

North Carolina Central University

School of Education

**MISSION**

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

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

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

**Syllabus for CON 5310 Theories and Techniques in Counseling Fall 2024**

**Instructor Information:**

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

###### *Course Information*

**Number of Credits:** 3 hrs.

**Meeting time/format**: In person format every Thursday from 4-6:30pm, room 1076 School of Education, 700 Cecil St., Durham, NC

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

This is an in person/ face to face class. This course is intended to feel like a learning community where we are learning from and supporting each other.

**Theories and Techniques in Counseling Required Textbooks**

This class utilizes Canvas and some occasional Mindtap resources provided through the publisher to provide instructional support. You have a couple of different options on the kind of text (hard copy, ebook, or rental). You may purchase the 10th or 11th edition of the Corey Theories text below. I am not going to require you to buy the version with Cengage. However, some students want to do that for additional practice on their own. If you want to purchase the text with Cengage you must purchase an access code in order to access Mindtap.

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

CA: Thomson Higher Education.

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

[Buy your text from Cengage directly](https://www.cengage.com/coursepages/North_CON) (if you want to purchase the text with mindtap.

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If you did decide to purchase Cengage/Mindtap here is some support for accessing those resources: Cengage Fall Student Office Hours.

**Cengage Student Office Hours**

*Cengage Course Materials: Getting Started, Registration and Technical Assistance*

* When: August 12th-September 20th, Monday-Friday, 1-3pm ET (No session 9/2/24 in observance of Labor Day)
* Virtual Meeting Link: [CLICK TO JOIN](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcp.cengage.com%2FOfficeHours_East%3F_gl%3D1*q7qcjs*_ga*MTQwNjMzMDIzMC4xNzEyMDgxMDcy*_ga_668HWQ0W99*MTcxNDc0MDgyOS43Mi4xLjE3MTQ3NDIyMTkuMC4wLjA.*_ga_1Z1VMVSHXM*MTcxNDc0MDgyOS4xMTEuMS4xNzE0NzQyMjIwLjAuMC4w&data=05%7C02%7Chluptons%40NCCU.EDU%7C61e4af60ffe54cc255b508dcb54ac60a%7Ce86ab7691eab4e00b79e28ba7a8dbdf6%7C0%7C0%7C638584579983721792%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=a%2BQY0UmwajQJ%2BCcDlp85lJTb5%2BJ4%2FG%2BQw3G8o9SsPaM%3D&reserved=0)

Need assistance outside of Office Hours? Reach out to the dedicated Cengage Technical Support Team *1-800-354-9706*. Below are a few tips for a great experience:

* Have your computer up and ready to screen share with the Cengage Technical Support Team
* Fill out a support [ticket](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Furldefense.com%2Fv3%2F__https%3A%2Fcengage.force.com%2Fs%2Flogin%2F__%3B!!MXVguWEtGgZw!Nqk0siK-B3EYu2wBsGP1dXv3nI-JKpBlmtX7sREebSI1mk0zCcpG75szP0PNnkt1Kb89kh9PYljb_YPVxMdVVAs%24&data=05%7C02%7Chluptons%40NCCU.EDU%7C61e4af60ffe54cc255b508dcb54ac60a%7Ce86ab7691eab4e00b79e28ba7a8dbdf6%7C0%7C0%7C638584579983730973%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=Usn%2FrNDG%2BnciHfn%2FoUk7MrJeeE3tzSUtRGz7k%2FEEoG8%3D&reserved=0) prior to calling in
* After your conversation with our tech team, you will receive a case number. If you feel your issue was not fully resolved, you may forward that case number to your instructor, who will share it with your local Cengage Representative for escalation.

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

ISBN-13: 978-1433832154

ISBN-10: 1433832151

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

**Course Catalog Description**

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

**Course Prerequisite**

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

**Theories and Techniques Course Summary and Goals**

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

**Counselor Education Program Objectives**

The program develops counselors who:

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

**CACREP Standards (2024) Addressed in the Theories and Techniques in Counseling Course**

**This class responds to the counseling national standards listed in Section 3 (E) 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: a review of counseling theories (CACREP 3.E.1); an exploration of critical thinking and ethical practices in the counseling process; case conceptualization; use of counseling strategies; and application of counseling techniques in the service of culturally sustaining and responsive strategies across delivery modalities; (CACREP 3.F.1-3, 6-15) and process for developing a personal model of counseling (3.F.21).

