



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



CON 5310-OL1 - Theories and Techniques in Counseling  
FALL 2020  
SYLLABUS

## The School of Education's Vision:

To Prepare Educators for Diverse Cultural Contexts and advance Teaching, Scholarship, and Service through Diversity, Partnership, and Technology.

## Counselor Education Mission:

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

## Instructor Information

**Name:** Dr. Levette S. Scott, LCMHC-A, RN, Licensed K-12 School Counselor (NC), NCC

**Location:** SOE 2123

**Email:** [Levette.scott@nccu.edu](mailto:Levette.scott@nccu.edu)

You will receive a response from me in 24 hrs. If you email me on a weekday (after Friday) expect a response by Monday during virtual office hours.

**Grade Turn-Around:** Feedback and grading will take one week after due date.

**Telephone:** 919-530-6212

**Alternate:** Juls Joyner (Administrative Assistant: 919-530-7289)

### Office Hours

10 a.m. - 2 p.m. Tuesdays and Thursdays (Please schedule appointment then access my personal room here

<https://nccu.webex.com/meet/levette.scott>

- 4 p.m. - 6 p.m. Wednesdays (*Tick Tock Moments*: What have you left off!)

## About This Course

### Orientation Class

**Date:** Monday, August 24, 2020

**Time:** 6:00 p.m. – 8:00 p.m. via WebEx or Collaborate

### Course Location

Asynchronous Online

### **Course Description**

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

### **Purpose and Structure of Course**

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

### **Method of Teaching:**

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

### **My Commitment to You**

"As the professor of this course, I will do all I can to make this an interesting and meaningful learning experience for you. I am convinced that the course is very valuable and that there are many ways to apply what you will be learning both to yourself personally and in your professional work setting. It is my sincere hope that this course will be enjoyable and will be one you value. This course is based on the assumption that students learn best when they believe the course material is relevant and is presented in a manner that is both interesting and challenging. I attempt to utilize a diversity of methods of instruction in order to make instruction come alive for the students" (Corey, 2020, p. 1) manual.

### **Student Investment**

It is expected that students will take every advantage of all of the information in MindTap. Learning counseling approaches requires students to not only study the academic material and the theories, but to practice techniques and explore personal reactions while engaged in this practice. A proactive stance is the most conducive to learning both personally and academically. Students need to be prepared every week for this class by reading the assigned materials and be present in all of the Units in order to make a meaningful investment in the learning process.

### **Counseling Student Learning Outcomes and Assessments**

1. The content and experiences of this course are sequenced such that students may accomplish the following
2. Identify, compare, and contrast major theoretical approaches to counseling and psychotherapy as assessed by two written examinations and weekly quizzes.
3. Identify and evaluate the therapeutic process, techniques, and intervention strategies of each major theory as assessed by case studies and class presentations.
4. Apply the three major models of systems/family intervention as assessed by the systems paper.
5. Evaluate the cultural/diversity issues (i.e. age, gender, social class, race, ethnicity, etc.) inherent in the application of the major theories as assessed by class presentations and weekly quizzes.
6. Delineate professional and ethical issues in counseling and psychotherapy as assessed by examinations, quizzes, and class presentations.
7. Assess her/his own background, experiences, values, and professional philosophy and develop an eclectic counseling model as assessed by the personal philosophy paper.

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

**Note:** This course is designed to meet the requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016), Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced Programs, and the North Carolina State Department of Public Instruction (NCDPI). The CACREP and NCDPI require that students training to be school counselors receive course work that provides an understanding of the various aspects of professional school counseling that are specified below for CACREP and in the course objectives for NCDPI. CAEP Standards for Advanced Programs follow two principles: 1.) that programs graduate competent and caring educators with dispositions that include a professional commitment and responsibility to treat students/children fairly, while recognizing that all children can learn and 2.) there is evidence that programs have created a culture of evidence and use it to maintain and enhance quality programs and professionals. The objectives listed above represent Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016).

