



North Carolina Central University

"Communicating to Succeed."

School of Education

"Preparing Educators for Diverse Cultural Contexts for the 21st Century."

The School of Education's Vision:

To become an international community of scholars who are culturally responsive educators and practitioners

Counselor Education Program (CEP) Mission

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is "to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach, and other related services". Central to this aim is "the development of leaders who promote social justice and dedicate themselves to the well-being of a global society". The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

Syllabus

CON 5310-OL2

Theories and Techniques of Counseling (ONLINE)

Fall 2020

3 Credit Hours

Instructor: Latasha Yvonne Hicks Becton, PhD, NCC, LCMHC, LCAS, CCS
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Email: Latasha.Becton@nccu.edu (Best way to contact me.)
WebEx: <https://nccu.webex.com/meet/latasha.becton>
Office Hours: Monday (Virtual by appointment)
Tuesday 8:00AM – 2:00PM (Virtual by appointment)
Wednesday 8:00AM – NOON (Virtual by appointment); Dinner Hour 6:30PM-7:30PM

During office hours, I am available via phone or WebEx. On some days, I am available to meet on campus. Please verify with me prior to traveling to campus. It is in your best interest to schedule an appointment as I may have other scheduled meetings or student visits. I will return phone calls within 48 business hours if you leave a message.

Email Correspondence is the best way to reach me: When contacting me via email, please include "CON 5310" in the subject line as well as the topic of your email. Please communicate professionally adhering to the standards of communication for the program, department, and university. My typical response time is 48 business hours.

REQUIRED TEXTBOOKS AND MATERIALS:

This class utilizes Blackboard and MindTap resources provided through the publisher to provide instructional resources. You have a couple of different options on the kind of text (hard copy, eBook, or rental), but **ALL STUDENTS MUST PURCHASE AN ACCESS CODE** in order to access MindTap. *If you purchase a used textbook, you still need to purchase the MindTap for CourseMate Printed Access Card to access the MindTap resources and assignments.* You need the 10th edition and Cengage/MindTap access to the course.

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

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

OR

[CENGAGE UNLIMITED](#)

Registering

To access your course materials and explore Cengage Unlimited, sign in to **Blackboard** and navigate to this course. Click the CENGAGE/MindTap in the course navigation menu, then CON 5310-OL2 Theories and Techniques of Counseling. From there, create your Cengage account or sign in to an existing one and follow the instructions to complete the registration process.

Need help? Visit [cengage.com/start-strong](https://www.cengage.com/start-strong) for step-by-step registration instructions and videos. Just select “**MindTap**”, “**Blackboard**”, and “**NO**” or [click here](#). Learn more about [CENGAGE UNLIMITED](#)

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th Edition). Washington, DC: Author

Students are expected to purchase the AATBS test preparation [materials that cover content for this course](#). Preparation materials are typically purchased as a package. More information can be found on the [AATBS website](#).

Other Suggested Text & Readings:

Glenn, C. & Gray, L. (2012). *Hodges' Harbrace Handbook*. (18th ed.) Wadsworth Publishing

Halbur, D.A., & Halbur, K.V. (2015). *Developing your theoretical orientation in counseling and psychotherapy*. Boston: Pearson

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 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.

COURSE PREREQUISITES:

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.

COURSE FORMAT and WEBSITE:

This course is delivered online. Students must have access to a computer with high speed internet access and the ability to stream audio and video. There is one *required synchronous meeting* for this class on August 24, 2020 at 4:00PM-6:30PM. Otherwise, the course content is offered asynchronously online. Asynchronous means we do not all have to be online at the same time, and you may review video lectures, supplemental videos, and other relevant content as it is available. There may be some optional synchronous meetings throughout the semester.

All content is posted or linked on Blackboard which is the Learning Management System used by NCCU (<http://nccu.blackboard.com>). Every student has a username and password issued by the University. You are required to log on to the Blackboard system at least once per week in order to view course content which includes lectures from the instructor, supplemental lectures, web links, as well as other content. You are also required to submit assignments via Blackboard during the semester. Emailed assignments will not be scored. If you have questions about your Blackboard (Bb) account, please call Bb or the IT department at 919-530-7676.

TASK STREAM STATEMENT:

Task Stream is a way School of Education and the Counselor Education program collects artifacts and evaluates student progress toward meeting educational requirements. Maintaining an electronic portfolio (i.e., "Task Stream") is a REQUIREMENT for continued enrollment as a degree-seeking student in the School of Education at North Carolina Central University. You must maintain a Task Stream account while enrolled in school, and you will be required to upload a majority of your assignments to the system. The university will use the information to track data and verify that you have met competencies of your program of study - but more importantly - this system will serve as your own professional e-portfolio and file storage. You will receive notice if an assignment needs to be uploaded to Task Stream. Please note that some of the assignment names may be different than what appears in Task Stream. Task Stream has replaced Foliotek.