**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:

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| --- | --- | --- |
| The content and experiences of this course are sequenced such that students may accomplish the following: | How outcomes will be assessed | Associated Key Performance Indicators (listed as applicable)  Key Performance Indicator (KPI)/Student Learning Outcomes (SLO): Knowledge (K) or Skill (S) |
| 1. Differentiate major theoretical approaches to counseling, including relevance to clients from diverse backgrounds.   CACREP 3.E.1, 7, 13 | Readings, Assessment (two written examinations); class activities; Theories presentation | Students will understand the foundational theories of counseling and the skills used in a counseling relationship including evidence-based practice. (K)  Assessed through completion of Theories Presentation, Theorist Panel |
| 1. Use critical thinking and reasoning strategies in the counseling process, through case conceptualization, and utilizing intervention strategies across delivery modalities for prevention and intervention using evidence-based counseling   CACREP 3.E.2,3,7 | Readings, case studies, theories presentation, discussion boards | Assessed through review of Case of Stan and Gwen, Helper Studio simulation, System Theory Presentation, and theories presentation |
| 1. Recognize ethical and legal issues relevant to establishing and maintaining counseling relationships.   CACREP 3.E.6 | Readings, case studies, discussion boards, written examinations | Discussion boards and written examinations |
| 1. Evaluate culturally sustaining and responsive strategies for establishing and maintaining counseling relation and to engage in goal consensus, collaborative decision making for development of measurable client outcomes   CACREP 3.E.7, 12- 14 | Readings, case studies, discussion boards, weekly quizzes, Theories Presentation, Helper Studio | Assessed through completion of Theories Presentation and Helper Studio simulation |
| 1. Identify interviewing, attending and listening skills in the counseling process; Counseling strategies used to facilitate change and accommodating the process to respect client culture, context, abilities, and preferences   CACREP 3.E.9-11 | Readings, case studies, discussion boards; Theories Presentation | Assessed through completion of Theories Presentation and Helper Studio simulation |
| 1. Assess personal background, experiences, values, in the development of a personal model of counseling grounded in theory and research. Differentiating counselor characteristics, behaviors and strategies that facilitate effective counseling relationships   CACREP 3.E.21 & 8 | Readings, discussion boards, Philosophy/Theoretical Orientation Paper\* | Students will apply knowledge of counseling theories to develop a model of counseling and review cases using evidence-based counseling skills. (S)  Assessed through completion of Personal Philosophy/Theoretical Orientation Paper and discussion boards |

\*This assignment is meant to assess your knowledge, skills, and/or dispositions and represents a Key Performance Indicator for students in our program. Should you not demonstrate at the appropriate level you will be asked to re-do the assignment.

**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 and other resources which will be embedded in canvas and shared/processed during class.

**Course Expectations**

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

**Course Policies**

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

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

Please put cell phones and any other devices away including laptops that are not for the purpose of class. Punctuality and participation are necessary to accomplish the goals of the course.

It is the position of this instructor in this course that the use of AI (Artificial Intelligence) will detract from the skills we are trying to develop. So the use of any form of AI on any class assignments such as papers and more would be considered Academic dishonesty. Academic dishonesty will result in a grade of “F” in the course.

**Counseling Course Assignments:**

# 1. Participation (40 points) and Disposition (60 points) grade

As a part of your attendance and participation evaluation, students are graded regarding the following criteria:

1) Demonstration of attitudes, behaviors, and dispositions consistent with appropriate responses to critical feedback from the instructor, appropriate interactions and relationships with other students, and adherence to the ACA Code of Ethics.

