



North Carolina Central University
Department of Allied Professions
"Communicating to Succeed"

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

Counselor Education 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 Counselor Education Program prepares professional counselors to work in career, school, and mental health 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.

Course Information:

Semester/Year	Fall 2019
Course Name	Theories and Techniques in Counseling
Course Prefix/Number/Section	CON 5310
Course Location	Online
Course Meeting Days/Times	Mandatory WebEx Orientation: Wednesday, August 21, 2019 (6:30-8:30 pm). A link will be in Blackboard
Clinical Experience, Internship, Fieldwork	Clinical Experience
Credit Hours	3
Prerequisites	None
Course type (DAY/VEC, Graduate) Graduate)	Graduate

Instructor Information:

Instructor	Dr. Levette S. Dames
Office Location	SOE 2123
Office Hours	Tues. 10 - 3 p.m.; Thurs. 10 - 3 p.m. (WebEx or In Office); Mon., and Friday, Grant, Research and LPC-A Days I will like to meet at least once a semester via virtual office hours. Please make an appointment for virtual hours.
Office Phone Number	919-530-6212
Alternate Phone Number	Juls Joyner: 919-530-7289
E-mail address	lsdames@nccu.edu
Email Turn-around:	You will receive a response from me in 24 hrs. If you email me on a weekday (after Friday) expect a response by Monday

	night.
Grade Turn-around:	Feedback and grading will take one week after due date.

Course Catalog Description

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.

The Purpose of this Course

The purpose of this course is to introduce counselor-in-training about the different theories and techniques used in counseling. The course will be face-to-face but will have some online and a-synchronized online WebEx interactions.

Method of Teaching:

Students will also learn through lecture, reading, presentations, guest speakers, and active participation in class and WebEx setting, video, and role-play simulations. *ALL WEBEX CLASS IS MANDATORY.* Class attendance and participation are essential and integral parts of class. Students will be expected to participate in class and WebEx discussions supported by literature readings and in-class experiential exercises. Students will be active learners as they demonstrate strategies and techniques used in assigned theories of technique in counseling topics. The course will utilize WebEx, Blackboard for handouts, announcements, and all course documents.

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 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-n), 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:
- Identify, compare, and contrast major theoretical approaches to counseling and psychotherapy as assessed by two written examinations and weekly quizzes.
- Identify and evaluate the therapeutic process, techniques, and intervention strategies of each major theory as assessed by case studies and class presentations.

- Apply the three major models of systems/family intervention as assessed by the systems paper.
- 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 weekly quizzes.
- Delineate professional and ethical issues in counseling and psychotherapy as assessed by examinations, quizzes, and class presentations.
- Assess her/his own background, experiences, values, and professional philosophy and develop an eclectic counseling model as assessed by the personal philosophy paper.

Textbooks/Required Readings

Required

1. American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.
2. Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Belmont, CA: Thomson Higher Education (MindTap)

Instructors MindTap Unlimited Accessed Textbooks:

MindTap is required for this course. You can purchase MindTap at the bookstore from Cengage when you register your course materials. If you have a Cengage Unlimited subscription, you can access your digital course materials without an additional purchase. With Cengage Unlimited access, all digital Cengage course materials for this term are provided with your subscription. No additional purchase is required. Please note if the total cost for Cengage course materials for all your courses exceeds \$119.99, then Cengage Unlimited is the best value for this course.

An optional hard copy text can be rented for only the cost of shipping (\$7.99) or loose-leaf texts can be purchased at a nominal cost. Details are available once you activate your Cengage Unlimited access.

As for Cengage Unlimited, here's the three Printed Access Card Options at the bookstore:

PAC CENGAGE UNLIMITED 4 MONTH - \$119.99

PAC CENGAGE UNLIMITED 12 MONTH - \$179.99**

PAC CENGAGE UNLIMITED 24 MONTH - \$239.99

** I suggest getting the 12 month if you are taking Group Counseling and Psychosocial development course in the summer 2020 or using another Cengage textbook in Spring or Summer 2020. You most likely will use another Cengage textbook in Spring or Summer 2020.

This class utilizes Blackboard 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 to the course.

3. National Counseling Examination (NCE) and Comps Preparation. AATBS. - The ISBN number is 978-1-941273-166 <https://aatbs.com/counseling-study-volumes> Please click link.
4. Halbur, D.A., & Halbur, K. V. (2014). *Developing your theoretical orientation in counseling and Psychotherapy* (2nd ed.). New York, NY: Pearson/Merrill.

Recommended

Bertolino, B. (2010). *Strengths-based engagement and practice: Creating effective helping relationships*. Needham Heights, MA: Allyn and Bacon.

Bertolino, B., & O'Hanlon, B. (2002). *Collaborative, competency-based counseling and therapy*. Needham Heights, MA: Allyn and Bacon.

Instructional Methods and Student Activities

Course Policies and Expectations

1. 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. **You cannot miss any class. If you miss two classes 25 points will be deducted from your overall final point value. If you miss more than three classes 50 points will be deducted from your overall final point value.** Review NCCU Attendance Policy.

NCCU University 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.

2. Each student is expected to conduct her/himself in a manner which shows respect for her/himself and other students and for the atmosphere of the WebEx classroom.
3. Students are expected to be punctual and complete in regard to class attendance, assignments, and exams.
4. All assignments are to be completed and submitted on time according to dates listed in the syllabus. Assignments submitted late will be given a lower grade as explained below.
5. Written assignments are graded on the quality of content, format, grammar, spelling and adherence to the 6th edition of the APA Publication Manual.
6. 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!
7. Follow all directions and due dates provided in the syllabus (no exceptions).
8. Read and listen/watch all material provided on the course website.
9. 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 daily.
10. Ensure that you are entirely familiar with all functions available to you via Blackboard. Not knowing how to use various functions of Blackboard is not an excuse for not completing assignments. Contacting the campus ITS helpline should you experience technical problems related to Blackboard (919.530.7676). Do not call or email the instructor with Blackboard technical-related issues, call the help-line.
11. Complete all assigned readings before coming to class. You are expected to be prepared to discuss, summarize, and apply to all readings.
12. Turn off (or switch to silent mode) all mobile devices at the beginning of class (phones, laptops, PDAs). The use of any electronic device will negatively affect your participation grade. This includes computer use and texting.
13. If WebEx 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).
14. If you need to miss a WebEx class as part of a religious observance you must notify your instructor before the end of the first week of class.
15. If you are late or absent, it is your responsibility to get notes and handouts provided while you were not in class. Also, you are expected to contact professor ahead of time (or as soon as possible) explaining reason for absence/tardiness. Quizzes and tests are given at the beginning of the class if you are late.
16. Instructor approval is required before a guest may attend a WebEx class. Sorry, but students cannot bring a child to WebEx class.
17. 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. It is important our classroom be a nurturing place for conscientious dialogue.
18. Be aware that any paper or course document you may have left with me will be destroyed after 30 days of the end of the semester. Please contact me and collect your material promptly.
19. Everyone will respect each other in the classroom.
20. Any non-compliance to course policies and guidelines (including etiquette ones) will impact student's participation grades.
21. 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 class time on the due date. Any assignment turned in after your class time is considered late. Late assignments will be marked down one letter grade for everyday of tardiness. On the day your assignment is due, submit a copy via Blackboard and bring a hard copy to class. This is a protection to you. Should your hardcopy be misplaced, your Blackboard copy will be used as an original. If you failed to upload your assignment to Blackboard and your hardcopy is misplaced, the late assignment penalty applies (marked down one letter grade for everyday of

- tardiness). Foliotek assignments should be edited and uploaded after grading.
22. Make-up quizzes and/or exams are not available unless there is a university-recognized emergency situation. 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.
 23. Completed assignments must be submitted no later than the designate time. Any assignment turned in after the designated time is considered late. Assignments not turned in by the deadline are subject to a reduction of 1 letter grade per day of tardiness.
 24. Make-up exams are only given if you have a university recognized excuse (e.g. religious holiday, death in the family, medically excused absence due to illness, inclement weather, or participation in a university related athletic event). Vacations, holidays not recognized by the University, or job-related issues that conflict with assignments, quizzes, and/or exams are not University recognized excuses and will not grant you a make-up exam.
 25. WebEx participation, quizzes and individual assessment will comprise a percentage of the final grade. This will be based upon active participation in discussions, simulated assessment situations, demonstrated knowledge of assigned reading (through quizzes and discussions) and completion and scoring of assessments.