COUNSELOR EDUCATION PROGRAM OBJECTIVES

The program develops counselors who:

- Develop a theoretically solid philosophy of practice;
- Apply knowledge, skills, and dispositions consistent with the [ACA Code of Ethics](#);
- Formulate a professional identity that responds to the needs of their client populations;
- Utilize [cultural competence](#) in practice;
- 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;
- Develop leadership ability and [advocate](#) to meet client needs and to remove individual and systemic barriers to development;
- Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access;
- Utilize appropriate assessment tools and procedures;
- Consult with others concerning the developmental needs of culturally diverse clients;
- Integrate research data into evidence-based practice.

Please review the NCCU Counseling Website: www.nccucounseling.com. You are responsible for all material included in the [student handbook](#). You are expected to demonstrate dispositions that align with expectations of behavior for professional counselors. You may also find it helpful to review the links to learn [how to get started in an online course](#).

CACREP STANDARDS ADDRESSED IN THIS COURSE

This class responds to the counseling national standards listed in Section 2 (F) and specialty areas listed in section 5. These include curricular experiences and demonstrated knowledge in the areas of counseling theories that provide the student with a consistent model to conceptualize client presentation and select appropriate counseling interventions. Student experiences will include an examination of the historical development of counseling theories (CACREP 2. F.1.a; CMHC 5.1.a, b and 5.3.a; SC 5.G.3.e); an exploration of analytical approaches, experiential and relationship-oriented therapies, action therapies, systems perspectives (CACREP F.1.5. a-n), models of family and related interventions (CMHC 5.C.1.b), and postmodern approaches (CACREP F.2.b; CMHC C.2.1); and opportunities to examine multicultural applications to case studies (CACREP F.2.d, e, g, h; CAREER 5.B.1.b; CMHC 5.C.1.b; 5.C.3.b).

STUDENT LEARNING OUTCOMES & ASSESSMENTS

The content and experiences of this course are sequenced such that students may accomplish the following:

1. **Identify, compare, and contrast major theoretical approaches to counseling and psychotherapy** as assessed by two written examinations and weekly quizzes.
2. **Identify and evaluate the therapeutic process, techniques, and intervention strategies of each major theory** as assessed by written examinations, quizzes, case studies and class presentations.
3. **Apply the three major models of systems/family intervention** as assessed by the Systems Paper.
4. **Evaluate the cultural/diversity issues (i.e. age, gender, social class, race, ethnicity, etc.) inherent in the application of the major theories** as assessed by class presentations and weekly quizzes.
5. **Delineate professional and ethical issues in counseling and psychotherapy** as assessed by examinations, quizzes, and class presentations.
6. **Assess her/his own background, experiences, values, and professional philosophy and develop an eclectic counseling model** as assessed by the Personal Philosophy Paper/Theoretical Orientation paper.

Lecturettes/Videos: We will watch 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.

COURSE POLICIES

1. All work submitted should reflect graduate level content and preparation, be typewritten or otherwise electronically prepared, and utilize APA style as appropriate. Careless preparation (i.e., spelling and grammatical errors) or inappropriate presentations will negatively affect the grade for that assignment or task. Do not submit any work that you have not proofread. Late assignments, if accepted, will have a reduced grade.
2. Please complete all of your coursework independently, unless the assignment specifically requires collaboration with classmates. All of your coursework should be attempted on your own. Plagiarizing work in any assignment will result in automatic failure in the course. Please review the [Academic Honor Code](#).
3. Read the entire syllabus. Follow all directions and due dates provided in the syllabus and on the website (no exceptions).
4. Read and listen/watch all material provided on the course website as it is presented (e.g., PowerPoint Presentations, videos, podcasts, supplemental readings, MindTap/Cengage links, etc.). Complete all assigned readings. It is not acceptable to read only a portion of the reading assignments for this course. You are expected to be prepared to discuss, summarize, and react to all readings. *It will be difficult to pass this course if you do not complete the assigned readings.* Cengage/MindTap access is required.
5. Regularly check your NCCU email account. I will correspond with you from time to time via campus email. If you are not receiving communication about this course, then it is because you aren't checking the account regularly, and it is possible you will miss important information related to this course.
6. Ensure that you are entirely familiar with all functions available to you via Blackboard. Not knowing how to use various functions of Blackboard is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Blackboard (919-530-7676).
7. Please use the designated link in Blackboard system to submit your work. Do not email your work to the instructor unless specifically asked to do so by the instructor. Otherwise, email submissions will not be accepted and will receive a grade of zero if they are not submitted in Blackboard.
8. You are given a "window" of time to complete assignments, and you do not have to wait until the due date to complete your work. Please avoid doing things at the last minute. It is very unlikely that you will be given any extra time to complete an assignment if you waited until the last minute to complete a task - and then experienced an issue. Work on things early so that you can overcome the problems, should they arise.
9. **Adverse Weather:** The University makes all decisions regarding the cancellation of classes. Because this is class has an online component (Blackboard website), there will always be work to be completed, even if the University cancels classes on campus. Due dates for this course will not be changed due to adverse weather, related power outages, or other adverse events. Please keep a check on weather forecasts so that you may prepare in advance. If there are required synchronous meetings, please check the Blackboard site as well as the University website for class cancellations. Please sign up for Eagle Alerts on the Emergency Webpage for NCCU.
10. There are extra credit opportunities built into the course. Please review the associated Module Folder when it becomes available. Please do not request additional opportunities, they will not be granted.
11. There is no "rounding up" of grades. Please see the grading scale for exact numerical values.