2) Demonstration of dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery

3) Demonstration of effective leadership skills

**4)\* Active engagement in class activities and participation. Students are expected to fully engage in modules and in person meetings including discussions, experiential activities, self reflection, and role play exercises. Engagement includes completion of all readings and tasks outside of class, as well as active contributions in class.**

**Mindtap** activities (specifically the videos) will be used and processed during class. Your engagement with the discussion related to mindtap will be part of your participation grade. If you purchased the text with mindtap access, you will have access to a wide range of activities in Mindtap for practice but those not discussed in class will be optional for your use and not graded.

Contributions to class discussion displaying critical and creative thinking skills

(\*\*See the most recent version of the ACA code of ethics and the NCCU Counseling Student Handbook for more on Expected Student Dispositions and Behaviors.)

As your instructor, I do not foresee there being any concerns about professional behaviors; each of you have demonstrated these behaviors, as evidenced by acceptance into the program. If there is a reason for me to have any concern about a student’s dispositions and there is a potential for the student to receive a less than ideal evaluation in this area, I will be in contact with that student to address the concern.

**2. Discussion Boards and weekly assignments**: You will be expected to complete all of the readings and provide a discussion board reflection question response when posed. You will also be expected to keep up with classwork assignments and take notes on the readings in preparation for the midterm and final exams**.** There will be 5 discussion boards throughout the semester at 20 points each. The discussion boards will be used primarily to share feedback with the presenters of strengths and areas of wonder from their presentations as well as what stood out to you for learning.

Note: Discussion Board posts will equal 100 points. These points will be posted in the canvas grade book. Remember that discussion boards will close at the end of each week at 11:59 pm so you want to make sure you complete your post on time.

**3. Examinations:** Each student is expected to successfully complete an online mid-term (100 points) and final examination (80 points). (**October 24th** due date for midterm and December 3rd due date for final exam)

**4. Your Personal Philosophy/Theoretical Orientation Paper:** (Appendix A) For this assignment, you will write a paper about your personal philosophy paper as described in the guidelines to be given in this syllabus. This paper may be written in first person. This paper is due **November 21st** (100 points) **See Appendix C**. **CACREP 3.E.21 & 8**

* **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

**5. Theory Case Conceptualization and Demonstration (Pair Work):** (Appendix B) For this assignment, students will be assigned to pairs and conduct a client case conceptualization. On your assigned date, each pair will be asked to present a powerpoint answering the case conceptualization guidelines at the end of this syllabus and then share a 10 minute video demonstration of a client that would be typical of a setting you could see yourself working in - i.e. school, agency, or career center. The 10 minute video will have one student serve as client and one as counselor modeling the theory or theories and techniques that is the focus of discussion that week. At the end of the presentation the student or students will highlight the theory/s and techniques used. The presentation will be a total of 20-30 minutes long in class. It will include 5 minutes of powerpoint introduction of the client, 10 minute demonstration, and 5 minute reiteration and summary of theory used. This assignment demonstrates **CACREP 3.E.1, 7, 12-14. See Appendix B. (100 points).** Your assigned pair is as follows and will be listed in canvas.

**Pair 1: Carol and Gabriella**

**Pair 2: Bethany and Grace**

**Pair 3: Claire and Alandis**

**Pair 4: Caleb and Sarah**

The case conceptualization can be uploaded directly to canvas on the assigned date. The presentation needs to be uploaded by class time on the date in which the group will present.

**6.Systems Theory Powerpoint/Presentation: (Group Work): (**Appendix C)Students will create a powerpoint outlining family and other systems theories/interventions based on a family from a movie/television show or series (see Appendix C for details). This assignment demonstrates **CACREP 3.E.2,3,7. (60 points).** Note the pair you are with from your case group that you have been assigned to for the Case Conceptualization assignment will be different here and as you will be doing a family demonstration, you will need to do some recruiting of friends, family, classmates etc. to round out your family. Sorry 😊 Each pair will be assigned a different family systems approach. The presentation is due by class time and will be on **October 10th.**

