



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 Counselor Education Program 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 Counselor 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.

<b>Syllabus for CON5310 –OL1- Theories and Techniques in Counseling Fall 2018 - Online</b>
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### Instructor Information:

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Office hours: T 10 - 2 pm; W 10 – 2pm (virtual and by appointment); Th 10 - 12pm (virtual and by appointment)

**\*\*\* Please allow 24-48 hours for a response to emails and voice mail messages, excluding nights, weekends, and holidays. Email is the most reliable and quickest communication method.**

**\*\*\* I strive to provide continual feedback throughout the semester within 7-14 days after DUE DATE of assignments.**

### **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. During a 5 week summer semester, students may spend up to 8 hours per week in a lecture class plus additional time for driving and study/preparation. During a 2.5 week May-mini session, students may spend up to 17.5 hours 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.

#### **Theories and Techniques in Counseling Required Textbooks**

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 10<sup>th</sup> edition and Cengage/Mindtap access to the course.

Corey, G. (2016). *Theory and practice of counseling and psychotherapy* (10th ed.). Belmont, CA: Thomson Higher Education.

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

OR

See this website: <http://www.cengagebrain.com/course/2811753>

#### **Theories and Techniques in Counseling Recommended Textbooks (An important graduate school investment)**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

**ISBN-10:** 1433805596

**ISBN-13:** 9781433805592

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

Note: Written assignments are graded on the quality of content, format, grammar, spelling and *adherence to the 6<sup>th</sup> edition of the APA Publication Manual*. The use 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. There is also a tab on Blackboard that provides additional APA resources as well.

### **Theories and Techniques in Counseling Course Description Summary**

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 integrating research data into evidence based practices;
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 while utilizing culturally competent practices and appropriate assessment tools and procedures;
4. 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;
5. Develop leadership ability and advocate to meet client needs and to remove individual and systemic barriers to development and consult with other professionals concerning the developmental needs of culturally diverse clients;
6. Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access.

### **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-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:

1. **Identify, compare, and contrast major theoretical approaches to counseling and psychotherapy** as assessed by two written examinations and weekly quizzes.
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 weekly quizzes.
5. **Delineate professional and ethical issues in counseling and psychotherapy** as assessed by examinations, quizzes, 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.

**Foliotek:** Foliotek is the electronic system for housing samples of your best work used by the School of Education and our Department. (If you are not a Counselor Education major Foliotek is not a requirement for you.) The details are as follows:

- 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.
- 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](http://www.nccuCounseling.com)) on the student page.
- Documents from coursework for each semester should be amended according to the feedback received from your professor and uploaded into Foliotek at the end of each semester.
- These documents should be your best work and incorporate your instructors' feedback and/or suggestions.
- **Documents from Fall 2017 coursework should be amended and uploaded into Foliotek by January 15th at 5:00 pm.**
- **Documents for Spring 2017 coursework should be amended and uploaded into Foliotek by May 15th at 5:00 pm.**
- These documents should be your best work and incorporate your instructors' feedback and/or suggestions.
- Faculty will evaluate your portfolio each semester so this will be an ongoing requirement as you prepare for your mid-program review (semester before you plan to take Practicum (CON 5372)) and final portfolio defense (final semester of coursework).

Maintaining an electronic portfolio (i.e., 'Foliotek') is a requirement for continued enrollment as a degree-seeking student in the School of Education at North Carolina Central University. You **MUST** maintain a Foliotek account while enrolled in school, and you will be required to upload a majority of your assignments to the system (assignments are marked.). The university will use the information to track data and verify that you have met competencies of your program of study - but more importantly - this system will serve as your own professional e-portfolio and file storage.

#### **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. Adverse weather does not generally have an effect on online courses.

#### **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 Disability Services (SDS) in Suite 120 in the Student Services Building.

Students who are new to SDS or who are requesting new accommodations should contact SDS at (919) 530- 6325 or [sds@nccu.edu](mailto:sds@nccu.edu) to discuss the programs and services offered by SDS. Students who are already registered with SDS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SDS website at [www.nccu.edu/sds](http://www.nccu.edu/sds) 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.