ATTENDANCE POLICY FOR THIS COURSE

This course has one REQUIRED class meeting on Monday, August 24, 2020 at 4:00PM to 6:30PM. Outside of those required meetings, there is no traditional measure of attendance in our online course. It is, however, expected that you will attend class on a weekly basis as evidenced by your thoughtful participation in the discussion board. Participation implies that you have read the associated texts and reviewed posted videos or linked content prior to responding the initial post, and that you respond professionally to you peers as directed. Because Modules are open for at least one week at a time, there are no exceptions for missing scheduled class discussions. If you miss a discussion post, it counts as an absence. **If you miss two (2) Class Discussion, then 40 points will be deducted from your final grade for this course.** Only enrolled students are permitted to access the Blackboard course. **The last day to withdraw with a WC Grade is 10/16/2020.**

GRADED COURSE ASSIGNMENTS

Each week, you will find a numbered and dated Module or Set of Modules to complete. You can find these by clicking on the “Learning Modules” link on the navigation panel for our Blackboard site. Each Module is marked with a title and due date. You are expected to complete all tasks within each Module. Please open the “LEARN” folder for lectures, supplemental videos, handouts, additional readings, and other course content. Please open the ASSESS folder for deliverables such as quizzes, discussions, assignments, etc. All tasks need to be completed by 11:59pm on the day it is due.

Additional information about each assignment will be posted on the course Blackboard site. Please check Blackboard and review the rubrics for each assignment prior to attempting/submitting. What you find below is a brief overview of each assignment.

Readings: Each student will complete all assigned text and other readings. Budget a minimum of seven hours per week to read the weekly reading assignments and other theories and techniques in counseling related literature. You are responsible for enhancing your learning with supplemental reading.

Course Orientation Activities

Introduce Yourself (5 points) + Class Orientation (15 points; 20 points total)

For this assignment, you will a) change your profile picture on Blackboard, b) make an introduction to your instructor and your peers as requested in the designated discussion board answering all the posted questions, and c) respond to at least two peers’ posts, and d) attend and participate in the scheduled class orientation.

- **This assignment is due by the 1st day of classes (August 24, 2020).**

Syllabus Quiz (10 points)

This quiz is about the syllabus, the syllabus introduction video, and communication etiquette. You may take the quiz as many times as you like; the highest score will be kept. You are encouraged to take the quiz until you achieve a perfect score.

- **This assignment is due by the 1st day of classes (August 24, 2020).**

Assignments Located in Cengage/MindTap

Reflective Activities (1 point each; 35 points total)

Students will complete reflective activities and case study activities in CENGAGE/MindTap. Prior to reading each chapter, students will complete the assigned reflective activity in CENGAGE/MindTap. After reading each chapter and viewing the assigned demonstration videos, students will complete the Case Study or other reflective activities to demonstrate learning of each topic. Work is automatically scored in Cengage/MindTap.

- Lecturettes should be viewed each week by Monday night as scheduled.

Quizzes (15 points each; 210 points total)

There is a quiz for most chapters. Each quiz is worth 15 points. There are 210 points allotted (15 points X 14 quizzes). In some cases, there is more than one chapter/quiz for the week.

Each quiz is located in CENGAGE/MindTap and may include True/False, Multiple Choice, Matching, Fill in the Blank, Short Answer or other relevant question types. Quizzes will be taken online and are open book. Quizzes are automatically scored. Correct answers will not be revealed. You may take each quiz up to two times. The scores will be averaged to determine your final score for the quiz. It is in your best interest to read the text and reviewed supplemental materials prior to attempting the quiz.

- Quizzes are **due each week on Monday night as scheduled.**

Lecturettes (5 points each; 75 points total)

There are lecturettes for each chapter. Students will view the lecturettes and answer the associated questions. Work is automatically scored in Cengage/MindTap.

- Lecturettes should be viewed each week by Monday night as scheduled.

Expert Interviews (5 points each; 60 points total)

Students will view the expert interviews for each chapter in CENGAGE/MindTap. Work is automatically scored in Cengage/MindTap.

- Expert Interviews are to be completed as scheduled by Monday night each week.

Video Activities (10 points each; 150 points total)

Students will view the practice demonstration or helper activity videos as assigned in Cengage/MindTap for each chapter. Work is automatically scored in Cengage/MindTap.