<p>The corresponding 2016 CACREP Standards are listed with each objective. This class serves primarily to meet the curricular expectations for one of the eight common core areas (Counseling and Helping Profession – CACREP Section II. F5).</p> <p>Students will be able to:</p>	<p>Method for Obtaining Outcome</p>	<p>Method for Evaluation of Outcome</p>
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<p>Identify theories and models of counseling (CACREP 2. F.5.a).</p>	<p>Readings, Discussion, Tech Tools, Video, Self-Inventory, Discussion, Video, Papers</p>	<p>Research Paper, Quizzes, Reflection, Video Quiz questions, Polling, Peer Evaluation, Power point, Journal writing grading, Video Quizzes; Theoretical Orientation Paper, Theory Presentation, Systems Theory Paper, Personal Theory, Case Studies, Interviews, Individual Counseling Case Conceptualization</p>
<p>Identify systems approach to conceptualizing clients (CACREP 2. F.5. b)</p>	<p>Readings, Discussion, Tech Tools, Video, Self-Inventory, Discussion, Video, Your Theoretical Orientation Paper, Theory Presentation, Systems Theory Paper, Personal Theory, Case Studies, Interviews</p>	<p>Research Paper, Quizzes, Reflection, Video Quiz questions, Polling, Peer Evaluation, Powerpoint, Journal writing grading, Video Quizzes Theoretical Orientation Paper, Theory Presentation, Systems Theory Paper, Personal Theory, Case Studies, Interviews, Individual Counseling Case Conceptualization</p>
<p>Identify counselor characteristics and behaviors that influence the counseling process (CACREP 2. F. 5. F)</p>	<p>Readings, Discussion, Tech Tools, Video, Self-Inventory, Discussion, Video, Your Theoretical Orientation Paper, Theory Presentation, Systems Theory Paper, Personal Theory, Case Studies, Interviews</p>	<p>Research Paper, Quizzes, Reflection, Video Quiz questions, Polling, Peer Evaluation, Powerpoint, Journal writing grading, Video Quizzes Theoretical Orientation Paper, Theory Presentation, Systems Theory Paper, Personal Theory, Case Studies, Interviews, Individual Counseling Case Conceptualization</p>
<p>Practice essential interviewing, counseling, and case conceptualization skills (CACREP 2. F. 5. g)</p>	<p>Readings, Discussion, Tech Tools, Video, Self-Inventory, Discussion, Video, Your Theoretical Orientation Paper, Theory Presentation, Systems Theory Paper, Personal Theory, Case Studies, Interviews</p>	<p>Research Paper, Quizzes, Reflection, Video Quiz questions, Polling, Peer Evaluation, Powerpoint, Journal writing grading, Video Quizzes Theoretical Orientation Paper, Theory Presentation, Systems Theory Paper, Personal Theory, Case Studies, Interviews, Individual Counseling Case Conceptualization</p>
<p>Developmental relevant counseling treatment or intervention plans (CACREP 2. F. 5. h)</p>	<p>Readings, Discussion, Tech Tools, Video, Self-Inventory, Discussion, Video, Your Theoretical Orientation Paper, Theory Presentation, Systems Theory Paper, Personal Theory, Case Studies, Interviews</p>	<p>Research Paper, Quizzes, Reflection, Video Quiz questions, Polling, Peer Evaluation, Powerpoint, Journal writing grading, Video Quizzes Theoretical Orientation Paper, Theory Presentation, Systems Theory Paper, Personal Theory, Case Studies, Interviews, Individual Counseling Case Conceptualization</p>
<p>Development of measurable outcomes for clients (CACREP 2. F.5. i)</p>	<p>Readings, Discussion, Tech Tools, Video, Self-Inventory, Discussion, Video, Your Theoretical Orientation Paper, Theory Presentation, Systems Theory Paper, Personal Theory, Case Studies, Interviews</p>	<p>Research Paper, Quizzes, Reflection, Video Quiz questions, Polling, Peer Evaluation, Powerpoint, Journal writing grading, Video Quizzes Theoretical Orientation Paper, Theory Presentation, Systems Theory Paper, Personal Theory, Case Studies, Interviews, Individual Counseling Case Conceptualization</p>