### 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](http://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](mailto:TitleIX@nccu.edu), or submitting the online form through <http://www.nccu.edu/administration/dhr/titleix/index.cfm>.

### 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 (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, Suite 236, (919) 530-7492, [studentadvocacy@nccu.edu](mailto: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](mailto: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](mailto:nccupdinfo@nccu.edu).
- **Veterans Service.** 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 or [veteransaffairs@nccu.edu](mailto:veteransaffairs@nccu.edu).

### Ethical Standards

Universities are unique communities committed to creating and transmitting knowledge through the freedom individuals have to explore ideas and to further their own capabilities. This freedom depends on the responsible behavior of all the members of the community who must treat each other with respect. They must allow each other to develop the full range of their capabilities and take full advantage of the institution's resources. **Students are expected to abide by the University academic integrity policy. Do not receive or give any assistance on tests or projects unless specified by the instructor. For further information regarding academic integrity, academic dishonesty, cheating, plagiarism, and sanctions, refer to <http://www.nccu.edu/catalog2k2/075-092.pdf>. Students are also expected to adhere to the Ethical standards of the American Counseling Association.** 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.

### Academic Integrity /Honor Code / Plagiarism

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, and/or failure of the course. 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](http://www.nccu.edu/formsdocs/proxy.cfm?file_id=1674)

### **A Word About Online Courses:**

This course is presented in an online/distance education format. Instead of a traditional face-to-face lecture format, all learning materials are based online. Blackboard and Cengage/Mindtap is the online learning platform that is used to disseminate course information and will provide online text, videos, audios, assignments and quizzes. In order to be successful, students are expected to be self-directed, self-starters, and responsible for keeping up with weekly deadlines and assignments.

This is an asynchronous course – meaning that there is no set meeting time on a weekly basis. However, the course is presented in a weekly basis with weekly assignments and deadlines. Videos are also used to help bring readings to life and are included in the weekly assignments.

Although students in this course may not see one another in person and in real time, your professor is very aware of and closely follows each and every student's presence and participation in the course. Your professor is individually accessible to you for any questions or clarifications you may have throughout the semester. Further, you should expect to receive frequent, and individualized feedback on assignments as well as quick and timely responses on email and/or voicemails.

If you have questions, concerns, or clarifications during the course of the semester, please reach out to your professor via email for the quickest response.

### **Online Learning Section Expectations**

If you are taking an online class, 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. During a 5 week summer semester, students may spend up to 8 hours per week in a lecture class plus additional time for driving and study/preparation. During a 2.5 week May-mini, students may spend up to 17.5 hours 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 amount of time as it does face-to-face. The content of the course is delivered mainly via Cengage/Mindtap readings, audios, and videos. Students must be self-motivated and disciplined in order to complete this course successfully.

### **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/2 weeks of work in one semester.**
- All assignments are to be completed and submitted on time according to dates listed in the syllabus/Blackboard. 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 and other students and for the atmosphere of the classroom (virtual or face-to-face classrooms).
- Students are expected to be punctual in regard to class work, group work, assignments, and exams.
- Written assignments are graded on the quality of content, format, grammar, spelling and adherence to the 6<sup>th</sup> 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 and listen/watch all material provided on the course website. The instructor will be monitoring online student participation throughout the semester.
- 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 Blackboard. Not knowing how to use various functions of Blackboard is not an excuse for not completing assignments. Contact 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.

- Please keep up with NCCU Counseling Key Dates for drop/add dates and other important information. <http://www.nccucounseling.com/student2/index.php/students>
- 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.
- Any non-compliance to course policies and guidelines (including professional etiquette) will impact student's participation and/or overall grade in this course.

### Course Policies

All assignments and exams must be completed and turned in to the instructor via Blackboard 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 Blackboard. If you question my receipt, then, you may email me a copy. This is a protection for you. Foliotek assignments should be edited and uploaded after grading. No late assignments will be accepted.

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. In case of unforeseen circumstance or for general questions and concerns, please be sure to reach out to the professor as soon as possible.