- Videos for each chapter should be viewed as scheduled and by Monday night each week.

Exams and Major Assignments

Exams (80 points each; 160 points total)

There are two exams in this course, a midterm exam and a final exam. Each exam is **timed** and may include True/False, Multiple Choice, Matching, Fill in the Blank, Short Answer or other relevant question types. Please **plan ahead a two-hour-long block of time to complete the exam**. Once you begin, you must complete the exam in one sitting. You are encouraged to take exams at a place where you have a stable, wired, internet connection. You will have two opportunities to take the exam. The **scores on each exam attempt will be averaged** to determine your final score for the exam

- The **Midterm Exam is due October 5, 2020**. Chapters 1,2,3,4,5,6,7,8 and 14 are covered.
- The **Final exam is due November 16, 2020**. Chapters 9,10,11,12,13,14, 15,16 and 17 are covered.
- There are no exceptions to these due dates. No accommodations will be made for students who miss the exam. Chapter 17 is only available on CENGAGE/MindTap.

Theory Presentation (Group Work; 100 points)

For this assignment, students will work in groups to prepare an overview of their assigned theory. *All group members will earn the same grade*. Group members will be considered “knowledge experts” on a particular theoretical approach and will present to the class via a recorded video posted to Blackboard and/or on WebEx. Group members will study the chapter in the textbook pertaining to that theory and read at least two supplemental journal articles per group member to increase their understanding of the theory.

Presentations should supplement what is covered in the chapter and with lecturettes in MindTap. Supplemental information can include research approaches, theoretical societies, theory focused conferences or presentations, current trends in this theoretical orientation, etc. Learners are expected to prepare handouts for their presentation and may also include other supplemental content.

Handouts should include proponents of the theory, key concepts involved with the theory, goals of therapy, role of client, role of counselor/therapist, key contributions of theory, limitations of the theory, role of assessment in the theoretical approach, and some of the specific techniques involved in carrying out the therapy. This assignment demonstrates *CACREP standard 2.F.5.a*, **and will be uploaded to Task Stream**.

All students must review the posted content and respond to discussion questions for each group’s work.

- This assignment is **due one week before the theory is covered in class**. Students are encouraged to host and record a synchronous education session with/for peers; however, a presentation may be pre-recorded and uploaded to YouTube or a similar file sharing site. Please review [Appendix A](#).

Systems Theory Paper (80 points)

Students will submit a 3-page paper outlining family and other systems theories/interventions based on a case study provided on the assignment (see assignment for details). This assignment demonstrates *CACREP standard 2.F.5.b* and **it must be uploaded to Task Stream** assignment. *Please review the assignment information in [Appendix B](#), and on Blackboard for the rubric and additional details.*

- This assignment is **due by October 5, 2020.**

Personal Philosophy/Theoretical Orientation Paper (100 points)

For this assignment, you will write a paper about your personal philosophy of counseling as described in the guidelines posted in [Appendix C](#) and on Blackboard. ***Please review the assignment information in Blackboard for the rubric and additional details. This assignment must be uploaded to Task Stream.***

- This assignment is **due by November 16, 2020.**

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. Assignments will be graded on APA formatting.
- When you refer to research material in your assignments, you must use appropriate source citations and references as found in the APA 7th Edition Publication Manual. Referencing the book and author at the end of a paragraph is not enough. We need to be able to decipher your thoughts from cited material. Accidental plagiarism is still plagiarism.
- In addition, it is important to write at a professional level. For instance, there is rarely reason to refer to yourself in a paper. Instead of —*This learner believes that person-centered counseling focuses on unconditional positive regard*, simply state what you believe without referencing yourself. For example, —*Person-centered counseling focuses on unconditional positive regard*. This is much stronger and more professional than the first statement. We will be able to distinguish your thoughts from the thoughts of others because you will cite and then reference the thoughts of others so there is no reason to include yourself in any of your sentences. This also eliminates the need for the debate between using third person (this learner) or first person (I).

Opportunities to Earn Additional Points

Please keep review the appropriate folder in Blackboard for opportunities to earn additional points. There will be no exceptions to due dates for these opportunities.

TENTATIVE COURSE SCHEDULE

Please note, the instructor reserves the right to modify this tentative calendar at any time. You will be notified via Blackboard of any changes. Use this schedule as a guide for your preparation.

Please refer to Blackboard for supplemental readings, required video lectures/lecturettes, supplemental videos, and other materials for each week. You must also track with the MindTap content linked in Blackboard. The schedule here is for your reference only. You are required to complete all tasks listed in Blackboard.