Specific Theories and Techniques in Counseling Course Assignments

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

Assignments

Assignment I - Start (Why am I here?) - (CACREP F.1.a; CMHC 5.1.a,b and 5.3.a; SC 5.G.3.e)

This section of the course will include *Self-Inventory* and *Pretest* that will set the stage for the chapter. You are encouraged to complete this pre-test before reading the chapter and coming to class. Please come prepared to discuss the pre-test.

Assignment II – Read (What am I learning?) (CACREP F.1.a; CMHC 5.1.a,b and 5.3.a; SC 5.G.3.e; (CACREP F.1.5. a-n)

This section will include the reading of the chapters and other articles associated with the chapter. Also, you are expected to read the chapters that are not assigned to you. In addition, power-points will be provided to help with the reading.

Assignment III: Discussion (How do I practice what I learnt?) (CACREP F.1.5. a-n;

We will discussion different topics in the classroom as well as during the online and WebEx experience. You are expected to utilize the Blackboard system to reflect and interact on topics provided by the instructor. You are expected to contribute to the discussion each week. Failure to do so will affect your overall grade. For the online discussion you must respond with your APA first post with 150 words (3 pts.), with 1 journal use citation (1 pt.) and 1 pt. to respond to your classmate. Upload your first post by MONDAY of each week. Points will be allocated for your main post, using references, and responding to one of your classmate's post by WEDNESDAY. Total points (5 pts.). Deduction will be 1 pt. for late work, incorrect APA posting, and missing reference.

Sample:

Values are concepts and beliefs one may hold dear to their heart especially when it comes to sex and sexual behaviors. The way an individual conceives their concepts about sex may steam from early Christian beliefs brought on from early generational Christian thoughts (King, 2017). Kosnik et al. (1977) noted when it comes to some religious faith, one woman and one man should be in a marital institution together. However, more modern views on having one night stands, engaging in same sex intimacy and having group sex have changed in the minds of non-religious minds of individuals. As counselors in the social work, counseling, school counseling arena we must be careful in condemning

one's sexual beliefs based on religious ideations and also be careful not to also judge them because they hold these religious beliefs (Long, Brunett, & Thomas, 2006). Looking at different sexuality concepts such as same sex intimacy, or group sex may begin to stir up different bias on the part of the counselor. As human sexuality counselors, we would want to become aware of our sexual values and beliefs first and then become knowledgeable and open about your client's sexual views. In concluding in this discussion, Kornegay (2011) stated "I see clients DAILY who have different values than me. It is not my position to condone or not to condone the behavior but help the client to work through the problem that is affecting him. You are not there as a counselor to agree or disagree with one's lifestyle, but to help the client manage the lifestyle that he has chosen to live" (p.109). Let us use this above quote to help with dealing with our conflicting value system when it is different from our client's when counseling persons with sexuality issues.

Word count: 293 (You need only 150 words for discussion board)

References

- King, B. & Regan, P. C. (2014). *Human sexuality today*. Eighth Edition. NY: Vango (e-access)
- Kornegay, R. (2011). Hursthouse's virtue ethics and abortion: Abortion ethics without meta Physics? *Ethical Theory and Moral Practice*, 14(1), 51-71.
- Kosnik, et al (1977). *Human Sexuality: New Directions in American Catholic Thought*. Mahwah, New Jersey: Paulist Press.
- Long, L. L., Burnett, J.A. & Thomas, R. V. (2006). *Sexuality counseling for couples: An Integrative Approach*. Upper Saddle River, NJ: Pearson Prentice Hall.

Assignment IV: Practice (How do I practice what I learnt?)

We will watch videos. There will be questions you will need to answer.

Assignment V: Review and Reflect (What does this mean to me?)

V (a): Review includes the quizzes: One quiz will be given every week before class, WebEx, and online. You are expected to complete the quiz on time. For online quiz, the quiz will be due Every WEDNESDAY at 11:59 pm. Quiz will cover materials from assigned readings, as well as videos and student and instructor discussion. No make-up quiz will be given should you miss class or be late. During the online time, you would have a week to complete your quiz. The quizzes are taken from the chapters.

There will be a total of 12 quizzes (one for each reading assignment). These quizzes will assess your knowledge of the reading material. Each quiz will contain multiple choice questions. You are REQUIRED to complete the reading assignment before attempting the quiz. Each quiz will be worth 5 points.

V (b): Reflect: What does this mean for you?

Reflect on what you have learnt in the chapter through questions, videos, etc.

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MAJOR ASSIGNMENTS

Major Assignment I: Midterm and Final Examination

(CACREP F.1.a; CMHC 5.1.a, b and 5.3.a; SC 5.G.3.e)

You will be expected to take a Midterm and Final Examinations. They both will be given online over a

course of a week. You will have 2 hours to complete but must be done in one sitting. Each student is expected to successfully complete mid-term and final examination.

Major Assignment II: Your Theoretical Orientation Paper (Foliotek Assignment)

(CACREP F.1.a; CMHC 5.1.a, b and 5.3.a; SC 5.G.3.e)

Each student will write a personal philosophy paper as described in the guidelines to be given in this syllabus. It is a Foliotek assignment. Please review Appendix A

Major Assignment III: Professional Development Theory Presentation (Foliotek Assignment)

(CACREP F.1.a; CMHC 5.1.a, b and 5.3.a; SC 5.G.3.e)

Objectives:

- Design a professional development activity.
- Your audience will be first year counseling students.
- Utilize facilitation, collaboration, counseling techniques (theory-based), and consultation strategies to effectively demonstrate communication strategies that may be employed to facilitate improved student outcomes based on academic, behavior, or social measures.

Method:

- Students will design a 45-minute counseling staff development activity to be presented via screen mastic. Please review how to record screenmastic video before beginning the assignment. ***We need to see your face and the PowerPoint.***
- Each student will become the “knowledge” experts on a particular theoretical approach.
- The student will study the chapter in the textbook pertaining to that theory and it is expected that students will use additional resources to increase knowledge level.
- You should also present information that is not presented in the chapter. (i.e. information on research, theoretical societies, conferences held including interesting presentations and forums, current trends in this theoretical orientation, etc.)
- You will have up to 45 minutes to give the class a presentation and demonstration on the theoretical approach. You may use different methods or tools in your presentation.
- You will also create a handout that includes proponents of the theory, key concepts involved with the theory, goals of therapy, role of client, role of counselor/therapist, key contributions of theory, limitations of the theory, role of assessment in the theoretical approach, and some of the specific techniques involved in carrying out the therapy.
- Demonstrate a simulated interaction through role play your theoretical orientation. Have someone role play the counselor and someone the client. View the videos by Stan in MindTap to help you guide your role play. I will not be looking for strong counseling skills and techniques yet but I will be listening and looking for theory techniques and phrases. Use research based best practices and /or theory-based interventions.
- This assignment demonstrates CACREP standard II.G.5.d and it is a ***Foliotek*** assignment. Please review Appendix B.
- Please review rubric before beginning the assignment.

Major Assignment IV: Systems Theory Paper (Group Work)

(CMHC 5.C.1.b; CACREP standard II.G.5.e)

Each student will submit a paper outlining three major models of family and other systems

theories/interventions. This assignment demonstrates CACREP standard II.G.5.e and it is a **Foliotek** assignment. Please review Appendix.

Major Assignment V: HAVING PERSONAL THERAPY DOES IT HELP?

Corey and Corey (2013) noted, “by participating in personal therapy, counselors can prevent their potential future countertransference from harming clients” (p. 21). Counselors-in-training can also learn how to be warm, show empathy, and have a personal relationship also having a sense of how the clients will feel. Therefore, this assignment will help counselors-in-training feel the same way as clients when they are experiencing an emotional or psychological concern. Please review Appendix D.

Legal Background

Accommodating Students with Disabilities and Mandatory Reporting of Sexual Misconduct

North Carolina Central University (“NCCU”) is committed to academic and professional excellence, which is evidenced by NCCU’s intent to enhance and protect the educational process. In furtherance of this commitment, NCCU prohibits unlawful discrimination and strives to ensure a safe and inclusive learning environment for all students. This memorandum is intended to remind all NCCU faculty and staff employees about the University’s obligations under federal law to provide accommodations to students with disabilities and to report information regarding sexual misconduct. This memorandum also reminds NCCU faculty and staff employees about campus resources available to assist them in meeting these obligations.

Legal Background: Accommodating Students with Disabilities and Mandatory Reporting of Sexual Misconduct

In addition to State law, NCCU must comply with two key federal laws that prohibit discrimination on the basis of disability: (1) Section 504 of the Rehabilitation Act of 1973 (“Section 504”), as amended; and (2) the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendment Act of 2008 (collectively “ADA”). Section 504 prohibits discrimination on the basis of disability in any program or activity operated by a recipient of federal funds. Title II of the ADA prohibits disability discrimination in public entities, regardless of whether they receive federal financial assistance. As a recipient of federal funds from the U.S. Department of Education and also as a public entity, NCCU is covered by both Section 504 and the ADA.