### 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. Quizzes:** These Cengage/Mindtap 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.

Every quiz must be completed by 11:59pm on the due dates listed in the course outline below. Once the due date for one group of quizzes and assignments ends, the next group of quizzes and assignments will be made available.

Distance education classes require a fair amount of self-discipline. It will be your responsibility to remember to take your quizzes. Once the due date ends for a quiz, and the link disappears, it will not be made available again. Unfortunately, if you forget to take a quiz, you will be given a zero.

- 3. Examinations:** Each student is expected to successfully complete an online mid-term and final examination.
- 4. Your Personal Philosophy/Theoretical Orientation Paper:** Each student will write a personal philosophy paper as described in the guidelines to be given in this syllabus. **This is a Foliotek assignment.**
- 5. Theory Presentation (Group Work):** Each student will become a member of a group and will be considered the "knowledge experts" on a particular theoretical approach they will present to the class via BlackBoard. The group members 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. They 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 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. This assignment demonstrates CACREP standard 2.F.5.a and it is a Foliotek assignment. **This assignment should be loaded to Blackboard>DISCUSSIONS and Blackboard>ASSIGNMENTS on the specific due date assigned to your group. Materials submitted should include your PowerPoint presentation and your handout.**
- 6. Systems Theory Paper:** Students will submit a paper outlining family and other systems theories/interventions based on a case study provided on the assignment (see assignment for details). This assignment demonstrates CACREP standard 2.F.5.b and it is a Foliotek assignment.

- **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 6th 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. Accidental plagiarism is still plagiarism.
  - 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).

**7. Overall Participation Grade:**

Students are expected to utilize the MindTap Blackboard system to reflect and interact on topics provided by the instructor/MindTap. Overall participation grade is largely based on: Online Engagement, Successful Group Participation on Assignments, and Successful Completion of All Assignments. The Blackboard/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 via online Student Engagement Reports. Students are expected to complete all weekly assignments listed on the Blackboard site (e.g., watch videos, view and engage with online material, etc.) and on the syllabus. Failure to complete all weekly assignments will reduce overall participation grade and ultimately impact final grades as the weekly assignments will build on students’ knowledge base for exams and quizzes.

**Sample Participation Rubric**

	<b>0-4</b>	<b>5</b>	<b>10</b>	<b>Total (30)</b>
<b>Online Engagement</b>	0 – 49%	50 – 70%	71% - 100%	
<b>Successful Group Participation</b>	Feedback Below Expectations	Acceptable Feedback from Group Members	Excellent Feedback from Group Members	
<b>Successfully Completed and Submitted All Coursework on Time</b>	No	-	YES	



**HOW TO SUCCEED IN THIS COURSE**

- Participation Grade (See Rubric) – 30 pts total
- Weekly Chapter Quizzes (12 online quizzes @ 25 points each) – 300 pts
- Syllabus Quiz – 10 pts
- Midterm – 100 pts
- Final – 100 pts
- Theory Class Presentation – 100 pts\*
- Systems Theory Paper – 60 pts\*
- Personal Orientation Paper – 100 pts\*

*\*Foliotek Assignments to be uploaded after feedback given onto Foliotek – Counseling majors only*

**Complete MindTap Assignments for Each Chapter (some content varies from chapter to chapter)**

1. View the Lecturette by Corey and Complete Questions (Contributes to participation grade).
2. Watch Stan Video for the Chapter and Complete Questions (Contributes to participation grade).
3. Complete Chapter Quiz (Weekly Chapter Quiz grade).
4. Case Study Gwen activities (Contributes to participation grade).
5. Covering all course materials listed on syllabus and weekly checklists on Blackboard is expected.