<p>Recognize evidence-based counseling strategies and techniques for prevention and intervention (CACREP 2.F.5.j)</p>	<p>Readings, Discussion, Tech Tools, Video, Self-Inventory, Discussion, Video, Your Theoretical Orientation Paper, Theory Presentation, Systems Theory Paper, Personal Theory, Case Studies, Interviews</p>	<p>Research Paper, Quizzes, Reflection, Video Quiz questions, Polling, Peer Evaluation, Powerpoint, Journal writing grading, Video Quizzes Theoretical Orientation Paper, Theory Presentation, Systems Theory Paper, Personal Theory, Case Studies, Interviews, Individual Counseling Case Conceptualization</p>
<p>Identify strategies to promote client understanding of and access to a variety of community based resources (CACREP 2. F. 5. K)</p>	<p>Readings, Discussion, Tech Tools, Video, Self-Inventory, Discussion, Video, Your Theoretical Orientation Paper, Theory Presentation, Systems Theory Paper, Personal Theory, Case Studies, Interviews</p>	<p>Research Paper, Quizzes, Reflection, Video Quiz questions, Polling, Peer Evaluation, Powerpoint, Journal writing grading, Video Quizzes Theoretical Orientation Paper, Theory Presentation, Systems Theory Paper, Personal Theory, Case Studies, Interviews, Individual Counseling Case Conceptualization</p>
<p>Identify suicide prevention models and strategies (CACREP 2. F. 5. I)</p>	<p>Readings, Discussion, Tech Tools, Video, Self-Inventory, Discussion, Video, Your Theoretical Orientation Paper, Theory Presentation, Systems Theory Paper, Personal Theory, Case Studies, Interviews</p>	<p>Research Paper, Quizzes, Reflection, Video Quiz questions, Polling, Peer Evaluation, Powerpoint, Journal writing grading, Video Quizzes Theoretical Orientation Paper, Theory Presentation, Systems Theory Paper, Personal Theory, Case Studies, Interviews, Individual Counseling Case Conceptualization</p>
<p>Identify crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP 2. F. 5. m)</p>	<p>Readings, Discussion, Tech Tools, Video, Self-Inventory, Discussion, Video, Your Theoretical Orientation Paper, Theory Presentation, Systems Theory Paper, Personal Theory, Case Studies, Interviews</p>	<p>Research Paper, Quizzes, Reflection, Video Quiz questions, Polling, Peer Evaluation, Powerpoint, Journal writing grading, Video Quizzes Theoretical Orientation Paper, Theory Presentation, Systems Theory Paper, Personal Theory, Case Studies, Interviews, Individual Counseling Case Conceptualization</p>
<p>Develop processes for aiding students in developing a personal model of counseling (CAREP 2. F. 5. n)</p>	<p>Readings, Discussion, Tech Tools, Video, Self-Inventory, Discussion, Video, Your Theoretical Orientation Paper, Theory Presentation, Systems Theory Paper, Personal Theory, Case Studies, Interviews</p>	<p>Research Paper, Quizzes, Reflection, Video Quiz questions, Polling, Peer Evaluation, Powerpoint, Journal writing grading, Video Quizzes Theoretical Orientation Paper, Theory Presentation, Systems Theory Paper, Personal Theory, Case Studies, Interviews, Individual Counseling Case Conceptualization</p>
<p>Develop theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (CACREP 2. F.2.b)</p>	<p>Readings, Discussion, Tech Tools, Video, Self-Inventory, Discussion, Video, Your Theoretical Orientation Paper, Theory Presentation, Systems Theory Paper, Personal Theory, Case Studies, Interviews</p>	<p>Research Paper, Quizzes, Reflection, Video Quiz questions, Polling, Peer Evaluation, Powerpoint, Journal writing grading, Video Quizzes Theoretical Orientation Paper, Theory Presentation, Systems Theory Paper, Personal Theory, Case Studies, Interviews, Individual Counseling Case Conceptualization</p>

Understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others e. the effects of power and privilege for counselors and clients; g. the impact of spiritual beliefs on clients' and counselors' worldviews h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP F.2.d,e,g,h)	Readings, Discussion, Tech Tools, Video, Self-Inventory, Discussion, Video, Your Theoretical Orientation Paper, Theory Presentation, Systems Theory Paper, Personal Theory, Case Studies, Interviews	Research Paper, Quizzes, Reflection, Video Quiz questions, Polling, Peer Evaluation, Powerpoint, Journal writing grading, Video Quizzes Theoretical Orientation Paper, Theory Presentation, Systems Theory Paper, Personal Theory, Case Studies, Interviews, Individual Counseling Case Conceptualization
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### Prerequisite(s)

Admission into a Graduate School preferably in the counseling program.

### Course Materials

#### Required

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

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

\*\*Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Thomson Higher Education (MindTap).

\*\*\*DSMV. (2014). Overview Quick Study Academic.

Halbur, D.A., & Halbur, K. V. (2014). *Developing your theoretical orientation in counseling and Psychotherapy* (2nd ed.). Pearson/Merrill. (You can purchase the 2nd to 4th edition).

\*NCE and Comps Preparation Textbooks

\*\*The book above is a MindTap/Cengage textbooks.

\*\*\*This will be provided to you in a copy format, but it can be purchased in a pamphlet form through amazon.

