



North Carolina Central University
“Communicating to Succeed.”
School of Education

The School of Education’s Vision: To become an international community of scholars who are culturally responsive educators and practitioners.

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 professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach, 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 society”. The **Counselor Education Program** prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. 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.

CON5310 - Theories and Techniques in Counseling

Fall 2012

TUESDAYS 7:00-9:30 - Room 1101

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*** If you are coming to visit during office hours please email in advance. This will help me coordinate student visits.**

Theories and Techniques in Counseling Required Textbooks

American Psychological Association (2001). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Corey, G. (2013). Theory and practice of counseling and psychotherapy (9th ed.). Belmont, CA: Thomson Higher Education.

Theories and Techniques in Counseling Recommended Textbook

Halbur, D.A., & Halbur, K. V. (2011). *Developing your theoretical orientation in counseling and Psychotherapy* (2nd ed.). New York, NY: Pearson/Merrill.

Theories and Techniques in Counseling Course Description Summary

This course provides a comprehensive study of the major approaches to counseling and psychotherapy, the philosophy, theorists, techniques, and research associated with them. Students will develop an initial philosophy of practice and will identify preferred treatment procedures for selected client problems.

Expanded Course Information

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.

CACREP Standards Addressed in the Theories and Techniques in Counseling Course

This class responds to the counseling national standards listed in Section II (G). 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.

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 standard II G.5.d; CMHC A.5 & E.3; SC C.1); an exploration of analytical approaches, experiential and relationship-oriented therapies, action therapies, systems perspectives (CACREP standard II G.5.e), models of family and related interventions (CMHC C.8), and postmodern approaches (CACREP standard II G.8.e; CMHC J.1); and opportunities to examine multicultural applications to case studies (CACREP standard II G.2.b,d; CMHC D.5 & F.3). Studies will provide an understanding of the counseling process in a multicultural society, including all of the following: 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; and a systems perspective that provides an understanding of family (CACREP standard II.G.5.d) and other systems theories and major models of family and related interventions (CACREP standard II.G.5.e).

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 explain the therapeutic process of each major theory including therapeutic techniques and intervention strategies for each as assessed by case studies and class presentations.
3. Identify three major models of systems/family intervention as assessed by the systems paper.

4. Recognize 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 in developing an eclectic counseling model as assessed by the personal philosophy paper.

Website: <http://onlinecourse.nccu.edu/>

This class will be a web-enhanced, hybrid class and will utilize *NCCU Blackboard* system. Every student needs to be set up with a username and password. Students are required to log on to the Blackboard system regularly in order to fulfill various assignments during the semester (e.g., discussion board, submit assignments, obtain handouts). Please note that your participation grade *includes* your Blackboard participation. If you have questions about your Blackboard (Bb) account please call Bb or the IT department first at 530-7676.

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.

Foliotek: Foliotek is the electronic system for housing samples of your best work used by the School of Education and our Department. 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) 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.

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.

Once you have registered with Foliotek and have access to your Foliotek account, please create a folder for each course that you take. You are encouraged to upload all of your work (future and previous) for each class in its respective folder. Some of it may be used for your required portfolio. At the least, you'll have access to all of your work as long as you have access to your online Foliotek account.

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: 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.

Student Support Services for Students with Disabilities: Students with disabilities (physical, learning, psychological, chronic medical, etc.) who would like to request accommodations and services are required to register with the Office of Student Disability Services in Suite G20 in the Student Services Building (preferably during the first two weeks of the semester). Please contact Kesha Lee, Director at (919) 530-6325 or e-mail studentdisabilityservices@nccu.edu. If you are already registered in the office, you will need to return to the office **each semester** to review your information and receive updated accommodations.

Students with documented disabilities are entitled to receive approved modifications, appropriate academic adjustments, or auxiliary aids that will enable them to participate in and have the opportunity to benefit from all educational programs and activities of North Carolina Central University. Please let the instructor know in the beginning of the semester if you have a disability so that she may coordinate with you the appropriate accommodations to which you are entitled. Disabilities must be document with the Office of Student Support Services (SSS).