**Evaluation Criteria**

<b>Participation Points</b> Online Engagement: Practice Assignments, Discussion Boards, Successful Group Participation on Assignments, and Successful Completion of All Assignments.	30 pts
<b>Syllabus Quiz</b>	10 pts
<b>Weekly Quizzes (total of 12 Chapter Quizzes @ 25 pts each)</b>	300 pts
<b>Systems Theory Paper</b>	60 pts
<b>Theory Class Presentation (Group Assignment)</b> (Due dates vary - See Syllabus and Weekly Checklist)	100 pts
<b>Personal Theoretical Orientation Paper</b>	100 pts
<b>Midterm Exam</b>	100 pts
<b>Final Exam</b>	100 pts
<b>Total Points Possible</b>	800 pts

720 - 800	A
640 - 719	B
639 – 560	C
559 – 0	F

**\*TENTATIVE CLASS SCHEDULE AND TOPICS – CON 5310 – THEORIES AND TECHNIQUES (ONLINE)**

(\*This is tentative and is subject to change by instructor.)

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 Blackboard site and Weekly Folders will have the most accurate and up-to-date information should anything change.

**Schedule of Activities & Assignments Semester at a Glance**

- All coursework is released on a weekly basis on the Blackboard site on Sunday evenings. All weekly assignments are due by the following Tuesday evening (9 days later) at 11:59pm unless otherwise noted. Quiz windows close at the end of each week.
- Attempt all of the activities and pay close attention for those with point allocation (Participation points).
- The following is a tentative schedule of course events and assignments. Please see the Weekly Checklist posted in Blackboard every week for the most accurate and updated deadlines and assignments due dates.

**Tentative Course Schedule- Fall 2018**

*Please keep up with Weekly Checklists for specifics assignments and due dates for Cengage/Mindtap.*

WEEK OF	DATE	TOPICS
1	Aug 13	Chapter 1 - Introductions, Expectations and Syllabus Overview Discussion Board Introductions / Syllabus Quiz <b>Assignments for Week 1 are DUE: by TUES, Aug 21 by 4 pm</b>
2	Aug 20	Chapter 2 - The Counselor: Person and Professional Chapter 3 – Ethical Issues in Counseling
3	Aug 27	Chapter 7- Person-Centered Therapy
4	Sept 3	Chapter 4 – Psychoanalytic Theory - Group #1
5	Sept 10	Chapter 5- Adlerian Therapy - Group #2
6	Sept 17	Chapter 6 – Existential Therapy - Group #3
7	Sept 24	Chapter 8- Gestalt Therapy - Group #4
8	Oct 1	<b>MIDTERM EXAM Chapter 1-8</b> <b>Due by Tuesday, Oct 2 at 11:59 pm</b>
9	Oct 8	Chapter 9- Behavior Therapy - Group #5
10	Oct 15	<i>Fall Break - Oct 15-16 / Chapter 14 – Systems Theory</i>
11	Oct 22	Chapter 10 – Cognitive Behavior Therapy - Group #6 <b>Reminder: Systems Theory Paper Due – October 30th</b>
12	Oct 29	Chapter 11- Choice Theory/Reality Therapy <b>Systems Theory Paper Due – October 30th</b>
13	Nov 5	Chapter 12- Feminist Therapy
14	Nov 12	Chapter 13 – Postmodern Approaches <b>Reminder: Theoretical Orientation Paper Due by Nov 20</b>
15	Nov 19	Chapter 15 – Integrative Approaches <b>Theoretical Orientation Paper Due by Nov 20</b>
16	Nov 26	<b>Final Exam Due no later than Wednesday, Nov 28th by 11:59pm</b> <b>NO exceptions!</b>
		<i><b>Congratulations! You did it! Remember to use the feedback provided to update your Foliotek assignments and upload them to Foliotek.</b></i>

## Overview of Foliotek Assignments

### SYSTEMS THEORY PAPER

This assignment demonstrates CACREP (2016) standard 2. F.5. a-n 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.

This is a 3-5 page paper 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. You will address a case from the perspective of a specific family/systems model, theory and intervention. You may select the scenario based on your career goals and future work place: clinical mental health, school, or career counseling.

Identify the orientation and consider the following:

- How would each therapist approach this couple, individual?
- What information would they solicit and how?
- What other supports may be necessary to assist the client(s)?

#### 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 (6<sup>th</sup> 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.)

