complete this in 7th edition APA style**:**
    1. Written Communication: Written communication is free of errors that detract from The overall message. Must be written as an academic paper, in third person.
    2. APA Formatting: APA formatted required (title page, and reference page--if applicable). All citations must be formatted according to APA Manual 7th ed.
    3. Number of Resources: Minimum of 5 peer-reviewed scholarly articles published in the last 5 years.
    4. Length of Paper: Suggested 3-5 pages of content, but the goal is to provide a scholarly paper that answers all of the questions. Length of Paper: Suggested 3-5 pages of content, but the goal is to provide a scholarly paper that answers all of the questions. Total paper page count may be 6-9 pages including title page, abstracts, and reference page.

**Requirements:**

**● Written Communication:** Written communication is free of errors so that the overall message is clear. Must be written in third-person.

**● APA Formatting:** Paper is formatted according to the latest edition of the APA Manual (include a title page, an abstract, and references if applicable). Any resources and citations used are to be formatted according to APA (7th Edition) Style.

**● Number of Resources:** Minimum of 3 peer-reviewed articles published in the last 5 – 7 years.

**● Length of Paper:** 3 – 5 pages of body, typed double-spaced pages

(Also include a Title Page, Abstract, and Reference Page for a total paper of about 6-8 pages.)

**Assignment is to be uploaded to Canvas**

**GUIDELINES FOR YOUR PERSONAL PHILOSOPHY/THEORETICAL ORIENTATION PAPER**

**Worth: 100 total points**

This assignment demonstrates CACREP (2016) standard 2. F.2. d, e, g and h; 2.F.5.n***.*** This assignment is an opportunity for students to demonstrate an understanding of counseling theories and models to conceptualize client presentation in order to select appropriate counseling interventions. Students are exposed to models of counseling throughout the course as well as current research and demonstration of professional practice. In completing this assignment will review current scholarly research to enhance their development of a personal model of counseling.

The purpose of this assignment is to identify what approaches and theorists you find resonate with you the most at this stage of your personal and professional development. This is a work in progress. Your philosophy of practice will evolve over time and will be altered as your life and professional experience expand. The following questions can assist you in formulating your first draft of your professional statement for this class. You are not expected to answer all of them. These are not meant to be the format for your paper. Instead, they might shape some of what you will choose to include within each heading. Feel free to make comments on other ideas we raise in class. The paper should be no more than 5 typed, double-spaced pages. Reference page must be included. You should be specific in what approaches and theorists you are using.

**Philosophy Of Humanity…What I Believe About Others and How Change Happens**

Professional counselors utilize a variety of theories and interventions in order to best serve clients. This course has introduced you to several of the most researched/evidence-based theories in the counseling field. Of all of the theories presented however, you may find one or two theoretical orientations particularly appealing.

***The purpose of this assignment is to identify what approaches and theorists you find resonate with you the most at this stage of your personal and professional development.*** (Remember, your philosophy of practice will evolve over time and will be altered as your life and professional experience expand.)

In order to complete this paper, read Chapter 3 (in the Halbur & Halbur folder in Canvas). Next, take the ***Selective Theory Sorter-Revised*** (Halbur & Harbur, 2015) survey found there. (This may be most effectively done if printed out and hand scored). Finally, address the following section headings for the paper:

*NOTE: USE THESE BOLDED HEADERS FOR EACH SECTION OF YOUR APA FORMATTED PAPER! Within each heading I have included questions that may help you develop your paper. You are not expected to use every subheading. Examples are provided to inspire and guide you in the development of your paper.*

**Introduction –** Provide a brief introductory paragraph(s) at the beginning of the paper.

1. What do you believe about how directive counseling should be?
2. What do you believe about brief intervention versus long-term therapy?
3. How important is goal-directedness in counseling?
4. How do you view the therapeutic relationship and the role of the counselor?
5. What do you see as the timeframe of counseling?
6. What is your view of people?
7. Who is in charge?
8. What do you want the client to learn?

**My Results of the *Selective Theory Sorter-Revised***

This section is the bulk of your paper. After taking this survey answer these questions in a narrative format: Which theories or school of thought did you find most appealing? Least appealing? Which one of the 60 items stood out to you? What were your three highest theories or schools of thought? Based on the highest one, what are some things you like about the theory or school of thought? What are your thoughts on the results? (Utilize the text to back up these theories. Be sure to use references when needed).

**My Values**

Articulate briefly what some of your values are as a person and a professional counselor-in-training. How do you live out or demonstrate these values personally and professionally? (Use references when needed).

1. At your funeral, what do you think people would have to say about you? What would you like them to be able to say?
2. Given a magical week, what would you do? Who, if anyone, would you include?
3. What do you believe about how people change?
4. How much do you believe you must understand the root cause, the why, of a problem in order to change?
5. Through which lens do you believe change occurs – through affect, cognition, behavior, or some combination?
6. Given the power to change permanently what are three things would you choose to change? Why?
7. What would you change in your neighborhood?
8. If your power were now extended to the world, what would you choose to change permanently? Why?
9. Based on the answers given above what themes emerged from your answers? What are your priorities? How are the changes that you strive for related to changes that you hope your clients will make? How are these changes impact your role as a helping professional?