DUE	TOPIC/Module	Read & Watch	Assignment Due
Monday 8/24/2020	Intro to Course	Syllabus Cengage Orientation Videos	Syllabus Quiz Opening Introduction
	Content Overview	Chapter 1: Introduction & Overview (~15pp) Halbur & Halbur (2011, 2015)	Chapter 1 Video Activity
Monday 8/31/2020	Professional Identity	Chapter 2: The Counselor: Person and Professional (~20pp)	Chapter 2 Quiz
	Ethics	Chapter 3: Ethical Issues in Counseling Practice (~20pp)	Chapter 3 Quiz Chapter 3 Video Activity Psychoanalysis Presentation
Monday 9/7/2020	Psychoanalysis	Chapter 4: Psychoanalytic Theory (~40pp) Video with an Expert: Psychoanalysis	Chapter 4 Quiz Chapter 4 Video Activity Adlerian Therapy Presentation
Monday 9/14/2020	Adlerian	Chapter 5: Adlerian Therapy (~35p) Video with an Expert: Adlerian Therapy	Chapter 5 Quiz Chapter 5 Video Activity Existential & Gestalt Presentations
	Family Systems	Chapter 14: Family Systems Therapy (~25pp) Video with an Expert: Family Systems Therapy	Chapter 14 Quiz Chapter 14 Helper Studio (Video) Activity
Monday 9/21/2020	Existential	Chapter 6: Existential Therapy (~35pp) Video with an Expert: Existential Therapy	Chapter 6 Quiz Chapter 6 Video Activity Person Centered Therapy Presentation
	Gestalt	Chapter 8: Gestalt Therapy (~35pp) Video with an Expert: Gestalt Therapy	Chapter 8 Quiz Chapter 8 Video Activity
Monday 9/28/2020	Person-Centered	Chapter 7: Person-Centered Therapy (~35 pages) Video with an Expert: Person Centered Therapy	Chapter 7 Quiz Chapter 7 Video Activity
Monday 10/5/2020	Family Systems	Re-Read Chapter 14: Family Systems Therapy (~20pp)	Systems Theory Paper Behavior Therapy Presentation
	MIDTERM WEEK	MIDTERM EXAM - due October 5 (Timed test - 90 minutes) Systems Theory Paper Due	

Monday 10/12/2020	Behavior Therapy	Chapter 9: Behavior Therapy (~35pp) Video with an Expert: Behavior Therapy	Chapter 9 Quiz Chapter 9 Video Activity Cognitive Therapy & Reality Therapy Presentations
Monday 10/19/2020	Cognitive Behavior Therapy	Chapter 10: Cognitive Behavior Therapy (~35pp) Video with an Expert: Cognitive Behavior Therapy	Chapter 10 Quiz Chapter 10 Video Activity Feminist Therapy Presentation
	Reality Therapy	Chapter 11: Choice Theory/Reality Therapy (~25pp) Video with an Expert: Choice Theory	Chapter 11 Quiz Chapter 11 Video Activity
Monday 10/26/2020	Feminist Therapy	Chapter 12: Feminist Therapy (~30pp) Video with an Expert: Feminist Therapy	Chapter 12 Quiz Chapter 12 Video Activity SFBT & Narrative Therapy Presentations
Monday 11/2/2020	Postmodern Approaches to Therapy	Chapter 13: Postmodern Approaches (~30 pp) Video with an Expert: SFBT Video with an Expert: Narrative Therapy	Chapter 13 Quiz Chapter 13 Video Activity #1 Chapter 13 Video Activity #2 Transactional Analysis Presentation
Monday 11/9/2020	Integrative Approaches to Therapy	Chapter 15: Integrative Approaches (~30 pp) Chapter 16: *This chapter is only available in CENGAGE/MindTap*	Chapter 15 Quiz Chapter 15 Video Activity
	Transactional Analysis	Chapter 17: Transactional Analysis *This chapter is only available in CENGAGE/MindTap*	
Monday 11/16/2020	Finals Week	Halbur & Halbur (2011)	Final Exam Theoretical Orientation Paper
Monday 11/16/2020	FINAL EXAM	FINAL EXAM – Due (Timed test – 90 minutes) Theoretical Orientation Paper Due	

Please review CENGAGE/MindTap carefully to understand which assignments are graded and which assignments are for practice. In order to receive credit for CENGAGE/MindTap activities, students must properly link to/register with our CON 5310-OL2 course in CENGAGE/MindTap course from inside of our Blackboard course.

The self-inventory and case study exercises are required for each chapter.

Theories presentation assignments are **due one week before the theory is covered in class**. Students are encouraged to host and record a synchronous education session with/for peers; however, a presentation may be pre-recorded and uploaded to YouTube or a similar file sharing site.