Under Section 504 and the ADA, colleges and universities are required to provide students with appropriate academic adjustments and auxiliary aids/services (collectively “accommodations”) that are necessary to afford an individual with a disability an equal opportunity to participate in the school’s programs. It is the responsibility of the student with a disability to initiate the request for accommodations by contacting the **NCCU Office of Student Accessibility Services (“SAS”)** (formerly Student Disability Services) and providing documentation of a disability. Once a student makes a request, SAS will engage the student in an interactive process to determine his or her eligibility as a student with a disability and appropriate accommodations. Accommodations approved by NCCU must be made available at no cost to the student.

NCCU also must comply with Title IX of the Education Amendments of 1972 (“Title IX”), which prohibits discrimination on the basis of sex (including sexual harassment, sexual violence, and pregnancy) in the University’s educational programs and activities. **NCCU’s Sexual Misconduct Policy (NCCU POL 01.04.4)** was adopted in compliance with Title IX and applies to all members of the NCCU community, including students, faculty, staff, administrators, volunteers, vendors,

independent contractors, and any individuals regularly or temporarily employed, studying, living, visiting, conducting business or having any official capacity with the University. The Policy describes prohibited sexual misconduct, establishes procedures for responding to reports of sexual misconduct, and sets forth resources available to students and employees. All faculty and staff (with the exclusion of certain individuals who provide services to NCCU as licensed professional counselors) are considered *responsible employees* who must report instances of sexual misconduct to **NCCU's Title IX Coordinator**.

Expectations

NCCU expects all faculty and staff to support students in excelling academically and professionally by complying with the federal laws referenced in this memorandum. In compliance with Section 504 and the ADA, NCCU faculty and staff members should not make inquiries or referrals based on an assumption that a student has a disabling or handicapping condition. Rather, faculty members are expected to review the approved accommodations for students who are registered with SAS and to provide accommodations as outlined by the SAS staff. To determine reasonable accommodations, SAS may seek information during the interactive process from faculty and instructors regarding essential standards for courses, programs, services, activities, and facilities. Upon receiving notification of a student's accommodations from SAS staff, faculty members should provide accommodations and modifications to students in a timely manner to ensure that course materials and activities are accessible to students with disabilities at the same time as students without disabilities. NCCU expects all faculty and staff to maintain academic standards by providing accommodations to students with disabilities without compromising the content, quality or level of instruction. If a student self-identifies a disability to a faculty member, department or professional school, the faculty member should refer the student to SAS to determine reasonable and appropriate accommodations.

NCCU also expects all responsible employees to ensure that NCCU complies with Title IX by promptly reporting information regarding possible violations of the Sexual Misconduct Policy to the Title IX Coordinator. A report to a responsible employee constitutes a report to the University. Prompt reporting by responsible employees makes it possible for students to get the support they need and for NCCU to respond appropriately to incidents of sexual misconduct. When a report is made to a responsible employee, the University has an obligation to investigate and take appropriate action. Title IX also protects students from discrimination and being treated differently due to pregnancy and pregnancy-related conditions. Title IX requires professors and administrators to treat pregnancy, childbirth, and related conditions in the same manner as any other temporary disability.

To assist students in self-identifying a disability, understanding the obligations of responsible employees, and requesting other supports, faculty members are expected to include the following statement (indicated below in bold text) on all course syllabi:

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 Accessibility Services (formerly 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 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 SAS website at www.nccu.edu/sas and logging into Eagle Accommodate. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged 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 under Title IX must register with SAS.

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 (NCCU POL 01.04.4). 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, Regulations and Rules website at www.nccu.edu/policies. 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) 530-7944 or TitleIX@nccu.edu, or submitting the online form through the Title IX Reporting Form, located at www.nccu.edu/titleix.

Other Campus Programs, Services, Activities, and Resources

Other campus resources to support NCCU students include:

- Student Advocacy Coordinator. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (919) 530-7492, studentadvocacy@nccu.edu.
- 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. 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.

Faculty members are encouraged to contact SAS at (919) 530-6325 with questions about compliance with Section 504 and the ADA, or the Title IX Coordinator at (919) 530-7944 with questions about the Sexual Misconduct Policy and compliance with Title IX.

Blackboard:

This class will utilize the campus "Blackboard" system. Every student will be set up with a username and password (if you don't already have one). You will be required to log on to the Blackboard system in order to fulfill various assignments during the semester (e.g., submit assignments, obtain handouts). If you have questions about your Blackboard (Bb) account, please call the IT department first at 530-7676. PLEASE CHECK YOUR BLACKBOARD DAILY!!!

FOLIOTEK:

Foliotek is the electronic system for housing samples of your best work used by the School of Education and our Department. This announcement is to provide clarification of how this will work.

The details are as follows:

26. Everyone admitted to the counseling program Fall 2008 or after should have a Foliotek account. Non-counseling majors are not required to use Foliotek unless specified by their own NCCU department.
27. If you do not have a Foliotek account, contact Foliotek at 1-888-365-4639, extension 2. Note this information is on our website (www.nccuCounseling.com) on the student page.
28. Documents from Summer 2019 coursework should be amended and uploaded into Foliotek.
29. These documents should be your best work and incorporate your instructors' feedback and/or suggestions.
30. Only Fall 2009 and forward documents will be part of the official Foliotek portfolio checkout for graduation. Students who wish to use the portfolio for professional development are welcome to upload documents from courses completed prior to the Fall 2009.
31. Faculty will evaluate your portfolio each semester so this will be an ongoing requirement. I will identify the Foliotek assignments as the course progresses.
32. Please upload your foliotek materials from last semester by January 4th, 2020.

Course Requirements and Points

Course requirement	Points	Due Date
Assignment I: Start	No pts	Every Week
Assignment II: Read Chapters	No pts	Every Week
Assignment III: Discussion 6 @ (3 pts.)	18 pts	Every Week
Assignment IV: Practice 6 activity (3 pts each)	18 pts	Every Week
Assignment V: Weekly quizzes (10 @ 5 points each)	45 pts	Every Week Assigned
Major Assignment I (a) : Midterm Exam	100 pts	October 2 – 9, 2019
Major Assignment I (b): Final Examination	100 pts	Nov., 27 – Dec., 4
Major Assignment II: Your Theoretical Orientation Paper	75 pts	Nov., 6, 2019
Major Assignment III: Class Presentation (Theory)	100 pts	Assigned Times
Major Assignment VI: Systems Theory Paper	30 pts	October 9, 2019
Major Assignment V: Mandatory Counseling session	15 pts	Nov., 20, 2019
<u>Total</u>	<u>500 pts</u>	

This course will be graded using an A to F-system as follows:

Grading Scale

450 - 500	A
400 - 449	B
350 - 399	C
349 and below	F

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 class time on the due date. Any assignment turned in after your class time is considered late. Late assignments will be marked down one letter grade for everyday of tardiness. On the day your assignment is due, submit a copy via Blackboard and bring a hard copy to class. This is a protection to you. Should your hardcopy be misplaced, your Blackboard copy will be used as an original. If you failed to upload your assignment to Blackboard and your hardcopy is misplaced, the late assignment penalty applies (marked down one letter grade for everyday of tardiness). Foliotek assignments should be edited and uploaded after grading.

Make-up quizzes and/or exams are not available unless there is a university-recognized emergency situation. 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.

Completed assignments must be submitted no later than the designate time. Any assignment turned in after the designated time is considered late. Assignments not turned in by the deadline are subject to a reduction of 1 letter grade per day of tardiness.

It is recognized that many of our students have families, work, and take classes. While we understand that conflicting demands on your time will occur, our first priority is to assure that you leave this program with the knowledge and skills required of a graduate level counselor. Your future clients have a right to service from a fully qualified counselor. As a professional you will develop networks of resources to assist you in providing quality services to your clients. While a student, begin the networking experience by developing peer groups, study groups or other supports with your counseling colleagues. To assist in your professional development course expectations, include; course work/assignments will be submitted with proper grammar, typed, and of professional quality meeting APA (6th edition) writing standards. To contribute to a learning environment classroom conduct will include: arriving on time, being attentive, and being respectful of the instructor and fellow students.

Completed assignments must be submitted no later than the designate time. Any assignment turned in after the designated time is considered late. Assignments not turned in by the deadline are subject to a reduction of 1 letter grade per day of tardiness. You will have until three days after the due date to turn in your assignments.