**My Places for Growth**

What are some particular areas of growth for you in the area of professional counseling? What can you do to grow in your learning in regard to your most appealing theory? Name three *specific* methods, tactics, or strategies by which you can address these areas of growth. (Use references when needed).

**Conclusion**

Conclude the paper by revealing the most interesting, surprising, or intriguing insight you uncovered during the course of studying theories and techniques this semester. What is your personal takeaway from this theories course and how has it affected you as a future counselor? What theory/theories or school of thought have you leaned toward? And why? What can you do to assist in growing in this theory?

**Requirements:**

* **Written Communication:** Must be written as an academic paper in formatting, but the use of 1st person is appropriate.
* See Rubric for more specific grading criteria.
* **APA Formatting:** APA formatted required (title page, reference page). All citations must be correctly APA formatted
* **Number of Resources:** Include a minimum of 3 scholarly references.
* **Length of Paper:** The entire paper should be typed double-spaced pages. No more than 4-6 pages. Page limit does not include title or reference page.
* **Font and Font Size:** Times News Roman, 12 point.

**Assignment is to be uploaded to Canvas.**

**Theory Case Conceptualization and Demonstration**

Guidelines for Powerpoint at the beginning of the video before the demonstration

In preparing for your video, there will be a powerpoint at the beginning that will be about 5-10 minutes and introduce the client and theory demonstration. The group should select a client with a particular issue with whom one might experience in the work setting in which you will see yourself during your fieldwork or after completing the masters program. (Be specific about the school level or agency/site focus where you know the client from.) Answer the following in a powerpoint which you will present in your 20-30 minute video for the class. The powerpoint will be 5-10 minutes; the demonstration of working with the client from a specific theoretical framework will be 10 minutes; and there will be a 5 minute summary at the end of the theory and techniques used.

1. **Client Demographics**
   1. Age, gender, race/ethnic background, sexual orientation, immigration status, language, religious affiliation, disability, educational/academic/vocational status, physical appearance, interpersonal style, etc.
2. **Presenting Problem**
   1. Why is the client presenting for counseling? Why now? Is the presenting problem described by client the same as what you see as the presenting problem? How has the presenting problem developed/changed over time? How is it manifesting now?
3. **History of significant events**
   1. Medical and health history
   2. Social, interpersonal history
   3. Education, vocational history
   4. Family background
   5. Previous counseling experience
   6. Trauma experiences
   7. Any notable situational factors
4. **Conceptualization** 
   1. Working hypotheses for DSM Diagnosis (if applicable)
      1. Include previous client diagnoses
      2. Documented learning or physical disabilities
   2. Conceptualization of client
      1. Apply a theory of your choice to describe your client’s situation and discuss any theoretical techniques used.
      2. Describe relevant cultural variables, their impact on client’s strengths, access to resources, and beliefs/values/worldview. Discuss your match/mismatch with the client in terms of these cultural variables.
      3. Identify developmental stages/concerns of the client
      4. Assess client’s level of overall wellness
5. **Course of Counseling**
   1. Initial goals, plan, treatment strategies
   2. Progress to present (including how many sessions you have had)
   3. What have you done that has worked? That has not worked? (Refer to theory as part of this answer)
   4. Relationship
      1. How do *you* feel when with this client? What emotions, thoughts, impulses come up for you in working with this client?
      2. How do you think your client sees you? How do you think your client experiences *you*?
      3. What are your expectations of one another in the counseling process?
      4. Metaphor for relationship?

**NCCU Policies and Resources**

**Adverse Weather**: Please read http://web.nccu.edu/publicrelations/EmergencyPlan.pdf for the University’s policy on adverse weather. Please follow the instructions as outlined in the University policy. In addition, announcements regarding scheduled delays or the closing of the university due to adverse weather conditions will be broadcast on local radio and television stations.

**Confidentiality and Mandatory Reporting**

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU’s Sexual Misconduct Policy (POL 80.07.1). NCCU faculty and instructors are considered to be responsible employees and are required to report information regarding sexual misconduct to the University’s Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU’s Policies, Rules and Regulations website at www.nccu.edu/policies/retrieve.cfm?id=450. Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-6334 or TitleIX@nccu.edu, or submitting the online form through http://www.nccu.edu/administration/dhr/titleix/index.cfm.

**COVID-19 Health and Safety Requirement for Wearing a Face Mask or Other Face Covering in the Classroom or Other Instructional Setting:**

To create and preserve a classroom atmosphere, whether in-person or online, that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. At all times, students are expected to continuously conduct themselves in a manner that does not disrupt teaching or learning. Your responsibilities as a member of the North Carolina Central University community are outlined in the [NCCU Student Code of Conduct](https://legacy.nccu.edu/policies/retrieve.cfm?id=442) (Code). The [Code](https://legacy.nccu.edu/policies/retrieve.cfm?id=442) outlines disciplinary procedures, behaviors that are subject to disciplinary action, hearing procedures and the consequences that result from violating the [Code](https://legacy.nccu.edu/policies/retrieve.cfm?id=442).