**Family Systems 1: Carol and Sarah**

**Family Systems 2: Gabriella and Caleb**

**Family Systems 3: Bethany and Alandis**

**Family Systems 4: Grace and Claire**

1. **Theorist Panel**

On the last day of class **December 5th** everyone will be assigned a role as a theorist. You will **BE** the role and dress the role. We will be in a round table type format and I will ask some questions and you answer from your perspective and dialogue with each other as the theorist. I may recruit some “clients” in our circle in case we need you to work very briefly with them from your theoretical framework. Hopefully we can have a little close out party or goodies to eat during or around that event also. (100 points)

**COURSE EVALUATION**

**Evaluation Criteria**

|  |  |
| --- | --- |
| Participation and Disposition | 100 pts |
| Discussion Board Posts | 100 pts |
| Personal Theoretical Orientation Paper | 100 pts |
| Theory Case Conceptualization and Demonstration (group assignment) (Due dates vary - See Syllabus) | 100 pts |
| Systems Theory Powerpoint/Presentation | 60 pts |
| Midterm Exam | 100 pts |
| Final Exam | 80 pts |
| Panel/Round table | 100 pts |
| Total Points Possible | 740 pts |

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

**TENTATIVE CLASS SCHEDULE AND TOPICS**

The theoretical frameworks addressed in this class are part of the necessary knowledge for a professional counselor, the basis of clinical practice, and information tested on the National Counselor Examination and other credentialing exams. Please note that the class Canvas site and Weekly Folders will have the most accurate and up-to-date information should anything change.

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**Course Schedule Fall 2024**

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| --- | --- | --- |
| Date of class | | Topics |
| 1 | Week 1  August 22nd | * Chapter 1 - Introductions, Expectations, Syllabus Overview, and Canvas |
| 2 | Week 2  August 29th | * Chapter 2 - The Counselor: Person and Professional |
| 3 | Week 3  September 5th | * Chapter 3 – Ethical Issues in Counseling * Discussion Board Post Due September 5th at 4pm |
| 4 | Week 4  September 12th | * Chapter 4 – Psychoanalytic Theory |
| 5 | Week 5  September 19th | * Chapter 5- Adlerian Therapy |
| 6 | Week 6  September 26th | * Chapter 6 – Existential Therapy |
| 7 | Week 7  October 3rd | * Chapter 7- Person-Centered Therapy |
| 8 | Week 8  October 10th | * Chapter 14 – Family Systems * Round Robin Family Systems Theory Presentations |
| 9 | Week 9  October 17th | * Chapter 8- Gestalt Therapy * Pair 1: Theory Case Conceptualization and Demonstration: Please upload by class time on October 17th and be ready to present. * Discussion Board Post Due October 17th at 4pm |
| 10 | Week 10  October 24th | * Chapter 9- Behavior Therapy * Discussion Board Post Due by October 24th at 4pm * Midterm Exam Due - October 24th at 11:59 pm |
| 11 | Week 11  October 31st | * Chapter 10- Cognitive Behavior Therapy * Pair 2: Theory Case Conceptualization and Demonstration: Please upload by class time on Oct. 31st and be ready to present |
| 12 | Week 12  November 7th | * Chapter 11- Choice Theory/Reality Therapy * Discussion Post Due November 7th by 11:59pm   (There is a chance this class may have to be virtual as I will be at a conference in Texas.) |
| 13 | Week 13  November 14th | * Chapter 12- Feminist Therapy * Pair 3: Theory Case Conceptualization and Demonstration: Please upload by class time on Nov. 14th and be ready to present. |
| 14 | Week 14  November 21st | * Chapter 13 – Postmodern Approaches * Pair 4: Theory Case Conceptualization and Demonstration (Solution Focused Therapy): Please upload by class time on Nov. 21st and be ready to present. * Chapter 15 – Integrative Approaches * Theoretical Orientation Paper Due * Discussion Post Due November 21st by 11:59pm |
|  | November 28th  Thanksgiving Holiday  No class |  |
| 15 | Week 15  December 5th | * Final Exam Due no later than Tuesday , December 3rd by 11:59pm * Discussion Post Due December 1st by 11:59pm * Theorists Panel!! |

**APPENDIX A**

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

**Worth: 100 total points**

This assignment demonstrates CACREP (2024) standards 3.E.21 & 8.This assignment is an opportunity for students to demonstrate an understanding of counseling theories and models to conceptualize client presentation in order to select appropriate counseling interventions. Students are exposed to models of counseling throughout the course as well as current research and demonstration of professional practice. In completing this assignment will review current scholarly research to enhance their development of a personal model of counseling.