#### Instructions for MindTap Unlimited Accessed Textbooks:

The materials required for this class and any others using Cengage products are included in ONE Cengage Unlimited subscription. You can get access to ALL your Cengage online textbooks, and access codes, in one place. A hardcopy textbook rentals are also available for select titles. Download the free [Cengage Mobile App](#) to get your Cengage Unlimited online textbooks and study tools on your phone. Ask for Cengage Unlimited in the bookstore or visit [https://www.cengage.com/unlimited/?utm\\_source=cengageunlimited&utm\\_medium=ad&utm\\_campaign=OOH](https://www.cengage.com/unlimited/?utm_source=cengageunlimited&utm_medium=ad&utm_campaign=OOH)

\*\* I suggest getting the 12 month if you are taking Group in the Spring and Psychosocial development course in the summer.

We use cengage

Make sure to link the image to [cengage.com/unlimited](https://www.cengage.com/unlimited).



- [Take a Look Inside Cengage Unlimited](#) (PLEASE WATCH THE VIDEO BEFORE YOU ACCESS CENGAGE UNLIMITED)

### REGISTERING

To access your course materials and explore Cengage Unlimited, log in to **NCCU BLACKBOARD** and navigate to **CON 5310-OL**. When prompted, create your Cengage account or log in to an existing one and follow the prompts to complete the registration process.

For step-by-step help getting registered, head to [cengage.com/start-strong](https://cengage.com/start-strong) and check out our training video and instructions. Just select that you're using **MindTap**, in **NCCU BLACKBOARD**.

### MULTI-TERM ACCESS

If you have already purchased multi-term access to **MindTap**, you will keep that access even after your Cengage Unlimited subscription ends. However, any hardcopy textbook rental is due back by the end date of your Cengage Unlimited subscription.

View this [tutorial video](#) for extra help.

### Recommended

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

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

### Technology Needed

Headphones, camera, speakers, working internet, WebEx account, WebEx can be downloaded on your phone, FlipGrid <https://auth.flipgrid.com/signup>

Please sign up for Screenmastic at <https://screencast-o-matic.com/plans#solo>. You will need this to record your presentation or videos. You can also use you tube or any technology that will show your PowerPoint and your face at the same time. Use **ANIMOTO**, **POWTOON** as well for the video creation if needed.

## ASSIGNMENTS

### Assignment I: Start and Lecturettes (Why am I here?)

This section of the course will include *Self-Inventory* and *Pretest* that will set the stage for the chapter. The *Self-Inventory* and *Pretest* are multiple-choice questions which allow you to explore your current personal attitudes and beliefs about the topics presented in the chapter before engaging with the materials. You are encouraged to complete this pre-test before reading the chapter. Lecturettes would be videos by Dr. Corey you would have to review and afterwards you will have to answer three or four questions at the end.

### Assignment II – Read (What am I learning?)

This section will include the reading of the chapters and other articles associated with the chapter. Also, you are expected to read the chapters that are not assigned to you. In addition, power-points will be provided to help with the reading. Also, lecturette will be provided for students to listen to the entire video and then answer the questions at the end.

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

Students watch a video based on the main theme(s) of the chapter and are asked to respond to questions about video content at different points throughout the video as they view it.

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

**IV (a): Review** includes the quizzes: One quiz will be given every week before class, WebEx, and online. You are expected to complete the quiz on time. For online quiz, the quiz will be due Every WEDNESDAY or SATURDAY at 11:59 pm. Quizzes will cover materials from assigned chapters from the textbooks. No make-up quiz will be given. The quizzes are taken from the chapters. Some questions may come directly from the MindTap Quiz.

There will be a total of 12 quizzes (one for each reading assignment). These quizzes will assess your knowledge of the reading material. Each quiz will contain multiple choice questions. You are REQUIRED to complete the reading assignment before attempting the quiz. Each quiz will be worth 5 points. Students respond to auto-graded quiz questions designed to increase retention and reading comprehension.

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

Students will respond to open-ended questions about how course content may be applied in their future career settings. They reflect on what they've learned and apply it to themselves.

**Assignment V: Case Study**

Students will be asked to review a brief case study related to chapter themes along with multiple-choice questions about the content of the narrative as it related to course content.

**Assignment VI: Helper Studio:** Students will watch a brief role-play video and then asked to respond to brief, related questions using course content to inform their decisions. They then record and upload their responses. Some questions serve as a role-play engagement with the fictional client presented in the video.

## **MAJOR ASSIGNMENTS**

**Major Assignment Ia & 1b: Midterm and Final Examination:**(CACREP F.1.a; CMHC 5.1.a, b and 5.3.a; SC 5.G.3.e)

You will be expected to take a Midterm and Final Examinations. They both will be given online over a course of a week. You will have 100 minutes to complete 90 questions but must be done in one sitting. Each student is expected to successfully complete mid-term and final examination.