Ethic 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 specifies 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.

Course Policies and Expectations

- Students are to attend and actively participate in all classes and assigned activities. Following NCCU's policies regarding attendance, candidates cannot miss more than 2 classes in one semester.
- 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.
- Students are expected to be punctual and complete in regard to class attendance, assignments, and exams.
- 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 bellow.
- Written assignments are graded on the quality of content, format, grammar, spelling and adherence to the 6th edition of the APA Publication Manual.
- 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!
- Follow all directions and due dates provided in the syllabus (no exceptions).
- Read and listen/watch all material provided on the course website.
- Regularly check your email account! Instructor will correspond with you from time to time via campus email. It is expected that students will check email daily.

- 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.
- Complete all assigned readings before coming to class. You are expected to be prepared to discuss, summarize, and apply to all readings.
- 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.
- If classes are cancelled as a result of inclement weather, the university distributes the announcements on the local television and radio stations – and posts an announcement on the university’s website (www.nccu.edu).
- Attend all classes. If you miss more than two classes (which includes the first class) you will not be able to successfully complete this course and need to drop it. If you fail to drop the course by the last day of classes, you will be assigned an NF grade (which is equivalent to an “F”). If you need to miss a class as part of a religious observance you must notify your instructor before the end of the first week of class.
- 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.
- Instructor approval is required before a guest may attend a class. Sorry, but students can not bring a child to class.
- 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.
- 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.
- Everyone will respect each other in the classroom.
- Any non-compliance to course policies and guidelines (including etiquette ones) will impact student’s participation grade.

Turn off (or switch to silent mode) all electronic devices at the beginning of class (phones, laptops, PDAs). The use of any electronic device will negatively affect your grade. This includes your computer and texting.

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.

Attendance is an absolute necessity for success in this course. Tardiness, leaving early or absences will result in lowering of the final grade or failing the course. Students who expect to miss a class due to illness or an emergency should contact the instructor *immediately and explain* the reason for missing class.

Completed assignments must be submitted no later than class time on the due date. Any assignment turned in after 7:10 p.m. is considered late. Assignments not turned in by the deadline are subject to a reduction of 1 letter grade per day of tardiness.

If you believe that you will be late for class due to work-related issues or other reasons, remember to upload your assignment to Blackboard by 7 PM the day it's due (before class time). Any assignment that is electronically submitted **must** be turned in as a hardcopy the next time the student is in class.

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.

Class participation, quizzes and individual assessment will comprise 10% 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.

Attendance

Class attendance and participation are essential and integral parts of class. Regular class attendance is expected. Students who expect to miss a class due to illness or an emergency should make every effort to contact the instructor immediately with regard to the reason for missing class. **Tardiness to class is not acceptable and students who arrive late should expect this to negatively affect their class participation grade.** Students can not miss more than two classes in order to pass this course.

Attendance is an absolute necessity for success in this course. Tardiness, leaving early or absences will result in lowering of the final grade or failing the course. No one other than enrolled students is allowed to attend class without the permission of the instructor.

Specific Theories and Techniques in Counseling Course Assignments

Papers and assignments are to be completed and submitted in a timely and professional manner. All assignments are to be submitted electronically on BB **and** via hardcopy submission in class.

- **Readings:** Each student will complete all assigned text and other readings. Budget a minimum of three hours per week to read the entire textbook and other theories and techniques in counseling related literature.
- **Attendance and Participation:** Each student is expected to attend all scheduled classes, read all assigned readings, and be prepared and willing to participate in class discussions and class exercises. It is expected that all students engage in respectful intellectual discourse throughout the semester.