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

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

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

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

In order to complete this paper, read Chapter 3 (in the Halbur & Halbur folder in 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.

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

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

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

**My Values**

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

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

**My Places for Growth**

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

**Conclusion**

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

**Requirements:**

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

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

**APPENDIX B**

**Theory Case Conceptualization and Demonstration**

This assignment demonstrates CACREP Standards 3.E.1, 7, 12-14. In preparing for your presentation, there will be a powerpoint at the beginning that will be about 5-10 minutes and introduce the client and theory demonstration. The pair should select a client with a particular issue with whom one might experience in the work setting in which you will see yourself during your fieldwork or after completing the masters program. (Be specific about the school level or agency/site focus where you know the client from.) Answer the following in a powerpoint which you will present in your 20-30 minute presentation for the class. The powerpoint will be 5-10 minutes; the demonstration of working with the client from a specific theoretical framework will be 10 minutes; and there will be a 5 minute summary at the end of the theory and techniques used.

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

**APPENDIX C**

**SYSTEMS THEORY PRESENTATION (group assignment)**

**Worth: 60 total points**

This assignment demonstrates CACREP (2024) standard 3.E.2,3,7. This assignment is an opportunity for students to demonstrate understanding of a [family systems therapy utilizing film and television](https://dccounselingcenter.com/encanto-and-family-systems-theory.html) and how that perspective can be applied to families and other relationship systems. Students will conceptualize a family as evidence of how they understand models of systems theory and systems-related interventions.

The group will create a powerpoint to present a family you would be working with and demonstrate a specific model of a family/systems intervention. This assignment is to assist you in learning about systems theories, not just those aimed at individual therapy. This is an application exercise worth 60 total points. Address the film/television(tv) family or relationship from the perspective of a specific family/systems theory.

Example of movie/tv list for Systems Theory Assignment (click on link): <https://docs.google.com/spreadsheets/d/1hqbshXpKR8Tf09cCRczS9LI-upZHmNycvGhXypO4vwQ/edit?usp=sharing>

In your presentation/powerpoint please provide the following:

* Provide background of the family and family issues
* What underlying assumptions exist within the family? Source of those assumptions. For example, some religious faiths operate from the patriarchal perspective with father being head of household and ultimate decision maker.
* What two systems approaches will you draw from and how will the interventions be used in family counseling?
* Are there any diagnoses you might offer to better understand necessary interventions? What evidence supports this diagnosis?
* What information would you as the counselor solicit from the family and how? What are the counseling goals?
* What other supports may be necessary to assist the client(s)?
* What have you learned from doing this assignment that has helped you with family counseling?
* Remember to cite any sources from information you are drawing from: you may use the text but it would be meaningful to draw from at least 2 other peer reviewed articles.

**Each presentation will include a 5 minute powerpoint with family information and demonstrate how to apply an assigned family systems approach for 10 minutes and then a wrap up for 5-10 minutes for a total of a 20- 25 minute presentation.**

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

1. Watch the full movie or TV show.
2. Each group will be ready to present their powerpoint and video clip on October 10th outlining a major model of family systems theories/interventions based on working with a family from the film/tv show.
3. Please **conceptualize** this case from one model that will be assigned (Adlerian Family Therapy; Multigenerational Family Therapy; Human Validation Process Model; Structural Family Therapy; Strategic Family Therapy; and the work of Monica McGoldrick ) and incorporate gender and cultural perspectives of systems therapy **(chapter 14 of text).**
4. All group members will receive one grade for this assignment so you are in charge of a fair & equitable distribution of the work.

**NCCU Policies and Resources**

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

**Confidentiality and Mandatory Reporting**

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

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

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

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

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

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

**NCCU Attendance Policy**

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

**Statement of Inclusion/Non-Discrimination**

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

**Student Disability Services**

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

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

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

Other campus resources to support NCCU students include:

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

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

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

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

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