Email Correspondence

When contacting me via email your email subject line should be relevant to your email content. Please use “**Theories and Techniques: (Reason for your email)**” and then describe the nature of your email. You will receive a response from me in 24 hrs. If you email me on a weekday (after Friday) expect a response by Monday.

Technology Proficiency Requirements and Resources

Students must be able to:

- Create Microsoft Word documents (WordPerfect and Microsoft WORKS are not acceptable)
- Check e-mail daily
- Search for and obtain articles from online databases, the university library and inter-library loan
- Access articles and materials using the university library E-Reserve system
- Attach Microsoft Word documents to email
- Access and manage information within the Desire 2 Learn learning platform

Films/Documentaries:

We will be watching specific documentaries or short videos throughout the course that relate to your readings and to the topic of theories and techniques in counseling.

Adverse Weather:

North Carolina Central University values feedback from students as part of its ongoing quest for excellence in education. As part of this process, you will have the opportunity to evaluate this course and provide the instructor with feedback and comments through the use of a standard evaluation instrument. Commitment to the teaching and learning process requires each student to complete this evaluation as part of the ongoing revision of this course and instructional competence. Your participation in this process is an expectation of this course.

Informed Consent

Some courses in this curriculum require students to actively participate as a subject or model for demonstration and practice. Should this course have such a requirement, your informed consent should be signed, current and on file in your respective program **OR** is attached to this syllabus for your signature.

Course Outline / Schedule

Date	Topic	Reading/Assignment
Pre-Part		
<p><u>Date:</u> August 14, 2019</p> <p><u>Start</u></p> <p>___ Create a Cengage Account customer supply account (if you do not have one)</p> <p>___ Purchase the access code through blackboard or bookstore and then sign in</p> <p>___ Explore “<i>MindTap</i>”</p> <p>___ Please always use <i>Chrome</i>, or <i>FireFox</i> as your browser</p> <p>___ Review the video on how to access your <i>MindTap</i> through Blackboard</p> <p>___ Review Start Here in Blackboard</p> <p>___ Read and Sign into <i>MindTap</i></p> <p>___ Review syllabus and expectations</p> <p><u>Review</u></p> <p>___ Review Course Description</p> <p>___ Review Student Learning Outcomes</p> <p>___ Review Required TextBook</p> <p>___ Review Cengage/<i>MindTap</i></p> <p>___ Review Evaluations & Grades</p> <p>___ Review Course Syllabus</p> <p>___ Review and read Netiquette</p> <p><u>Discussion</u></p> <p>___ Introduce yourself in “<i>BlackBoard Discussion</i>” (1 pts; please complete before orientation on Wednesday).</p> <p><u>Due Date:</u> August 14, 2019</p>		

PART I BASIC ISSUES IN COUNSELING PRACTICE

8/21/19	<p><u>WEEK 1:</u></p> <p><u>Topic:</u> Orientation and Course Management Procedures</p> <ul style="list-style-type: none"> • Introductions • Courses Requirement & Overview • APA Writing Overview <p>Review Chapter 1</p>	<p>Chapter 1: Introduction and Overview</p> <p><u>Start:</u></p> <p>___ Attend WebEx Meeting Wednesday, August 21, 2019 at 6:30 – 8:30 pm</p> <p>___ Orientation/Expectations/Syllabus/Introductions/Assigning of Presentations</p> <p>___ Self-Inventory – Attitudes and Values</p> <p><u>Read:</u></p> <p>___ Lecturette</p> <p>___ Case Approach: Introduction</p> <p>___ Read Chapter 1: Introduction</p> <p>___ Review Chapter 1 Powerpoint</p> <p>___ Read and download a copy of syllabus</p> <p>___ Review APA.com website, and review APA Powerpoint</p> <p><u>Discuss:</u></p> <p>___ Introduce yourself to your Group presentation members. Begin group presentation dialogue</p> <p>___ Introduce yourself to your Systems Theory Paper members. Begin group dialogue.</p> <p><u>Practice:</u> (Practice)</p> <p>___ Case of Stan Video - Intake</p>
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08/28/19	<p><u>WEEK 2:</u></p> <p>Topic: Chapter 2: The Counselor: Person and Professional</p>	<p>Chapter 2: The Counselor: Person and Professional</p> <p><u>Start:</u> <input type="checkbox"/> Self-inventory: The counselor: Person and Professional (Complete survey) <input type="checkbox"/> Pre-Reflection: Reflect on this question: Should people be required to Participate in counseling or therapy before they become practitioners? <input type="checkbox"/> Complete Lecturettes and Questions – Chapter 3</p> <p><u>Read:</u> <input type="checkbox"/> Read Chapter 2 <input type="checkbox"/> Review Chapter 2 Powerpoint <input type="checkbox"/> Featurette: The counselor: Person and professional</p> <p><u>Discuss:</u> <input type="checkbox"/> Person & Professional: Discuss specific steps you Can take to improve your self-care practices. What can you do to prevent burnout from becoming a problem <i>for you?</i> (3 pts)</p> <p><u>Practice:</u> <input type="checkbox"/> View video Quiz: Understanding & Addressing Diversity (3 pts). <input type="checkbox"/> View video case study with Stan and complete question for case of Stan Video (practice)</p> <p><u>Review & Reflect:</u> <input type="checkbox"/> Chapter 2 Quiz (5 pts) <input type="checkbox"/> Post Reflection: The Counselor: Person & Professional</p> <p><u>Assignment</u> <input type="checkbox"/> Begin Group Presentation and System Theory</p> <p><u>Due Date:</u> August 28, 2019</p>
09/4/19	<p><u>WEEK 3:</u></p> <p>Topic Ethical Issues in Counseling Practice</p> <p>Chapter 3: Counseling Theories and How They Connect & Ethics</p> <p>Developing your Theoretical Orientation</p>	<p>Chapter 3: Ethical Issues in Counseling Practice</p> <p><u>Start:</u> <input type="checkbox"/> Self-Inventory: Ethical Issues in Counseling practice <input type="checkbox"/> Pre- Reflection: What ethical issue would you most want to understand more fully? (practice)</p> <p><u>Read:</u> <input type="checkbox"/> Read Chapter 3 <input type="checkbox"/> Review Chapter 3 Powerpoint <input type="checkbox"/> Lecturettes</p> <p><u>Discuss:</u> <input type="checkbox"/> Discuss: What are the main differences between mandatory ethics and aspirational ethics? (practice)</p> <p><u>Practice:</u> (Practice) <input type="checkbox"/> View video case study with Stan <input type="checkbox"/> Complete question for case of Stan video</p>

		<input type="checkbox"/> Case of Nico <input type="checkbox"/> Case of Matt <input type="checkbox"/> Helper Studio: Keeping Confidence Suicide <input type="checkbox"/> Helper Studio: Multiple Relationship (View) <input type="checkbox"/> Gift Giving: The Vase <input type="checkbox"/> Dealing with sexual attractions <input type="checkbox"/> Discuss different Code of Ethics for professional organizations <u>Review & Reflect:</u> <input type="checkbox"/> Chapter 3 Quiz (5 pts) <input type="checkbox"/> Post Reflection <u>Due Date:</u> September 4, 2019
PART II (a) THEORIES AND TECHNIQUES OF COUNSELING		
09/11/19	WEEK 4: Topic: Chapter 4: Psychoanalytic Therapy	Chapter 4: Psychoanalytic Therapy <u>Start:</u> <input type="checkbox"/> Self-Inventory <input type="checkbox"/> Pre-Reflection: <i>From what you have heard about psychoanalytic therapy, how are you approaching the study of this therapeutic model? What biases might you need to keep in check so that you can keep an open mind as you study this theory?</i> <u>Read:</u> <input type="checkbox"/> Read Chapter 4 <input type="checkbox"/> Review Chapter 4 PowerPoint <u>Discuss:</u> <input type="checkbox"/> Discuss: <i>The classical analyst tends to maintain warm detachment, objectivity, and anonymity so as to foster transference. What are your reactions to the therapeutic value of the therapist's assuming such a role? (3 pts.)</i> <u>Practice:</u> (Will choose one for grading 3 pts) <input type="checkbox"/> Experiencing free association (Sommers-Flanagan) <input type="checkbox"/> Playing with Projections (Sommers-Flanagan) <input type="checkbox"/> View video case study with Stan <input type="checkbox"/> Complete question for case of Stan video <input type="checkbox"/> Stop & reflect Case Study <input type="checkbox"/> Theoretical Decision Making: Case of Gwen <input type="checkbox"/> Helper Studio: Case of Ruth <u>Review & Reflect:</u> <input type="checkbox"/> Chapter 4 Quiz (5 pts) <input type="checkbox"/> Post Reflection <u>Assignment</u> <input type="checkbox"/> Continue to work on theory and system theory Presentation <u>Due Date:</u> September 11, 2019