As noted under course policies, candidates cannot miss more than two classes. Tardiness, leaving early or absences will result in lowering of the final grade or failing the course. As noted under course

policies, candidates cannot miss more than two classes. If you miss more than two classes (which includes the first class) you will need to drop this course. If you fail to drop the course by the last day of classes, you will be assigned an NF grade (which is equivalent to an “F”).

Criteria for the *participation* grade:

- 1) Demonstrate strategies and techniques used in assigned theories
- 2) Actively and respectfully engage in class activities;
- 3) Substantively contribute to class discussion displaying critical and creative thinking skills;
- 4) Demonstrate dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery.

Students will learn through lecture, reading, and active participation in class, video, and role-play simulations. Class attendance and participation are essential and integral parts of class and will comprise 10% of the final grade. This will be based upon active participation in discussions, simulated assessment situations, demonstrated knowledge of assigned reading, completion and scoring of assigned assessments, and participation in blackboard discussions (as applicable). Students are expected to participate in class discussions supported by literature readings and in-class experiential exercises.

Attendance is an absolute necessity for success in this course. Tardiness, leaving early or absences will result in lowering of the final grade or failing the course. The use of your cellular phone, texting, or computers will also result in a lower participation grade.

Turn off (or switch to silent mode) all mobile devices at the beginning of class (phones, laptops, beepers, PDAs). Yes, this includes laptops! Not doing so will impact your participation grade.

- **Quizzes:** Quizzes are given promptly at the beginning of most classes. Quizzes are timed and late students will only utilize the time that is left on it. Quizzes will focus on the content in the reading, but may also include video and discussion information. No make-up quizzes will be given should you miss class or be late. At your instructor’s discretion, at times, chapter questions may substitute quizzes.
- **Guidelines for discussions in Blackboard:** This class may utilize Blackboard discussion boards at times. Active participation in discussion board is very important! Active participation requires that you develop a substantive initial posting for each of the discussion topics. In addition, you should also respond to the postings of at least two of your fellow learners for each discussion question. These responses to other learners need to be substantive posts that contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic.
- Discussion postings instructions: You must adhere to the following:
 - - Each initial response to a discussion must be a minimum of 250 words, not including references and citations.
 - - Each initial response to a discussion must be a maximum of 450 words, not including references and citations.
 - - Please include the number of words you used in the last line of your posting.
 - - Each peer response must be written using a minimum of 100 words, not including any references and citations.
 - - You should use at least one scholar peer-reviewed article besides your book in each initial discussion message.
- **Examinations:** Each student is expected to successfully complete a written mid-term examination and a written final examination.

- **Personal Philosophy Paper:** Each student will write a personal philosophy paper as described in the guidelines to given in this syllabus. This assignment demonstrates CACREP standard II.G.5.d and it is a Foliotek assignment.
- **Theory Presentation:** Each student will become a member of a group, the “knowledge” experts on a particular theoretical approach. 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 will have between 35 and 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. This assignment demonstrates CACREP standard II.G.5.d and it is a Foliotek assignment.
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- **Book Review:** Each student will submit a 3 page paper reflecting on one book by a major author in a chosen theory.
- **Systems Theory Paper:** Each student will submit a 3 page 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.
- **Extra credit:** This is optional. You may earn extra credit for this class by attending a theory related conference or workshop and writing a reflection about it:

1 – Attend a workshop related to a specific theory in counseling during the semester of classes. Please obtain prior approval from the instructor for the planned observation.

2 – After attending the workshop, write a 1-2 page double-spaced reflection paper. Possible topics to be discussed within the reflection include:

- How did this workshop help you determine or solidify your counseling theoretical orientation?
- Demonstrate understanding of the specific theoretical orientation
- Demonstration of personal reflection upon material and observations.
- Written communication is free of errors so that the overall message is clear. To be written in first person.