COURSE DELIVERABLES & EVALUATION

Submission Location	Assignment/Activity	Available Points	Due Date
Course Orientation Activities (30 available points)			
Blackboard	Syllabus Quiz	10	8/24/2020
Blackboard	Introduce Yourself + Class Orientation	20	8/24/2020
Cengage/MindTap Activities (530 available points)			
Cengage	Reflective Activities	35	Weekly on Mondays
Cengage	Quizzes	210	Weekly on Mondays
Cengage	Lectures	75	Weekly on Mondays
Cengage	Expert Interviews	60	Weekly on Mondays
Cengage	Video Activities	150	Weekly on Mondays
Exams (160 available points)			
Blackboard	Midterm Exam	80	10/5/2020
Blackboard	Final Exam	80	11/16/2020
Major Assignments (280 points)			
Blackboard	Theory Presentation - Group Work	100	As Scheduled
Blackboard	Systems Theory Paper	80	10/5/2020
Blackboard	Theoretical Orientation Paper	100	11/16/2020
Total Available Points		1000	

Final Grading Scale	
Letter Grade	Point Total
A	900-1000
B	800-899.99
C	700-799.99
D	0-699.99

*In order to receive credit for any assignment/activity, it must be properly uploaded/submitted to Blackboard or CENGAGE/MindTap as directed. Assignments submitted other than as directed will receive no score.

NCCU POLICIES AND RESOURCES

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 ACCESSIBILITY SERVICES (formerly Student Disability Services)

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or sas@nccu.edu to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at www.nccu.edu/sas and logging into Eagle Accommodate. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

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

CONFIDENTIALITY and MANDATORY REPORTING

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

OTHER CAMPUS PROGRAMS, SERVICES, ACTIVITIES, and RESOURCES

Student Advocacy Coordinator

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

Counseling Center

The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.

University Police Department

The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@nccu.edu.

Veterans Services

One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information, please contact the VAO at 919-530-5000 or veteransaffairs@nccu.edu.

LGBTQIA Resource Center

The Lesbian, Gay, Bisexual, Transgender, and Ally (LGBTQA) 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.

SPECIAL INFORMATION ABOUT 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](#).

SELECTED ADDITIONAL RESOURCES/CITATIONS

- Deaner, R.G., & Hicks-Becton, L.Y. (2018, May). Navigating Fight, Flight, or Freeze: Developing Courage and Freedom to Act. *Counseling Today* 10-12
- Halbur, D.A., & Halbur, K.V. (2015). Developing your theoretical orientation in counseling and psychotherapy. Boston: Pearson
- Hicks-Becton, L.Y., & Natwick, J. (2019, March). Processing trauma with clients in recovery. *Counseling Today* 14-15
- Jones, C.T., & Welfare, L.E. (2017). Broaching behaviors of licensed professional counselors: A qualitative inquiry. *Journal of Addictions and Offender Counseling*, 38, 48-64. doi:10.1002/jaoc.12028
- King, K.M, and Borders, L.D. (2019). An experimental investigation of white counselors broaching race and racism. *Journal of Counseling & Development*, 97, 4, 341-351.
- Vacc, N. A., & Juhnke, G. A. (1997). The use of structured clinical interviews for assessment in counseling. *Journal of Counseling & Development*, 75, 470-480.

EXAM PREPARATION MATERIALS

The counselor education program has adopted AATBS test preparation materials. The materials cover topics in this course as well as several others. When you're ready to purchase test preparation materials, Please review the landing page for NCCU students <https://behavioral-science.aatbs.com/nccu/>. Students can purchase materials on the landing page or the book store.

Our Courses at NCCU	CACREP Area
CON 5310: Theories and Techniques of Counseling	Counseling and Helping Relationships
CON 5201: Professional Issues and Ethics in Counseling	Ethical Practice
CON 5360: Multicultural and Gender Issues in Counseling	Social and Cultural Diversity
CON 5320: Vocational Theory and Career Development	Career Development
CON 5351: Principles and Procedures of Group Counseling	Group Counseling and Group Work
CON 5361: Assessment and Analysis in Counseling	Assessment and Testing

**APPENDIX A
THEORY PRESENTATION
(Group Assignment)**

This assignment demonstrates *CACREP standard 2. F.5.a-g, and n*, and **it must be uploaded to Task Stream**. This is a group project worth 100 points. Your group will consist of 3-5 people based on the class size. All group members will receive the same grade for this assignment. Groups are responsible for negotiating fair and equitable distribution of the work. As becoming a counselor requires a great deal of self-exploration, self-awareness, collaboration, and willingness to face challenges, I will not interfere in the dynamics of your group. It is your responsibility to work things out internally and attend to how you interact with each other.

This assignment is an opportunity for students to demonstrate understanding of counseling theories, provides students with models to conceptualize client presentation, and helps students identify and select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they may begin to develop a personal model of counseling.

In addition to explaining the theory and associated techniques, each presentation must provide **practical application** illustrations for the assigned theory. This activity is intended to help the theoretical orientation come to life with a demonstration of counseling practice. This presentation, handouts, and other visual aids or links should be posted to Blackboard>DISCUSSIONS by the week before your theory is being covered in class.

Theoretical Orientation Handout (Pamphlet) (20 Points): Create a one-page (front and back may be utilized) handout on the following information and post it to the appropriate discussion on Blackboard so course members may download it. The handout must include proponents of the theory; key concepts, skills, and techniques; goals of therapy; roles of the client and the counselor; key contributions; limitations, and relevant assessment tools or approaches. The handout is intended to be a *concise* summary of the theoretical approach. Remember, students will read a chapter and review a lecture from the text. Some presentation components will be a review, and groups are expected to add to the information presented in the course.