09.18.19	<p>WEEK 5:</p> <p>Topic: Chapter 5: Adlerian Therapy</p>	<p>Topic: Chapter 5: Adlerian Therapy</p> <p>Start: <input type="checkbox"/> Self-Inventory <input type="checkbox"/> Pre-Reflection: <i>Adlerian ask for a few early recollections. What is your earliest memory? What meaning does this recollection hold for you today?</i></p> <p>Read: <input type="checkbox"/> Read Chapter 5 <input type="checkbox"/> Review Chapter 5 PowerPoint</p> <p>Discuss: <input type="checkbox"/> <i>Adlerian typically begin the counseling process with a lifestyle assessment, which focuses on the family constellation and early recollections. Within these areas, what information would you be most interested in gathering as you encountered a new client?</i></p> <p>Practice: (Practice) <input type="checkbox"/> View video case study with Stan <input type="checkbox"/> Complete question for case of Stan video <input type="checkbox"/> Stop and Reflect Case Study 1 <input type="checkbox"/> Stop and Reflect Case Study 2 <input type="checkbox"/> Theoretical Decision Making Case of Gwen <input type="checkbox"/> Helper Studio: Case with Ruth <input type="checkbox"/> Take chapter 6 pre-chapter self-inventory <input type="checkbox"/> Survey (p. 78-79) bring to class next week)</p> <p>Review & Reflect: <input type="checkbox"/> Chapter 5 Quiz (5 pts)</p> <p>Assignment <input type="checkbox"/> Continue to work on theory and system theory Presentation <input type="checkbox"/> Presentation 1: Adlerian Therapy Group Therapy Presentation Due</p> <p>Due Date: September 18, 2019</p>
09.25.19	<p>WEEK 6:</p> <p>TOPIC:</p> <p>Chapter 6: Existential Therapy</p>	<p>Topic: Chapter 6: Existential Therapy</p> <p>Start: <input type="checkbox"/> Self-Inventory <input type="checkbox"/> Pre-Reflection: <i>The reality of death is given central attention in existential therapy. In what ways can accepting the inevitability of death enhance the quality of your life? How can taking death seriously teach you how to live more fully?</i></p> <p>Read: <input type="checkbox"/> Read Chapter 6 <input type="checkbox"/> Review Chapter 6 PowerPoint</p> <p>Discuss: <input type="checkbox"/> Discuss: If you were working with a culturally diverse client population in a community agency, what existential concepts might you draw from, if any? What do you see as the major strengths and limitations of the existential approach as it is applied to multicultural counseling? (3 pts.)</p>

		<p><u>Practice:</u> (Will choose one for grading 3 pts)</p> <p>___ View video case study with Stan</p> <p>___ Complete question for case of Stan video</p> <p>___ View video case study with Stan</p> <p>___ Complete question for case of Stan video</p> <p>___ Stop and Reflect Case Study 1</p> <p>___ Stop and Reflect Case Study 2</p> <p>___ Theoretical Decision Making Case of Gwen</p> <p>___ Helper Studio: Case with Ruth</p> <p><u>Review & Reflect:</u></p> <p>___ Chapter 6 Quiz (5 pts)</p> <p><u>Assignment</u></p> <p>___ Continue to work on theory and system theory Presentation</p> <p>___ Presentation 2: Existential Therapy Group Therapy Presentation</p> <p><u>Due Date:</u> September 25, 2019</p>
10.2.19	Week 7: Midterm Examination	<p style="text-align: center;">Chapters 1 – 6</p> <p style="text-align: center;">You will have one week to complete this midterm examination online. Open October 2 - 9, 2019</p>
PART II (b)		
10.9.19	<p>Week 8:</p> <p>Chapter 7: Person-Centered Therapy</p>	<p>Chapter 7: Person-Centered Therapy</p> <p><u>Start:</u></p> <p>___ Self-Inventory</p> <p>___ Pre-Reflection: The person-centered philosophy is based on the assumption that clients have the resourcefulness for positive movement without the counselor assuming an active, directive, or problem-solving role. To what extent do you believe that clients can come to a fuller self-understanding and achieve healing without the counselor being directive and making suggestions?</p> <p><u>Read:</u></p> <p>___ Read Chapter 7</p> <p>___ Review Chapter 7 PowerPoint</p> <p><u>Discuss:</u></p> <p>___ <i>In counseling clients who have a different cultural background from yours, what potential advantages or disadvantages can you see in adopting a person-centered perspective?</i></p> <p><u>Practice:</u> (Practice)</p> <p>___ View video case study with Stan</p> <p>___ Complete question for case of Stan video</p> <p>___ View video case study with Stan</p> <p>___ Complete question for case of Stan video</p> <p>___ Stop and Reflect Case Study 1</p> <p>___ Stop and Reflect Case Study 2</p> <p>___ Theoretical Decision Making Case of Gwen</p> <p>___ Helper Studio: Case with Ruth</p> <p><u>Review & Reflect:</u></p>

		<p>____ Chapter 7 Quiz (5 pts)</p> <p>____ Reflecting Client's Feelings (p. 84)</p> <p>Assignment</p> <p>____ Presentation 3: Person Centerist Group Therapy Presentation</p> <p>____ Major Assignment VI: System Paper Due (Read chapter 14 for assistance)</p> <p>Due Date: October 9, 2019</p> <p>Friday, October 11, 2019: Last day for graduate student to withdraw from the class with a (WC)</p>
10.16.19	Week 9:	<p>No WebEx Class: No Assignment</p> <p>October 15 and 16: Fall Break for Undergraduate and Graduate Students</p> <p>Due Date: October 16, 2019</p>
10.23.19	<p>WEEK 10:</p> <p>TOPICS:</p> <p>Chapter 8:</p> <p>Gestalt Therapy</p>	<p>Chapter 8: Gestalt Therapy</p> <p>Start:</p> <p>____ Self-Inventory</p> <p>____ Pre-Reflection: Students have often reacted to the confrontational style of Fritz Perl's when they viewed his work with Gloria in the classic Gloria film. If you were a client in therapy, how would you respond to your therapist's confrontations? Would you welcome this? Would you become defensive?</p> <p>Read:</p> <p>____ Read Chapter 8</p> <p>____ Review Chapter 8 PowerPoint</p> <p>Discuss:</p> <p>____ Contemporary Gestalt therapy (or relational Gestalt therapy) stresses factors such as presence, authentic dialogue, gentleness, more direct self-expression by the therapist, decreased use of techniques, and a greater trust in the client's experiencing. Discuss some of the ways that relational Gestalt therapy differs from the traditional brand of Gestalt therapy that was popularized by Fritz Perl's (Points: 3 pts.)</p> <p>Practice: (Will choose one for grading 3 pts.)</p> <p>____ View video case study with Stan</p> <p>____ Complete question for case of Stan video</p> <p>____ Stop and Reflect Case Study 1</p> <p>____ Stop and Reflect Case Study 2</p> <p>____ Theoretical Decision Making Case of Gwen</p> <p>____ Helper Studio: Case with Ruth</p> <p>Review & Reflect:</p> <p>____ Chapter 8 Quiz (5 pts)</p> <p>____ Reflecting Client's Feelings (p. 84)</p> <p>Assignment</p> <p>____ Presentation 4: Gestalt Therapy Group Therapy Presentation</p>

		Due Date: October 23, 2019
10.30.19	Week 11: Topics: Chapter 9: Behavior Therapy	Chapter 9: Behavior Therapy Start: <input type="checkbox"/> Self-Inventory <input type="checkbox"/> Pre-Reflection: From what you have heard about behavioral therapy, how are approaching the study of behavior therapy? How eager are you to learn about key concepts and techniques in the behavioral perspective? Read: <input type="checkbox"/> Read Chapter 9 <input type="checkbox"/> Review Chapter 9 PowerPoint Discuss: <input type="checkbox"/> Mindfulness is awareness of our present experience with acceptance. Mindfulness involves developing an attitude of curiosity and compassion toward present experience. Mindfulness practices focus on moment to moment experiencing and assisting clients to develop an attitude of open awareness and acceptance of what is. What are some ways you can think of to apply mindfulness in your work with clients? Practice: (Practice) <input type="checkbox"/> View video case study with Stan <input type="checkbox"/> Complete question for case of Stan video <input type="checkbox"/> Stop and Reflect Case Study 1 <input type="checkbox"/> Stop and Reflect Case Study 2 <input type="checkbox"/> Theoretical Decision Making Case of Gwen <input type="checkbox"/> Helper Studio: Case with Ruth Review & Reflect: <input type="checkbox"/> Chapter 9 Quiz (5 pts) Assignment <input type="checkbox"/> Presentation 5: Behaviorist Group Therapy Presentation Due Date: October 30, 2019
11.6.19	Week 12: Chapter 10: Cognitive Behavior Therapy	Chapter 10: Cognitive Behavior Therapy Start: <input type="checkbox"/> Self-Inventory <input type="checkbox"/> Pre-Reflection: Homework is a part of all of the cognitive behavioral approaches. What value do you see in clients doing homework in between therapy sessions? What are some ways in which you might attempt to incorporate homework in your counseling practice? Can you think of ways to increase the chances of your client cooperating and carrying out the homework? Read: <input type="checkbox"/> Read Chapter 10 <input type="checkbox"/> Review Chapter 10 PowerPoint