In addition to community standards to which all students are accountable, the [Code](https://legacy.nccu.edu/policies/retrieve.cfm?id=442) outlines the requirement to abide by all other rules, regulations, policies, procedures and guidelines issued by the institution. In consideration of the University’s commitment to maintain healthy and safe learning environments during the COVID-19 pandemic, the University has issued the [Operations, Recovery and Continuity](https://myeol.nccu.edu/sites/default/files/2020-06/FULL%20NCCU%20Operations%20Continuity%20Plan%20Fall%202020%20FINAL%206%2012%202020.pdf) plan. The [plan](https://myeol.nccu.edu/sites/default/files/2020-06/FULL%20NCCU%20Operations%20Continuity%20Plan%20Fall%202020%20FINAL%206%2012%202020.pdf) highlights and details the University’s preparations to safely open for the Fall 2020 semester and includes behavioral standards for in-class instruction, such as physical distancing, use of face coverings, and hand hygiene. However, in light of the ever-changing nature of the COVID-19 pandemic, the plan is subject to change.

**Please be advised that face coverings are required while on campus and during in-person instruction as per NCCU’s guidelines, and the State of North Carolina’s Executive Order 147. The few exceptions to this requirement can be found in the**[**Operations, Recovery and Continuity**](https://myeol.nccu.edu/sites/default/files/2020-06/FULL%20NCCU%20Operations%20Continuity%20Plan%20Fall%202020%20FINAL%206%2012%202020.pdf)**plan.**

Any action by a student that interferes with the education of another student or interferes with the operations of the University in carrying out its responsibility to provide a safe and conducive educational environment will be considered a violation of the [NCCU Student Code of Conduct](https://legacy.nccu.edu/policies/retrieve.cfm?id=442).

**NCCU Attendance Policy**

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session. As of Fall 2017 NW and NF attendance grades will no longer be assigned. If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Grades First, the instructor will report the facts to the student’s academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student’s responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.

**Statement of Inclusion/Non-Discrimination**

**North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.**

**Student Disability Services**

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or [sas@nccu.edu](mailto:sas@nccu.edu) to discuss the programs and services offered by SAS.  Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the NCCU Accommodate Website at <https://nccu-accommodate.symplicity/students/index.php> and logging into their Eagle Accommodate Student Portal.  Students are expected to renew previously granted accommodations at the beginning of each semester (Fall, Spring & Summer sessions).  Reasonable accommodations may be requested at any time during the semester for all students; however, accommodations are not retroactive.  Returning semester requests for returning students are expected to be done within the first two weeks of the semester.  Students are advised to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services must register with SAS.

**Other Campus Programs, Services, Activities, and Resources**

Other campus resources to support NCCU students include:

* [*Student Advocacy Coordinator*](https://legacy.nccu.edu/advocacy/index.cfm). The Student Advocacy Coordinator is available to assist students in navigating unexpected life events (e.g. short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns; understanding NCCU policies, rules and regulations; or general problem-solving strategies. Contact Information: Student Services Building, Room G19, (919) 530-7492, studentadvocacy@nccu.edu.
* [*Counseling Center*](https://www.nccu.edu/life-nc-central/health-and-well-being/counseling-center). The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU’s Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.
* [*University Police Department*](https://www.nccu.edu/administration/university-police). The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, [nccupdinfo@nccu.edu](mailto:nccupdinfo@nccu.edu).
* [*Veterans Affairs*](https://www.nccu.edu/enrollment/veterans-affairs)*.*One of the goals of the faculty and the NCCU Veterans Affairs Office’s (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO’s primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents.  If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information please contact the VAO at [919-530-5000](tel:919-530-5000) or [veteransaffairs@nccu.edu](mailto:veteransaffairs@nccu.edu).
* [*LGBTA Resource Center*](https://www.nccu.edu/life-nc-central/health-and-well-being/lgbta-center)The Lesbian, Gay, Bisexual, Transgender, and Ally (LGBTA) Resource Center at NC Central University serves as a vital link by which LGBTQIA+ individuals can find a sense of community and everyone can learn about LGBTQIA+ identities and culture.

[**Academic Integrity**](https://legacy.nccu.edu/policies/retrieve.cfm?id=442)**:** Students are bound by the academic integrity policy as stated in the code of student contact. Therefore, students are required to uphold the university pledge to exercise honesty in completing assignments. Plagiarism of any kind (accidental or otherwise) will result in an automatic zero (0) for the assignment and a report to the Program Chair and Dean. Instructor uses plagiarism detecting software for all written assignments. Also, unless explicitly stated by the instructor, students are not allowed to collaborate on midterm and final exams.

See the website for an explanation of NCCU Academic Integrity Honor Code:

<http://www.nccu.edu/formsdocs/proxy.cfm?file_id=1674>

Students are also expected to adhere to the Ethical standards of the [American Counseling Association](https://www.counseling.org/resources/aca-code-of-ethics.pdf). If you have not already familiarized yourself with ACA Ethical standards and the Universities policies on academic integrity, it is recommended that you do so.