**Midterm Examination** - Please review the chapters 1- 8 for the midterm examination. The Midterm Examination will be taken from chapters 1- 8 and from The AATBS (Helping Relationships - pages 2-14).5 questions will come from chapters 1, 2, 3 and 10 questions will come from chapters 4, 5, 6, 7, 8, and 25 questions from (Helping Relationships - pages 2-14). In addition, use your AATBS to review questions (Use your AATBS Preparation and your textbook.)

**Final Examination** - Please review the chapters 9-17 for the final examination. The Final Examination will be taken from chapters 9-17 and from The AATBS (Helping Relationships - pages 14 - 38). Five questions will come from chapters 9, 10, 11 and 10 questions will come from chapters 12, 13, 14, 15, 16, 17, and 25 questions from (Helping Relationships - pages 9-17). In addition, use your AATBS to review questions (Use your AATBS Preparation and your textbook.)

**Major Assignment II: Your Theoretical Orientation Paper (Taskstream Assignment - Review Appendix A)**

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

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

**Major Assignment III: Professional Development Theory Presentation (Taskstream Assignment – Review Appendix B in Blackboard)** (CACREP F.1.a; CMHC 5.1.a, b and 5.3.a; SC 5.G.3.e)



**Objectives:**

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

**Major Assignment IV: Systems Theory Paper (Group Work – Please review Appendix C in Blackboard – Taskstream Assignment)**

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

Each group will submit a paper outlining three major models of family and other systems theories/interventions based on the movie **ACRIMONY**. You would review the movie, complete an assessment (one assessment), complete goals (three goals with three different interventions), complete treatment plan, complete a family theory plan for three family systems, give a diagnosis for three of the and diagnosis, write a progress notes. This assignment demonstrates CACREP standard II.G.5.e and it is a Taskstream assignment.



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

**Grade Breakdown**

Course Requirement	Points	Due Date
Introduction & FlipGrid	5 pts	August 24 <sup>th</sup>
Assignment I: Start	No pts	Every Week
Assignment II: Read Chapters & Lecturette (8 @ 2 pts.)	16 pts	Every Week
Assignment III: Video 6 activity (3 pts each )	18 pts	Every Week
Assignment IV (a): Review Weekly quizzes (12 @ 5 points each)	60 pts	Every Week
Assignment IV (b): Reflect (2 @ 4 pts)	8 pts	Every Week
Assignment V: Case Study (4 @3 pts.)	12 pts	Every Week
Assignment VI: Helper Studio (4 @ 3 pts.)	12 pts	Every Week
Extra Credit I: Chapter 11 Quiz	5 pts	November 7 <sup>th</sup>
Major Assignment I (a) : Midterm Exam	90 pts	October 10 <sup>th</sup>
Major Assignment VI: Systems Theory Paper (Groups)	35 + 5 pts.	September 23 <sup>rd</sup>
Major Assignment II: Your Theoretical Orientation Paper	70 pts.	October 28 <sup>th</sup>
Major Assignment I (b): Final Examination	90 pts	November 14 <sup>th</sup>
Major Assignment III: Class Presentation (Theory) - Groups	75 + 5 pts.	Assigned Due Date
<b>Total</b>	<b>506 pts.</b>	

**Grading Scale** (No grade below “C” will be accepted toward a graduate degree.)

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

450 and above	<b>A</b>
400 - 449	<b>B</b>
350 - 399	<b>C</b>
349 and below	<b>F</b>

**\*TENTATIVE CLASS SCHEDULE AND TOPICS**  
**(Please Review the Course Weekly Activity Explanation in Blackboard)**

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

NB: Textbook: American Psychological Association (APA); Association for Advanced Training in the Behavioral Sciences (AATBS); Theory and practice of counseling and psychotherapy (Corey); Overview Quick Study Academic (DSM-V): Developing your theoretical orientation in counseling and Psychotherapy (H & H);

No Assignment Due (NAD); Saturday (S); Wednesday (W); Monday (M)