Description of Therapeutic Process or Technique(s) (5 Points): An approach may have many techniques and you should mention the various ones in this section. Some approaches have a process for counseling as opposed to specific interventions. If this is the case, discuss the process.

Videotaped Demonstration (40 Points and 2 options available): The purpose of this component is for students to *experience interventions* either by participating in an actual illustration or by seeing them demonstrated or Students will choose one of the following options: 1.) practice implementing major counseling theories with their peers, a friend, or relative. This might involve a role-play simulation. Be creative with this! Involve classmates when you can. OR 2.) Provide 5 video sources which professionally and accurately demonstrate skills and techniques associated with your assigned theory. Identify time stamps were technical skills are used in each video. *This is the bulk of the assignment* and you should focus upon application of the assigned theory.

Application to counseling clients (5 Points): Please describe how this theory can be applied and limitations for its use. Which populations, settings, or concerns benefit from this approach (i.e. age groups, practice settings)?

Research (15 Points): This is dependent upon your outside exploration of information beyond the text and the lecture materials. Include current research on the assigned theory (research should come from peer reviewed journals published in the last 5 -7 years). Present at least two recent, peer-reviewed research articles per group member on this theory.

Additional Information & Training (5 Points): Explain how practitioners can be trained and certified in this theoretical approach. Present the main location of training/certification as well as places in North Carolina (RDU preferred) or in your local area for those not located in North Carolina where one may go for workshops or additional training. Explore application of this approach with specific client populations. Consider: has this theory been found to be particularly effective with a specific population/setting. What other resources you have reviewed or what else have you learned about this approach.

PowerPoint (10 points): Prepare a PowerPoint presentation containing the above information. This should be done in APA Style and include references/citations on each slide. Please use the recording function in PowerPoint or another recording software to include your voice narration on each slide. You may also find some recording options in MindTap. Embed the handout/pamphlet and the video in one of the slides. You may do this with a link. The presentation should include: 1) theoretical orientation handout (pamphlet content included or link to pamphlet is provided), (2) description of techniques, (3) videotaped demonstration(s), (4) application to clients (who could benefit from such therapy and in what possible settings? (5) Research and (6) additional Information & training. Presentations should be long enough to adequately cover the material and less than 45 minutes.

APA Style (negative points for errors): Please follow APA style.

General Requirements (See rubric in Blackboard for specific details):

Written Communication: This presentation must be free of errors, and clearly demonstrate content knowledge and application.

Oral Communication & Presentation Style: Oral communication must be consistent with expectations for academic presentations. Speech should be clear and volume should be appropriate for the venue. Eye contact is expected for live presentations.

APA Formatting: APA formatted required (title page, abstract, and reference page--if applicable). All citations must be formatted according to APA Manual 6th ed.

Number of Scholarly Sources: Minimum of 2 peer-reviewed scholarly articles published in the last 5 years per group member. So, if there are 5 group members, there must be 10 journal articles.

Length of PowerPoint Presentation: Enough to answer all of the questions at a scholarly level. The entire PowerPoint should have 12 – 14 slides (approximately). Page limit does not include title or reference page. This does not include pamphlet. References should also include the video you created or provide links to the 5 videos you located.

Font and Font Size: Use appropriate font size for PowerPoint presentations. Text should not cover more than 50% of space on the page and should be readable from the audience's point of view.

This assignment must be uploaded to the appropriate place in Blackboard in order to receive a grade.

Helpful Links for APA PowerPoint Formatting:

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

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

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

Tip for the future

Handouts are a required component of this assignment. You are encouraged to print each one and use the printouts as a quick reference/study guide as you prepare for comps/NCE/future credentialing exams.

APPENDIX B SYSTEMS THEORY PAPER GUIDELINES

This assignment demonstrates *CACREP (2016) standard 2. F.5. a-n*, and **it must be uploaded to Task Stream**. This assignment is an opportunity for students to demonstrate understanding of a specific systems perspective and how that perspective can be applied to families and other relationship systems. Students will conceptualize a case as evidence of how they understand models of systems theory and systems-related interventions.

Students will prepare a 3-5-page paper demonstrating a specific model of family/systems intervention discussed in the text. This assignment is designed to enhance learning about a chosen systems theory rather than individual theories utilized in therapy. This is an application exercise worth **80 total points**. Students will choose and **conceptualize** one of the following cases **from the perspective of a specific model of family/systems theory**. You are encouraged to select the scenario based on your career goals and future work setting: clinical mental health, school, or career counseling.