		<p><u>Discuss:</u></p> <p>_____ REBT tends to be highly directive, persuasive, and confrontive and involves a teaching role for the therapist. In contrast, cognitive therapy places more stress on Socratic dialogue, a process of posing open-ended questions to clients and letting them arrive at their own conclusions. If you were a client, which style do you think would be more effective with you? As a counselor, which role might you favor? Why? (3 pts.)</p> <p>Practice: (Will choose one for grading 3 pts.)</p> <p>_____ View video case study with Stan</p> <p>_____ Complete question for case of Stan video</p> <p>_____ Stop and Reflect Case Study 1</p> <p>_____ Stop and Reflect Case Study 2</p> <p>_____ Theoretical Decision Making Case of Gwen</p> <p>_____ Helper Studio: Case with Ruth</p> <p>_____ Rational Emotive Behavior Self Help (p. 151)</p> <p>Review & Reflect:</p> <p>_____ Chapter 10 Quiz (5 pts)</p> <p><u>Assignment</u></p> <p>_____ Continue to work on group theory and system theory presentation</p> <p>_____ Presentation 6: Cognitive Behaviorist Group Therapy Presentation</p> <p>_____ Major Assignment II: Your Theoretical Orientation Paper is Due</p> <p>Due Date: November 6, 2019</p>
Part IV		
11.13.19	<p>Week 13:</p> <p>Topics:</p> <p>Chapter 11 Choice Theory/Reality Therapy</p>	<p>Chapter 11: Choice Theory/Reality Therapy</p> <p><u>Start:</u></p> <p>_____ Self-Inventory</p> <p>_____ Pre-Reflection: Reality therapy is present focused and pays attention to the behavioral dimension. What do you think of this emphasis on dealing with what you are doing in the present?</p> <p><u>Read:</u></p> <p>_____ Read Chapter 11</p> <p>_____ Review Chapter 11 PowerPoint</p> <p><u>Discuss: (Practice)</u></p> <p>_____ Choice theory is based on the premise that although outside events influence us, we are not determined by them. Discuss the degree to which you agree with the assumption that our actions, thoughts, and emotions are the product of our choices? Discuss the implications for counseling practice of the way you answer this question?</p> <p><u>Practice: (Practice)</u></p> <p>_____ View video case study with Stan</p> <p>_____ Complete question for case of Stan video</p> <p>_____ Stop and Reflect Case Study 1</p>

		<p>___ Stop and Reflect Case Study 2</p> <p>___ Theoretical Decision Making Case of Gwen</p> <p>___ Helper Studio: Case with Ruth</p> <p>___ Rational Emotive Behavior Self Help (p. 151)</p> <p><u>Review & Reflect:</u></p> <p>___ Chapter 11 Quiz (practice)</p> <p><u>Assignment</u></p> <p>___ Presentation 7: Realist Group Therapy Presentation Due</p> <p>Due Date: November 13, 2019</p>
11.20.19	<p>Week 14:</p> <p>Topics: Feminist Therapy</p>	<p>Topics: Feminist Therapy</p> <p><u>Start: Chapter 12</u></p> <p>___ Self-Inventory</p> <p>___ Pre-Reflection: What are some messages you have heard about the appropriate roles and behaviors for women and men? To what degree have you bought into societal messages about appropriate gender roles? How has accepting some of these societal messages influenced the person you are today?</p> <p><u>Read: Chapter 12</u></p> <p>___ Read Chapter 12</p> <p>___ Review Chapter 12 PowerPoint</p> <p><u>Discuss: Chapter 12</u></p> <p>___ In what ways might the therapist's goals of including sociopolitical change interfere or conflict with a client's personal goals for therapy? If a conflict did occur, how do you think it could be negotiated? (3 pts.)</p> <p><u>Practice: Chapter 12 (Will choose one for grading 3 pts.)</u></p> <p>___ View video case study with Stan</p> <p>___ Complete question for case of Stan video</p> <p>___ Stop and Reflect Case Study 1</p> <p>___ Stop and Reflect Case Study 2</p> <p>___ Theoretical Decision Making Case of Gwen</p> <p>___ Helper Studio: Case with Ruth</p> <p><u>Review & Reflect: Chapter 12</u></p> <p>___ Chapter 12 Quiz (practice)</p> <p>___ Presentation 8: Feminist Therapy Presentation</p> <p>___ Major V: Mandatory Counseling Session Due</p> <p>Due Date: November 20, 2019</p>
11.27.19	Week 15	<p>No Assignments.</p> <p>November 27- Dec 1st: Thanksgiving Break</p> <p>Final Examinations to open to complete by November 27 - December 4</p>
12. 4. 19	Week 16	<p>Final Examinations (Chapters 7-14):</p> <p>Final Examinations to open November 27 to complete by December 4.</p>

12.11.19	Week 17: Chapter 13: Postmodern Approaches	<p style="text-align: center;">Post Modern</p> <p>Start: Chapter 13: _____ Self-Inventory _____ Pre-Reflection: Think of one problem you have that you wish were not part of your life. Assume that you wake up tomorrow morning and this problem is absent. How would life be different for you?</p> <p>Read: Chapter 13 _____ Read Chapter 13 _____ Review Chapter 13 PowerPoint</p> <p>Discuss: Chapter 13 _____ The nonpathologizing stance taken by postmodern practitioners move away from dwelling on what is wrong with a person to emphasizing creative possibilities. How do you think this approach fits in a community agency setting that expects a diagnosis and treating specific problems?</p> <p>Practice: Chapter 13 _____ View video case study with Stan _____ Complete question for case of Stan video _____ Stop and Reflect Case Study 1 _____ Stop and Reflect Case Study 2 _____ Theoretical Decision Making Case of Gwen _____ Helper Studio: Case with Ruth</p> <p>Review & Reflect: Chapter 13 _____ Take chapter 13 test (practice) _____ Postmodern Approaches Presentation</p>
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This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs.

Appendix A GUIDELINES FOR YOUR *THEORETICAL ORIENTATION PAPER* (Individual Assignment) Worth: 70 total points

This assignment demonstrates CACREP standard II.G.5.d and it is a Foliotek assignment. This assignment will demonstrate an understanding of counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling.

Philosophy of Humanity...What I Believe About Others and How Change Happens

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. These are not meant to be the format for your paper. Instead, they might shape some of what you will choose to include in your statement. Feel free to make comment on other ideas we raise in class. The paper should be no more than 3-5 typed,

double-spaced pages. Reference page must be included. You should be specific in what approaches and theorists you are using.

Please review the rubric provided on blackboard.

You might ask yourself the following questions to help you write this paper: (Use your *Halbur & Halbur, 2014* to help with this paper)

1. Find Yourself

- a. What do you believe about how directive counseling should be?
- b. What do you believe about brief intervention versus long-term therapy?
- c. How important is goal-directedness in counseling?
- d. How do you view the therapeutic relationship and the role of the counselor?
- e. What do you see as the timeframe of counseling?
- f. What is your view of people?
- g. Who is in charge?
- h. What do you want the client to learn?

2. Articulate your values

- a. At your funeral, what do you think people would have to say about you? What would you like them to be able to say?
- b. Given a magical week, what would you do? Who, if anyone, would you include?
- c. What do you believe about how people change?
- d. How much do you believe you must understand the root cause, the why, of a problem in order to change?
- e. Through which lens do you believe change occurs – through affect, cognition, behavior, or some combination?
- f. Given the power to change permanently what are three things would you choose to change? Why?
- g. What would you change in your neighborhood?
- h. If your power were now extended to the world, what would you choose to change permanently? Why?
- i. 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?

3. Survey Your Preferences

- a. Take the selective theory sorter-revised (in your *Halbur & Halbur, 2014*). After taking this survey answer these questions: which theories or school of thought did you find most appealing? Least appealing? Which one of the 60 items stood out to you? What was your three highest theory or school of thought? What were the scores? 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?