Week	Part	Chap.,	Topic	Name of Assignment	Due Date
<b>PART I</b>					
Pre-Week	I	0	Review syllabus; MindTap; Expectations	Review <i>“Start Here “Instructor Information” “MindTap Access” “Course Information”</i>	Aug. 19 (S)
1	I	1	Mandatory WebEx or Collaborate Meeting	Time: 6 p.m. – 7:30 p.m.	Aug. 24 (M)
			Meet Your Group Members	Time: 7:45 p.m. – 8 p.m.	Aug. 24 (M)
			Introduction and Overview (Corey)	Introduction & FlipGrid (5 pts.)	Aug. 24 (M)
2	I	2	The Counselor: Person and Professional (Corey)	Chapter 2 – Lecturette ( 2 pts)	Aug. 26 (W)
			Chapter 2: Video Activity	Understanding & Addressing Diversity (3 pts.)	Aug. 26 (W)
3	I	3	Ethical Issues in Counseling Practice (Corey)	Chapter 3 – Lecturette ( 2 pts)	Sept. 2 (W)
<b>PART II</b>					
4	II	4	Psychoanalytic Therapy	Chapter 4: Helper Studio (3 pts.)	Sept. 9 (W)
			Video Activity	Chapter 4: Video by Stan (4 pts.)	Sept. 9 (W)
			Psychoanalytic Therapy	Chapter 4: Quiz (5 pts.)	Sept. 9 (W)
			Psychoanalytic Therapy	Case Study – You Decide on the Case of Gwen (3 pts.)	Sept. 9 (W)
5 (a)	II	5	Adlerian Therapy	Chapter 5 – Lecturette ( 2 pts.)	Sept. 16 (W)
			Adlerian Therapy	Chapter 5: Quiz (5 pts.)	Sept. 16 (W)
			<b>Presentation 1</b>	Adlerian Therapy Group (75 pts.)	Sept. 16 (W)
			<b>Presentation 1</b>	Peer Evaluation Adlerian (5 pts.)	Sept. 16 (W)
5 (b)	II	14	Family Systems	Chapter 14 – Lecturette ( 2 pts.)	Sept. 19 (S)
			Family Systems	Chapter 14: Quiz (5 pts.)	Sept. 19 (S)
6 (a)	II	6	Existential Therapy	Chapter 6 (Quiz) (5 pt.)	Sept. 23 (W)
			<b>Presentation 2</b>	Existential Therapy Group Therapy (75 pts.)	Sept. 23 (W)
			<b>Presentation 2</b>	Peer Evaluation Existential (5 pts.)	Sept. 23 (W)
			Video Activity	Chapter 6: Video by Stan (4 pts.)	Sept. 23 (W)
			Existential Therapy	Chapter 6: Helper Studio (3 pts.)	Sept. 23 (W)
			Existential Therapy	Case Study: Existential Therapy (3 pts.)	Sept. 23 (W)
			<b>Major Assignment: VI</b>	Systems Theory Paper (35 pts.)	Sept. 23 (W)