Requirements:

- **Written Communication:** Written communication is free of errors that detract from the overall message. To be written in first person.
- **Content:** Must include the sections and meet the content specifications described above.
- **APA Formatting:** Not required. However, any citation used must be formatted according to APA Manual 6th ed.
- **Number of Resources:** As needed.
- **Length of Paper:** 1-2 typed double-spaced pages (maximum).
- **Font and Font Size:** Times News Roman, 12 point.
- **Title:** Extra Credit

Due date: two weeks prior to the last day of classes. No exceptions.

- **WOW FACTOR:** In order for you to earn an A grade in an assignments, your assignment should meet the following criteria:

- Impeccable APA Formatting – Your work shows that you master APA formatting rules and there is no more than 2 APA errors.
 - Excellent Writing Skills - Written communication is free from grammatical errors, overall message flows well, and the work is well organized (with the use of headings, for example).
 - Rigorous Scholar Work - Your work is written in third person and well scholarly supported, especially with current peer reviewed articles (published in the last 5 years).
 - Critical and creative thinking skills – You are able to apply and make judgments on the concepts addressed as well as develop ideas that are unique, useful and worthy of further elaboration.
- **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.
- 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.
 - 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).

Evaluation Criteria

Class Attendance, Participation & Quizzes	70 pts
Theory Presentation	50 pts
Personal Philosophy Paper	40 pts
Book Review	40 pts
Systems Theory Paper	40 pts
Midterm Exam	100 pts
Final Exam	100 pts
Total Points	450 pts

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

405 and above	A
360 and above	B
315 and above	C
Below 315 points	F

Academic Honesty Reminder:

North Carolina Central University views academic honesty as a critical value protecting the transmission of knowledge. Academic dishonesty is a serious violation and includes providing/receiving unauthorized assistance with papers, projects, and exams; presenting, as one's own, another's words/ideas without acknowledgement; presenting the same papers/projects for credit in two classes without explicit professor permission; and using undocumented internet information. Academic dishonesty will result in a grade of "F" in the course.

***TENTATIVE CLASS SCHEDULE AND TOPICS**

(*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.

DATE	TOPICS	READINGS
January 15	Introductions Courses Requirement & Overview APA Writing Overview	Chapters 1 – 2
January 22	Counseling Theories and How They Connect. Ethics	Chapters 1-3
January 29	Psychoanalytic Therapy	Chapters 4
February 5	Person Centered Therapy	Chapters 7
February 12	Existential Therapy	Chapters 6
February 19	Adlerian Therapy Book Review Due	Chapters 5
February 26	Gestalt Therapy	Chapters 8
March 5	MIDTERM EXAM	
March 12	Spring Break	
March 19	Family Systems Therapy Systems Paper Due	Chapters 14
March 26	Behavior Therapy	Chapters 9
April 2	Cognitive Behavior Therapy	Chapters 10
April 9	Reality Therapy	Chapters 11
April 16	Feminist Therapy Postmodern Approaches Philosophy Paper Due	Chapters 12-13
April 23	Integrated Approach Due: Wrapped up gift related to counseling theories	Chapters 15-16
April 30	FINAL EXAM	

Quizzes may be given at the beginning of classes. Be prepared! Each student will sign up for a date for the assigned presentation.

THEORY PRESENTATION RUBRIC

Worth 50 total points

Each student will participate in 35-45 minutes of class instruction with a partner aimed at providing **practical application** illustrations on an assigned theory. This is intended to help the orientation to come to life in actual counseling.

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.

Theoretical Orientation Handout (5 Points): Students should create a 1-2 page (maximum limit) handout on the following information sent to me electronically so I might post it on Blackboard for students to download for themselves. The handout should include: proponents of the theory, key concepts, goals of therapy, roles of both 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 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.

Demonstration (20 Points): This might involve a role-play simulation or a demonstration you show to us through technology. 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.

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. 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.

GUIDELINES FOR THE PERSONAL PHILOSOPHY PAPER

Worth 40 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 typed, double-spaced pages. Reference page is optional. You should be specific in what approaches and theorists you are using.