Clinical Mental Health

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

School Counseling

Trevor is a 15-year-old African American male with a history of long-term inpatient care for mental health diagnosis including, ADHD, schizophrenia, and depression. Trevor is enrolling in your school and your school will be his 4th school in 2 years. Following the death of a sibling and substantiated child abuse of Trevor and his siblings by his mother's former boyfriend, Trevor and his siblings were removed from their mother's care. Trevor's mom currently works at a local McDonald's and is living with a new boyfriend. After 7 years Trevor is being reunited with his mom. Trevor's social worker calls to enroll him and will be bringing his mom to the enrollment appointment.

Career Counseling

Lisa is a 48-year-old Latina. Lisa has come to your site to receive career counseling after finding a flier posted at her local YMCA. Lisa's current husband is preparing to retire from the military and as a result of frequent moves, her work history is sporadic/inconsistent. Lisa's first marriage ended after years of physical and emotional abuse. She has some college coursework but has not completed a degree. Lisa has extended family nearby and is unsure about her career path after such a long absence from steady employment. Lisa's husband is urging her to return to work since they will finally be able to establish roots in their community. Lisa has enjoyed volunteering with the local library and her children's schools but does not see how these experiences will help her find a job.

Identify the orientation and consider the following:

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

Format for Paper:

Title

Abstract

Introductory Paragraph

Assessment (i.e. How would each of the two theories specifically assess this couple?)

Treatment Goals (i.e. What would they be according to the theoretical orientation?)

Diagnosis (What concepts or behaviors would each of these theories exam specifically?)

Theory Application (Look at this couple through the lens of each theory and apply it to their case).

Conclusion

Reference Page

Requirements:

Written Communication: This paper must be formatted as an academic paper, be free of errors, and clearly demonstrate content knowledge and application. The paper must be written in third person.

APA Formatting: APA formatting is required. Please follow the latest APA style guide and include a title page, abstract, and references section.

Number of Scholarly Sources: Papers must include a minimum of 4 peer-reviewed journal articles published in the last 7 years.

Length of Paper: The entire paper should be 3-5 typed and double-spaced pages. The page limit does not include the title page, abstract, or reference. There will be deductions for papers that are too short or too long.

Font and Font Size: Times News Roman, 12 point; Calibri, 11 point, or another font consistent with APA Style.

In order to receive a grade on this assignment, it must be uploaded to the appropriate place on Blackboard by the due date.

APPENDIX C PERSONAL PHILOSOPHY/THEORETICAL ORIENTATION PAPER GUIDELINES

This assignment is an opportunity for students to demonstrate *CACREP (2016) standards 2. F.2. d, e, g and h; 2.F.5.n*, and it **must be uploaded to Task Stream**. 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 the 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 the theories presented, however, you may find one or two theoretical orientations particularly appealing. To further assess your theoretical orientation, read Halbur & Halbur (2011), and take the Selective Theory Sorter-Revised survey found there. (You may find it helpful to print and hand-score the assessment). Finally, address the following section headings for the paper:

Below is a format for this paper. *Please use the following headers:* Introduction, My Results of the Selective Theory Sorter-Revised, My Values, My Places for Growth, Conclusion. There are questions below each heading that may help you reflect and develop your paper. You are not expected to use every subheading. Examples are provided to inspire and guide you in the writing process.

Introduction

This section is an opportunity for you to provide a brief overview as the introductory paragraph to your paper.

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

My Results of the Selective Theory Sorter-Revised

This section is the bulk of your paper. After taking this survey answer these questions in a narrative format:

- a. Which theories or school of thought did you find most appealing? Least appealing?
- b. Which one of the 60 items stood out to you?
- c. What were your three theories or schools of thought with the highest scores?
- d. Based on the highest score, what are some things you like about the theory or school of thought?
- e. What are your thoughts on the results? (Utilize the text to back up these theories. Be sure to use references when needed).

My Values

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

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

My Places for Growth

Discuss your growth opportunities as a counselor-in-training.

- a. What are some specific areas of growth for you in the area of professional counseling?
- b. What can you do to grow in your learning about the theory that is most appealing to you?
- c. 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 while studying theories and techniques this semester.

- a. What is your personal takeaway from this course, and how has it affected you as a future counselor?
- b. What theory/theories or school of thought have you leaned toward? And why?
- c. What can you do to enhance your development and growth in this theory?

Requirements:

Written Communication: This paper must be formatted as an academic paper, be free of errors, and clearly demonstrate content knowledge, application, and self-awareness. The paper should be written in first as this is a reflective activity.

APA Formatting: APA formatting is required. Please follow the latest APA style guide and include a title page, abstract, and references section.

Number of Scholarly Sources: Papers must include a minimum of 3 scholarly references published in the last 7 years.

Length of Paper: The entire paper should be 4-5 typed and double-spaced pages. The page limit does not include the title page, abstract, or reference. There will be deductions for papers that are too short or too long.

Font and Font Size: Times News Roman, 12 point; Calibri, 11 point, or another font consistent with APA Style.

In order to receive a grade on this assignment, it must be uploaded to the appropriate place on Blackboard by the due date. See Rubric for more specific grading criteria.