			Major Assignment: VI	Peer Evaluation (5 pts.)	Sept. 23 (W)
<b>PART III</b>					
6 (b)	III	7	Person-Centered Therapy	Chapter 7 – Lecturette ( 2 pts)	Sept. 26 (S)
			Person-Centered Therapy	Chapter 7: Quiz (5 pts)	Sept. 26 (S)
			<b>Presentation 3</b>	Person Centered Group Therapy (75 pts.)	Sept. 26 (S)
			<b>Presentation 3</b>	Peer Evaluation Person Centered (5 pts.)	Sept. 26 (S)
7	III	8	Gestalt Therapy-Video Activity	Video: Stan Video (3 pts.)	Sept. 30 (W)
			Gestalt Therapy: Helper Studio	Case of Ruth (3 pts.)	Sept. 30 (W)
			Gestalt: Reflection	Chapter 8: What does this mean to me? (4 pts.)	Sept. 30 (W)
			Gestalt Therapy	Chapter 8: Quiz (5 pts)	Sept. 30 (W)
			Presentation 4	Gestalt Therapy Presentation (75 pts.)	Sept. 30 (W)
			Presentation 4	Peer Evaluation Gestalt (5 pts.)	Sept. 30 (W)
8	III	1-8 & 14	<b>Mid-Term Examinations - Chapters 1 – 8 &amp; 14 (90 pts.)</b>	You will have one week to complete this midterm examination online. Open October 3 – October 7 at 11:59 pm	Oct. 7 (W)
9 (a)	III	9	Behavioral Group	Chapter 9 – Lecturette ( 2 pts)	Oct. 14 (W)
			<b>Presentation 5</b>	Behavioral Group Presentation (75 pts.)	Oct. 14 (W)
			<b>Presentation 5</b>	Peer Evaluation Behavior Therapy (5 pts.)	Oct. 14 (W)
			<b>Behavioral Group</b>	Chapter 9 – Quiz (5 pts.)	Oct. 14 (W)
<b>Friday, October 16 - LAST DAY FOR UNDERGRADUATES TO WITHDRAW FROM A CLASS WITH A GRADE OF WC OR FROM THE UNIVERSITY WITH A W-GRADE LAST DAY FOR GRADUATE STUDENTS TO WITHDRAW FROM A CLASS WITH A GRADE OF WC OR FROM THE UNIVERSITY WITH A W GRADE</b>					
9 (b)	III	10	Cognitive Behavior Therapy	Chapter 10 – Lecturette ( 2 pts)	Oct. 17 (S)
			Cognitive Behavior Therapy-Video Activity	Video: Stan Video (4 pts.)	Oct. 17 (S)
			Cognitive Behavior Therapy	Case Study Cognitive Behavior Therapy (3 pts.)	Oct. 17 (S)
			Cognitive Behavior Therapy	Chapter 10: Quiz (5 pts.)	Oct. 17 (S)
			Presentation 6	Cognitive Behavior Therapy (75 pts.)	Oct. 17 (S)
			Presentation 6	Peer Evaluation CBT (5 pts.)	Oct. 17 (S)
10 (a)	III	11	Presentation 7	Reality Therapy Presentation (75 pts.)	Oct. 21 (W)
			Presentation 7	Peer Evaluation Reality Therapy (5 pts.)	Oct. 21 (W)
			Reality Therapy	Chapter 11: Quiz (5 pts.)	Oct. 21 (W)
<b>PART IV</b>					
10 (b)	IV	12	Feminist Therapy	Chapter 12: Case Study you decide on the Case of Gwen (3 pts.)	Oct. 24 (S)
			Feminist Therapy: Vide Activity	Video: Stan Video (4 pts.)	Oct. 24 (S)
			Feminist Therapy	Helper Studio (3 pts.)	Oct. 24 (S)
			Feminist Therapy	Chapter 12: Quiz (5 pts)	Oct. 24 (S)
11	IV	13	Post Modern Approach – Video Interview 2 with expert	Lecturette (2 pts.)	Oct. 28 (W)
			Post Modern Approach	Chapter 13: Quiz (5 pts.)	Oct. 28 (W)

			<b>Major Assignment II</b>	Your Theoretical Orientation Paper (70 pts.)	Oct. 28 (W)
12 (a)	IV	15	An Integrative Perspective: Video Activity	Case of Stan (3 pts.)	Nov. 4 (W)
			An Integrative Perspective: Reflection	What does this mean to me? Reflection Activity (3 pts.)	Nov. 4 (W)
			Helper Studio	Case of Gwen: Integrative (3 pts.)	Nov. 4 (W)
			An Integrative Perspective	Chapter 15: Quiz (5 pts.)	Nov. 4 (W)
12 (b)	IV	17	Transactional Analysis	Chapter 17: Quiz (5 pts.)	Nov. 7 (S)
			Extra Credits I & II Due	Virtual Drive In Report or Chapter 11 Quiz (5 pts)	Nov. 7 (S)
13	IV	9 - 17	<b>Final Examination - Chapters (8-17 – 90 pts.)</b>	To open Nov 7 to complete by November 14 at 11:59 pm	Nov. 14 (S)

**ALL ASSIGNMENTS WILL BE DUE AT 11:59 P.M.**

## 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. Any assignment turned in after the due date will receive a deduction in your grade. Late assignments will be marked down one letter grade for everyday of tardiness. Late assignment penalty applies (marked down one letter grade for everyday of tardiness). Taskstream assignments should be edited and uploaded after grading.

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

Completed assignments must be submitted no later than the designate time. Any assignment turned in after the designated time is considered late. Assignments not turned in by the deadline are subject to a reduction of 1 letter grade per day of tardiness. It is recognized that many of our students have families, work, and take classes. While we understand that conflicting demands on your time will occur, our first priority is to assure that you leave this program with the knowledge and skills required of a graduate level counselor. Your future clients have a right to service from a fully qualified counselor. As a professional you will develop networks of resources to assist you in providing quality services to your clients. While a student, begin the networking experience by developing peer groups, study groups or other supports with your counseling colleagues. To assist in your professional development course expectations, include; course work/assignments will be submitted with proper grammar, typed, and of professional quality meeting APA (7th edition) writing standards.

### Email Correspondence

When contacting me via email your email subject line should be relevant to your email content. Please use “**ONLINE THEORIES AND TECHNIQUES: (Reason for your email)**” and then describe the nature of your email. You will receive a response from me in 24 hrs. If you email me on a weekday (after Friday) expect a response by Monday. I will attempt to the Saturday instruction days for the Fall 2020.