4. Use Your Personality

- a. Take the MBTI (purchase it) or the Jung Typology Test(
<http://www.humanmetrics.com/cgi-win/JTypes1.htm>)
- b. Record your 4 letter score from the test (example: ENFP) and read about your type. You may also want to read about some of the other types to familiarize yourself with other personality typologies. This profile is designed to help you understand your results on the Myers-Briggs Type Indicator® (MBTI®) assessment. Based on your individual responses, the MBTI instrument produces results to identify which of sixteen different personality types best describes you. Your personality type represents your preferences in four separate categories, with each category composed of two opposite poles.

The four categories describe key areas that combine to form the basis of a person's personality as follows:

1. Where you focus your attention—Extraversion (E) or Introversion (I)
2. The way you take in information—Sensing (S) or Intuition (N)
3. The way you make decisions—Thinking (T) or Feeling (F)
4. How you deal with the outer world—Judging (J) or Perceiving (P)

Did you agree or disagree with your results? Explain. How do your current theories of choice match up with your personality or MBTI type?

5. **Capture Yourself**

- a. Demonstrate your first chosen theory from the results of your selective theory sorter-revised test. Take 3-5 minutes to demonstrate and video tape the different goals, techniques, and tenants of one of the theories revealed in your results.
- b. After producing the video watch, the video and ask these questions: Identify the theoretical approach you were trying to follow. How did this counseling session reflect this theoretical orientation? What areas do you need improvement? In what ways did you feel comfortable or uncomfortable with this approach? What are techniques you felt you could have incorporated in this theory?

6. **Let others inspire you in your learning**

Research two professional workshops/conferences you can attend. Google these two workshops and explain the who, when, where, what topics they cover, and who can attend. Go into their membership area and see how you can become a member. It can be past conference and ACA should be one of those conferences

7. **Read Original Works** (Read page 34 in Halbur & Halbur (2011). Include aspects of this after reading.

1. Get Real (Read page 34 in Halbur & Halbur (2011). Include aspects of this after reading.
1. Study with a Master (Read page 35 in Halbur & Halbur (2011). Include aspects of this after reading.

8. **Broaden Your Experiences** - (Read page 36 in Halbur & Halbur, 2011). Include aspects of this after reading.

9. **Conclusion:** In this conclusion please include: How has the paper changed your way of thinking? What have you learnt? What was most interesting? How has this paper helped formed your new way of thinking about your theory orientation? What theory/theories or school of thought have you leaned toward? And why? What can you do to assist in growing in this theory?

Papers on the quality of the thought, insight, and scholarly writing. This is your foliotek assignment. USE HEADERS FOR EACH SECTION OF YOUR PAPER. Your paper should therefore have ELEVEN

Requirements:

- Written Communication: Written communication is free of errors that detract from the overall message. Must be written as an academic paper, in third person.
- APA Formatting: APA formatted required (title page, abstract, and reference page). All citations must be formatted according to APA Manual 6th ed.
- Number of Resources: Minimum of 5 peer-reviewed scholarly articles published in the last 5 years.
- Length of Paper: Enough to answer all of the questions at a scholarly level. The entire paper

should be typed double-spaced pages. No less than 6 pages. Page limit does not include title or reference page.

- Font and Font Size: Times News Roman, 12 point.

Please review the rubric provided on blackboard.

Appendix B
THEORY PRESENTATION RUBRIC (Foliotek assignment)
Worth: 75 total points

Each student will participate in 45 minutes of class instruction with a classmates aimed at providing **practical application** illustrations on an assigned theory. This is intended to help the orientation to come to life in actual counseling. Your peers (not in your group) will evaluate you with the evaluation form provided at the end of the syllabus. This cumulative score will be averaged and added to the grade of the instructor.

This assignment demonstrates CACREP standard II.G.5.d and it is a Foliotek assignment. This assignment will demonstrate an understanding of counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling.

The Theory Presentation and Project Topic and Justification, outline, abstract and annotated bibliography should be submitted to me as one document on the cover page according to APA style. **ALL students** should upload this document and PowerPoint on the due date. Order of documents (Check List):

- APA Title page
- Topic & Justification
- Group Project Contract (This specifically outlines all responsibilities and tasks and person assigned to tasks. Please include group due dates for tasks and meetings. All members should sign and agree to the contract. **See the *Group Project Contract Guidelines* and the *Group Evaluation* form on Blackboard**)
- Detailed Outline
- Abstract
- Annotated Bibliography
- PowerPoint Handout (**LEGIBLE**) for each classmate.

You should make sure that ***all text is legible including the reference slides.***

Topic: You will be given a topic based on the chapters in the text. You will be given an opportunity to choose your group members during the first day of class. Your topic should in some way address gender issues as well.

Outline (2 points): Your outline should be a detailed and well-organized representation of how you would like to organize the information that you will present on the presentation day.

Group Research Presentation (15 Points): Based on your topic and outline, develop a scholarly research-based PowerPoint in APA style. (Adhere to proper APA format

- on **every** slide,
- CACREP standards and URL addresses when applicable (Please be sure that if you have a link to a URL on a page you should also have a title on the page as well as a APA citation and summary about what the URL will cover.)
- relevant images and graphics for MOST (85%; example if you have 50 slides you should have 42 should have graphics and/or stock images) of the slides. Your illustrations must be clear. Preferably 300 dpi
- include LEGIBLE reference slides.

- Designate someone from your group to be a time keeper. Each group member should prepare their section based on requirements and time allotted. Each group will be given 1 hour to present of your research project. Guest speakers should have 10-15 minutes to present their materials. Points will be deducted for groups that go over their time. I suggest you practice.
- The PowerPoint should include: 1) theoretical orientation handout (Pamphlet), (2) description of the techniques, (3) videotaped or actual demonstration, (4) application to counseling children, counseling in the schools, and career counseling, (5) Research and (6) additional Information & training.
- An evaluation sheet is provided at the end of this syllabus. You would be graded by the following.

Theoretical Orientation Handout (Pamphlet; 5 Points): Students should create a 1-2 page (maximum limit) handout on the following information. Print enough for your classmates. The handout should include: key figure and major focus, philosophy and basic assumptions, key concepts, therapeutic goals, therapeutic relationship, techniques and procedures, applications, multicultural perspectives, contributions, and limitations. This is intended to be a *concise* summary of this approach. Remember students will have read a chapter, had a lecture from me, and received my summary handout on the approach. Much of this information will be a review.

Description of the Techniques (10 Points): An approach may have many techniques and you should mention the various ones in this section. Some approaches have a process for counseling as opposed to specific interventions. If this is the case, discuss the process.

Videotaped or actual demonstration **(15 Points):** Students will practice implementing major counseling theories with their peers or relative. This might involve a role-play simulation. The intention is to actually experience interventions either by seeing them demonstrated or by participating in an actual illustration. Be creative with this! Involve classmates when you can. This is the bulk of the assignment and you should focus upon application of the assigned theory. Use Chapter 15 Integrate Approach to assist with your demonstration.

Application to counseling children, counseling in the schools, and career counseling (5 Points): Please address how this theory is applied specifically to counseling children and counseling in the school system.

Research (5 Points): This is dependent upon your outside exploration of information beyond the text and my lecture or textbook. Include current research on the assigned theory (research should come from peer reviewed journals published in the last 5 years). Present the minimum of 2 research articles on this theory. Please submit the first page of the research article to me on the day of your presentation.

Additional Information & Training (5 Points): Explain how to be trained and certified in this approach. Present the main place of training/certification as well as places in North Carolina (RDU preferred) where one may go for workshops. Explore some application of this approach with a particular client population (has this theory been found to be particularly effective with a specific population?) and/or some additional resources around the approach.

Appendix C:

HAVING PERSONAL THERAPY DOES IT HELP? (Individual Assignment)

Worth: 15 total points

Corey and Corey (2013) noted, “by participating in personal therapy, counselors can prevent their potential future countertransference from harming clients” (p. 21). Counselors-in-training can also learn how to be warm, show empathy, and have a personal relationship also having a sense of how the clients will feel. Therefore, this assignment will help counselors-in-training feel the same way as clients when they are experiencing an emotional or psychological concern.