The rubric is as follows:

- +10 points for your overall philosophical statement including the context of your counseling
- +15 points for theoretical camps & theorists providing the foundation for your philosophy.
- + 5 points for quality of writing and APA

You might ask yourself the following questions to help you write this paper:

- What do you believe about how people change?
- What do you believe about the power of early experience in determining who we become?
- What do you believe about how we defend ourselves?
- What do you believe about the role of the subconscious?
- What do you believe about the power of family experiences? About birth order in shaping personality?
- What do you believe about the collective unconscious? About archetypes?
- What do you believe about Jung's concepts of the attitudes and functions of the conscious mind?
- What do you believe about the power of dissonance? About existential anxiety as the motivating dissonance for life?
- What do you believe about how we seek to find meaning in life?
- What do you believe about the relationship with an individual attempting to change their life? About the role of the helper as either a facilitator or an expert?
- What do you believe about how directive counseling should be?
- What do you believe about the power of emotional expression? About experiential methods of assisting others? About unfinished business? About contact between a helper and an individual wanting to change? About blocked energy?
- What do you believe about the importance of strategies that emphasize action (doing) as opposed to process, insight, reflection, or feeling?
- What do you believe about brief intervention versus long-term therapy?
- What do you believe about the role of thought (cognitions) in the process of change?

- What do you believe is the place of cognitive distortions and/or irrational beliefs in the change process?
- How much responsibility would you attribute to the client for their actions, thoughts, and feelings?
- How important is goal-directedness in counseling?
- How do you view the therapeutic relationship and the role of the counselor?
- How much do you view the political and social context of an individual client's problem?
- How much of an advocate do you see as the role of a counselor?
- How much do you believe you must understand the root cause, the why, of a problem in order to change?
- How much do you believe in social constructionism?
- How much do you believe in the power of the narrative as the subjective reality of the client?
- What do you believe about the individual's responsibility for their own choices?
- How present oriented should counseling interventions be (as opposed to emphasizing issues from the past)?
- Is counseling more oriented toward understanding or deciding new choices for one's life?
- What place does a systems approach have in counseling?
- When is it appropriate for a counselor to be eclectic in style?
- Through which lens do you believe change occurs – through affect, cognition, behavior, or some combination?

Requirements:

- **Written Communication:** Written communication is free of errors so that the overall message is clear. To be written in first 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:** None required.
- **Length of Paper:** 2 to 3 typed double-spaced pages.
- **Font and Font Size:** Times New Roman, 12 point.

BOOK REVIEW RUBRIC **Worth 40 total points**

Each student will choose to read one book by a proponent of his/her theoretical orientation. Books should be pre-approved by your professor. After reading the book, write a 3-page book review reflection according to the following details:

Summary (10 points): Summary consists of a discussion of major themes, ideas, and concepts providing at least 4 specific excerpts from the work. Paraphrasing is preferred to direct quoting!

Author & Theory (10 points): Student provides a detailed discussion of the author's qualifications and the theory presented in the book.

Critique & Reflection (10 points): Critique consists of thoughts, responses and reaction to the book and theory. Application of such ideas in the counseling profession is analyzed, mentioning its relevance to counseling in Clinical Mental Health, Career, and School settings as well as how applicable such theory and concepts are to counseling children and adolescents.

Academic Writing & Critical Thinking Skills (10 points): Exhibits proficiency in effective, credible academic writing and critical thinking skills, with complete adherence to APA 6th edition style and standards; evidence of strong critical thinking; excellent flow, organization, and support; and almost no errors of grammar. Formulates a final product that demonstrates professional writing.

Requirements:

- **Written Communication:** Written communication is free of errors so that the overall message is clear. To be written in first 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 1 required.
- **Length of Paper:** 2 to 3 typed double-spaced pages.
- **Font and Font Size:** Times New Roman, 12 point.

SYSTEMS THEORY PAPER

Worth 40 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.

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 3-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 of family intervention discussed in the text.

Identify the orientation and respond to the following:

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

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.

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.