### Late Work

Late homework/papers will be penalized 10% a day until they reach a score of 0.

### COVID-19

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 (Code). The Code outlines disciplinary procedures, behaviors that are subject to disciplinary action, hearing procedures and the consequences that result from violating the Code.

In addition to community standards to which all students are accountable, the Code 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 plan. The plan 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 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.

## Legal Background

### Accommodating Students with Disabilities and Mandatory Reporting of Sexual Misconduct

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

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

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

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

NCCU also must comply with Title IX of the Education Amendments of 1972 ("Title IX"), which prohibits discrimination on the basis of sex (including sexual harassment, sexual violence, and pregnancy) in the University's educational programs and activities. NCCU's Sexual Misconduct Policy (NCCU POL 01.04.4) was adopted in compliance with Title IX and applies to all members of the NCCU community, including students, faculty, staff, administrators, volunteers, vendors, independent contractors, and any individuals regularly or temporarily employed, studying, living, visiting, conducting business or having any official capacity with the University. The Policy describes prohibited sexual misconduct, establishes procedures for responding to reports of sexual misconduct, and sets forth resources available to students and employees. All faculty and staff (with the exclusion of certain individuals who provide services to NCCU as licensed professional counselors) are considered responsible employees who must report instances of sexual misconduct to NCCU's Title IX Coordinator.

### **Expectations**

NCCU expects all faculty and staff to support students in excelling academically and professionally by complying with the federal laws referenced in this memorandum. In compliance with Section 504 and the ADA, NCCU faculty and staff members should not make inquiries or referrals based on an assumption that a student has a disabling or handicapping condition. Rather, faculty members are expected to review the approved accommodations for students who are registered with SAS and to provide accommodations as outlined by the SAS staff. To determine reasonable accommodations, SAS may seek information during the interactive process from faculty and instructors regarding essential standards for courses, programs, services, activities, and facilities. Upon receiving notification of a student's accommodations from SAS staff, faculty members should provide accommodations and modifications to students in a timely manner to ensure that course materials and activities are accessible to students with disabilities at the same time as students without disabilities. NCCU expects all faculty and staff to maintain academic standards by providing accommodations to students with disabilities without compromising the content, quality or level of instruction. If a student self-identifies a disability to a faculty member, department or professional school, the faculty member should refer the student to SAS to determine reasonable and appropriate accommodations. NCCU also expects all responsible employees to ensure that NCCU complies with Title IX by promptly reporting information regarding possible violations of the Sexual Misconduct Policy to the Title IX Coordinator. A report to a responsible employee constitutes a report to the University. Prompt reporting by responsible employees makes it possible for students to get the support they need and for NCCU to respond appropriately to incidents of sexual misconduct. When a report is made to a responsible employee, the University has an obligation to investigate and take appropriate action. Title IX also protects students from discrimination and being treated differently due to pregnancy and pregnancy-related conditions. Title IX requires professors and administrators to treat pregnancy, childbirth, and related conditions in the same manner as any other temporary disability.

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

### **Statement of Inclusion/Non-Discrimination**

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

### **Student Accessibility Services**

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.

### **Confidentiality and Mandatory Reporting**

All forms of discrimination based on sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Harassment Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be mandatory reporters and are required to promptly report information regarding sexual harassment to the University's Title IX Coordinator. The Sexual Harassment Policy can be accessed through NCCU's Policies, Regulations and Rules website at [www.nccu.edu/policies](http://www.nccu.edu/policies). Any individual may report a violation of the Sexual Harassment Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or [TitleIX@nccu.edu](mailto:TitleIX@nccu.edu), or submitting the online form through the Title IX Reporting Form, located at [www.nccu.edu/titleix](http://www.nccu.edu/titleix).

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

Other campus resources to support NCCU students include:

- Student Advocacy Coordinator. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (919) 530-7492, [studentadvocacy@nccu.edu](mailto:studentadvocacy@nccu.edu).
- Counseling Center. The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, [counseling@nccu.edu](mailto:counseling@nccu.edu).
- University Police Department. The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, [nccupdinfo@nccu.edu](mailto:nccupdinfo@nccu.edu).

### **Blackboard:**

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

### **TASKSTREAM:**

Taskstream is the electronic system for housing samples of your best work used by the School of Education and our Department. This announcement is to provide clarification of how this will work. The details are as follows:

**THIS IS A NEW PROGRAM. MORE INFORMATION WILL BE FORECOMING.**