1. First, find a therapist/counselor in your area that you are interested in. Please find free counseling community centers or even use NCCU counseling center.
2. Attend three sessions (one in August, September, and in October).
3. Discuss personal or professional concerns related to you. Please make it authentic.
4. Give **brief description** of your first impression of the counseling facility, staff and counselor (what type of counseling center, type of counselor, years of experience etc.)
5. Give a **brief description** of your situation (discuss moving, graduate school, new responsibilities, applying to NCCU etc. please don't place very SENSITIVE issues in your paper)
6. What **characteristics** are noted by counselor?
7. What is the **choice of theories** used and why?
8. Description of **techniques** used by the counselor.
9. **Issues:** Are there any transference or countertransference noted in the section or could be a problem?
10. Any other information.
11. **Conclusion:** How did these counseling therapy helped? Any surprises? Any evoked feelings and emotions noted? How can this help in being an effective counselor?

Papers on the quality of the thought, insight, and scholarly writing. USE HEADERS FOR EACH SECTION OF YOUR PAPER. The headings are bolded.

Requirements:

- **Written Communication:** Written communication is free of errors that detract from the overall message. Must be written as an academic paper, in third person.
- **APA Formatting:** APA formatted required (title page, abstract, and reference page--if applicable). All citations must be formatted according to APA Manual 6th ed.
- **Number of Resources:** Minimum of 3 peer-reviewed scholarly articles published in the last 5 years.
- **Length of Paper:** Enough to answer all of the questions at a scholarly level. The entire paper should be typed double-spaced pages. No more than 3-5 pages. Page limit does not include title or reference page.
- **Font and Font Size:** Times News Roman, 12 point.

Please review the rubric provided on blackboard.

Appendix D
SYSTEMS THEORY PAPER (Group Assignment)
Worth: 30 total points

This assignment demonstrates CACREP standard II.G.5.e and it is a Foliotek assignment. This assignment will demonstrate an understanding of a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. **Review Case Approach to Couples and Family Therapy (under Content in blackboard; follow the example).**

This is a group project!! 4 people per group. 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.

This is a 4-page paper demonstrating two models of family 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 30 total points. Address the following case from two different orientations to family/systems theory.

Michael and Andrea are young, educated, attractive, and verbal. They both voiced a growing distance in their marriage of four years. Arguing had increased while intimacy decreased during the most recent two years. Michael admits to depression. Andrea also seems flat in affect and has stopped including Michael in social events she attends with others. This is a first marriage for both of them and they do not yet have children. They are in their late twenties and are a product of a strict Jewish culture.

Please **conceptualize** this case from any two different models (Adlerian, multigenerational, human validation process model, experiential, and structural-strategic family therapy) **of family intervention** discussed in the text (chapter 14).

Identify the orientation and respond to the following:

- How would each therapist approach this couple?
- What information would they solicit and how?

If you have any questions about how to respond to a case study, here are some sites that may help:

1. <http://www.csu.edu.au/division/studserv/my-studies/learning/guides/casestudy>
2. <http://www.studygs.net/casestudy.htm>

Please submit one hardcopy of your paper in class (and one electronic copy to Blackboard). Clearly identify all members of the group involved in the paper. Use these headings: Assessment, treatment goals, establishing a diagnosis, major interventions, tolerance building, etc.

Group Contract and peer evaluation (2 points): The Group Contract is for accountability purposes and to detail to tasks needed to complete the presentation. As you prepare for your research PowerPoint you are **REQUIRED** to develop a schedule, meeting dates and times, specific tasks and due dates etc. per person to complete the presentation. This should be a comprehensive contract which includes **ALL** tasks needed to complete the presentation from beginning to end. (You will also want to indicate whether the task is at draft level or scholarly final level.) In the event that a team member does not fulfill their duties in a timely manner and in accordance to your contract, I would like to be notified. Sometimes students wait until it's close to the end to share that a team member has not fulfilled their assigned tasks contract at a scholarly level. Waiting to inform me frustrates team members and can reduce to quality of the overall presentation. Keep records and emails. Communication is imperative for group success and I also want to see a detailed summary or steps on how you will maintain regular communication with each other. When emails are sent, for example, each person

should acknowledge that they have read the email. Also at the end of each meeting you should go over action items (or tasks) that should be completed by the next meeting. All members of the team are required to upload the contract which indicates that they agree with the contents.

Peer evaluation (11 pts): You will grade your partners' contributions, problems, punctuality, quality of work, group work etc. Questions will be 1) What did you contribute to the assignment? 2) Provide specific comments about any team members? 3) Identify any problems or disputes that occurred during your interactions? 4) How could disputes have been avoided and/or how were they alleviated or resolved? 5) Did the team process have a positive effect on your learning? The grade all of your partner give will be averaged and scored. This grade will be final. Be *HONEST* on your partners' participation. Please complete the form provided. Your tallied points will be tabulated out of 5pts from how your group members viewed your participation. Please turn in after your presentation. Each group member must complete it.

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 (6th Edition) Style.
- **Number of Resources:** Minimum of 3 peer-reviewed articles published in the last 5 years.
- **Length of Paper:** 3 typed double-spaced pages.

Please review the rubric provided on blackboard.

APA Pet Peeves (go to apa.com)

pp. 67-68, 3.08, Economy of Expression
 p. 69, 3.09, Editorial "we"— "we" only refers to authors—also refers to "us," "our," etc.
 pp. 77-78, 3.18, Use the past tense
 pp. 79, 3.20, a pronoun must agree in number
 pp. 81-82, 3.21, misplaced and dangling modifiers
 pp. 84-86, 3.23, parallel construction
 pp. 73-74, 3.12, gender (use plural pronouns)
 p. 76, 3.15, disabilities (people before disabling condition)
 pp. 88-89, 4.03, use a comma between elements
 pp. 91-92, 4.07, quotation marks—do not hedge
 pp. 62-63, 3.02-3.03, headings
 pp. 63-64, 3.04, seriation
 pp. 170-171, 6.03, quotation of sources
 pp. 111-112, 4.31 a, b, and especially 112 e—numbers
 p. 118, 4.45, use symbol for percent when it is preceded by a number
 pp. 174-179, 6.11-6.21, Reference citations in text
 p. 198, 7.01, general form of citation for a periodical (examples p. 198, 7.01)

Other important notes:

Do not use contractions
 Do not objectify people—use participants instead of subjects
 Do not overuse direct quotations
 Avoid secondary citations
 Avoid anthropomorphism
 Avoid linear literature reviews (study by study)
 Italicize technical or key terms

Italicize Likert scale descriptors—e.g. *totally disagree* (1) ...*highly agree* (5)

For 3 to 6 authors, cite all authors first time and then use et al. e.g.—Brown et al. (1998)

Numbers—if under ten, write it out unless it is modifying—e.g. 3%

References to time use numbers

When comparing numbers below ten to above 10, use numbers instead of writing it out

Peer Evaluation of Group Presentations

Date _____ Group Presenter: _____ Topic _____

Your overall evaluation of the presentation

1 Very poor	2	3	4	5	6	7 Very Good
The scope of the content information						
1 Very narrow	2	3	4	5	6	7 Very Wide
The organization of the presentation						
1 Very poor	2	3	4	5	6	7 Very Good
The PowerPoint was well organized.						
1 Very poor	2	3	4	5	6	7 Very Good
The theoretical orientation handout was organized and designed well.						
1 Very poor	2	3	4	5	6	7 Very Good
The description of the techniques was explained adequately well.						
1 Very poor	2	3	4	5	6	7 Very Good
The videotaped demonstration explained the theory and technique well.						
1 Very poor	2	3	4	5	6	7 Very Good
The application to counseling children, counseling in the schools, and career counseling was done.						
1 Very poor	2	3	4	5	6	7 Very Good
The research of the theory was done adequately.						
1 Very poor	2	3	4	5	6	7 Very Good
Additional information & training was provided.						
1 Very poor	2	3	4	5	6	7 Very Good

Write the name of each group member in a separate column. For each group member, indicate the degree to which you agree with the statements on the left, using a scale of 1-4 (1=strongly disagree; 2=disagree, 3=agree; 4=strongly agree). Total the numbers in each column.

Your Name: _____ Team Name: _____

Evaluation Criteria	Team Member	Team Member:	Team Member:
Is punctual in attending scheduled group sessions			
Contributes meaningfully to group discussions			
Completes group assignments on time			
Prepares work in a quality manner			
Demonstrates cooperative and supportive attitude			
Contributes overall to the success of the project			
TOTALS			

1. What did you contribute to the assignment?
2. Provide specific comments about any team members?
3. Identify any problems or disputes that occurred during your interactions?
4. How could disputes have been avoided and/or how were they alleviated or resolved?
5. Did the team process have a positive effect on your learning? Explain

Please take the student rating instruction evaluation form that has been sent to you. There is a section that says, "email" someone. Please email me evidence you have taken the survey. You can also screen shot me that you have taken it. I will not be able to see what you have completed only that you have done it.