**More specific instructions are found on Blackboard. / Assignment is to be uploaded to Blackboard.**

## THEORY PRESENTATION (Group Assignment)

This assignment demonstrates CACREP standard 2. F.5.a-g, and n 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.

This is a group project!! Your group will consist of a 3-5 people based on the class size. Each presentation will be aimed at providing **practical application** illustrations on an assigned theory. This is intended to help the orientation come to life in actual counseling. This assignment should be posted to Blackboard>DISCUSSIONS **on the week your theory is being discussed/week your group is presenting. Handouts (Pamphlets) are due at that time as well.** You may imbed your handout in your presentation by clearly labeling it.

**Theoretical Orientation Handout (Pamphlet):** Students should create a 1-2 page (maximum limit) handout on the following information and post it on Blackboard>DISCUSSIONS for students to download for themselves. The handout should include: proponents of the theory, key concepts, goals of therapy, roles of the client and the counselor, key contributions, limitations, and assessments (if any). This is intended to be a *concise* summary of this approach. Remember students will have read a chapter, had a lecture from the text, and received my summary handout on the approach. Much of this information will be a review.

**Description of Techniques:** 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 Demonstration (2 options available):** Students will 1.) practice implementing major counseling theories with their peers, a friend, 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. OR 2.) Provide 5 video sources *correctly demonstrating* your assigned theory that is both accurate and professionally completed. This is the bulk of the assignment and you should focus upon application of the assigned theory. Use Chapter 15: Integrative Perspective to assist with your demonstration.

**Application to Counseling Clients:** Please address how this theory can be applied/limitations for its use. Which populations could benefit? Counseling children? School systems? Agency/clinical settings? Etc...

**Research:** This is dependent upon your outside exploration of information beyond the text and the lecture materials. Include current research on the assigned theory (research should come from peer reviewed journals published in the last 5 -7 years). Present the minimum of 2 research articles on this theory.

**Additional Information & Training:** 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) or in your local area for those not located in North Carolina where one may go for workshops or additional training. Explore some application of this approach with a particular client population (has this theory been found to be particularly effective with a specific population/setting?) and/or some additional resources you have located around the approach.

**PowerPoint:** Please upload your information from the previous headings into an APA style PowerPoint (include references at bottom of each slide). You may use **VOICE** audio or resources available on MindTap for recording content for each slide explaining each section if you so desire. Embed the hyperlink handout/pamphlet and the video in one of the slides. The PowerPoint should include: 1) theoretical orientation handout (Pamphlet content included or link to

pamphlet is provided), (2) description of the techniques, (3) videotaped demonstration(s), (4) application to clients (who could benefit from such therapy and in what possible settings? (5) Research and (6) additional Information & training.

You will be graded on the following.

**General Requirements (See Rubric for Specific Points):**

- **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 2 peer-reviewed scholarly articles published in the last 5 years.
- **Length of PowerPoint:** Enough to answer all of the questions at a scholarly level. The entire PowerPoint should have 12 – 14 slides (approximately). Page limit does not include title or reference page. This does not include pamphlet. References should also include the video you created or provide links to the 5 videos you located.
- **Font and Font Size:** Use appropriate font size for PowerPoint

**Assignment should be uploaded in Bb>DISCUSSIONS and under ASSIGNMENTS.**

**Helpful Links for APA PowerPoint Formatting:**

<https://www.youtube.com/watch?v=v1vohYOn5zc>

<http://libraryguides.bennett.edu/home/library-tutorials/apa-style-presentations>

<https://owl.english.purdue.edu/owl/resource/560/17/>

**The handouts are a required component of this assignment and my hope is you will print each one and use them as a quick reference/study guide as you prepare for comps/NCE/future credentialing exams.**

## GUIDELINES FOR YOUR PERSONAL PHILOSOPHY/THEORETICAL ORIENTATION PAPER

This assignment demonstrates CACREP (2016) standard 2. F.2. d, e, g and h; 2.F.5.n 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.

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 BlackBoard). 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.

- 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?

### **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).

- 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?

### 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 1<sup>st</sup> 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 Blackboard.**