



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

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

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

Syllabus for CON 5310 Theories and Techniques in Counseling Fall 2025

Instructor Information:

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Course Information

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

Meeting time/format/location: In-person, Thursdays 4-6:30pm, Room 1076 School of Education, 700 Cecil St., Durham, NC

Number of Credits: 3 hrs

Theories and Techniques in Counseling Required Textbooks

This class utilizes Canvas and some occasional Mindtap resources provided through the publisher to provide instructional support. You have a couple of different options on the kind of text (hard copy, ebook, or rental). You may purchase the 10th or 11th edition of the Corey Theories text below. I am not going to require you to

buy the version with Cengage. However, some students want to do that for additional practice on their own. If you want to purchase the text with Cengage you must purchase an access code in order to access Mindtap.

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Belmont, CA: Thomson Higher Education.
Textbook ISBN-13: 978-1-305-26372-7

Buy your text from Cengage directly (if you want to purchase the text with mindtap).

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

Cengage Student Office Hours

Cengage Course Materials: Getting Started, Registration and Technical Assistance

- When: August 12th-September 20th, Monday-Friday, 1-3pm ET (No session 9/2/24 in observance of Labor Day)
- Virtual Meeting Link: [CLICK TO JOIN](#)

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

- Have your computer up and ready to screen share with the Cengage Technical Support Team
- Fill out a support [ticket](#) prior to calling in
- After your conversation with our tech team, you will receive a case number. If you feel your issue was not fully resolved, you may forward that case number to your instructor, who will share it with your local Cengage Representative for escalation.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.
ISBN-13: 978-1433832154
ISBN-10: 1433832151

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

Course Catalog Description

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

Course Prerequisite

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

Theories and Techniques Course Summary and Goals

CON 5310 presents an overview of current theories of counseling with a special focus on the philosophical assumptions, key concepts, techniques, and practical applications of each approach. Each of the theories will be examined critically for data backing and for multicultural limitations and applicability, such that the student can begin to formulate an integrated personal theory of counseling. The counseling faculty believes that effective clinical practice is rooted in research-based theoretical evidence. The aim is to promote a theoretical foundation for counseling practice, one that utilizes the most appropriate intervention strategies for a particular

client given her/his diversity factors, developmental functioning, and nature of concern. This course is a 3-semester-hour graduate credit class and is a requirement for all counseling majors.

Counselor Education Program Objectives

The program develops counselors who:

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

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

This class responds to the counseling national standards listed in Section 3 (E) and specialty areas listed in Section 5. These include curricular experiences and demonstrated knowledge in the areas of counseling theories that provide the student with a consistent model to conceptualize client presentation and select appropriate counseling interventions. Student experiences will include: a review of counseling theories (CACREP 3.E.1); an exploration of critical thinking and ethical practices in the counseling process; case conceptualization; use of counseling strategies; and application of counseling techniques in the service of culturally sustaining and responsive strategies across delivery modalities; (CACREP 3.F.1-3, 6-15) and process for developing a personal model of counseling (3.F.21).

Theories and Techniques in Counseling Student Learning Outcomes and Assessments

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

The content and experiences of this course are sequenced such that students may accomplish the following:	How outcomes will be assessed	Associated Key Performance Indicators (listed as applicable) Key Performance Indicator (KPI)/Student Learning Outcomes (SLO): Knowledge (K) or Skill (S)
1. Differentiate major theoretical approaches to counseling, including relevance to clients from diverse backgrounds. CACREP 3.E.1, 7, 13	Readings, Assessment (two written examinations); class activities; Theories presentation	Students will understand the foundational theories of counseling and the skills used in a counseling relationship including evidence-based practice. (K) Assessed through completion of Theories Presentation, Theorist Panel
2. Use critical thinking and reasoning strategies in the counseling process,		

<p>through case conceptualization, and utilizing intervention strategies across delivery modalities for prevention and intervention using evidence-based counseling CACREP 3.E.2,3,7</p>	<p>Readings, case studies, theories presentation, class discussions</p>	<p>Assessed through review of Case of Stan and Gwen, Helper Studio simulation, System Theory Presentation, and theories presentation</p>
<p>3. Recognize ethical and legal issues relevant to establishing and maintaining counseling relationships. CACREP 3.E.6</p>	<p>Readings, case studies, class discussions, written examinations</p>	<p>Class discussions and written examinations</p>
<p>4. Evaluate culturally sustaining and responsive strategies for establishing and maintaining counseling relation and to engage in goal consensus, collaborative decision making for development of measurable client outcomes CACREP 3.E.7, 12- 14</p>	<p>Readings, case studies, class discussions, weekly quizzes, Theories Presentation, Helper Studio</p>	<p>Assessed through completion of Theories Presentation and Helper Studio simulation</p>
<p>5. Identify interviewing, attending and listening skills in the counseling process; Counseling strategies used to facilitate change and accommodating the process to respect client culture, context, abilities, and preferences CACREP 3.E.9-11</p>	<p>Readings, case studies, class discussions, Theories Presentation</p>	<p>Assessed through completion of Theories Presentation and Helper Studio simulation</p>
<p>6. Assess personal background, experiences, values, in the development of a personal model of counseling grounded in theory and research. Differentiating counselor characteristics, behaviors and strategies that facilitate effective counseling relationships CACREP 3.E.21 & 8</p>	<p>Readings, class discussions, Philosophy/Theoretical Orientation Paper*</p>	<p>Students will apply knowledge of counseling theories to develop a model of counseling and review cases using evidence-based counseling skills. (S) Assessed through completion of Personal Philosophy/Theoretical Orientation Paper and discussion boards</p>

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

Course Expectations

- Students are to attend and actively participate in all classes and assigned activities. Students should not miss any classes, but according to NCCU's attendance policies, **if a student misses more than 2 classes in one semester, they will not pass the course.**
- All assignments are to be completed and submitted on time according to the dates listed in the syllabus. **No late assignments will be accepted.** You will be expected to notify the instructor of any unexpected circumstances. **All assignments are due by 4 pm (before class).**
- Each student is expected to conduct her/himself in a manner that shows respect for /himself/themself and other students and for the atmosphere of the classroom (virtual or face-to-face classrooms).
- Students are expected to be punctual and complete all work regarding class attendance, assignments, and exams.
- Written assignments are graded on the quality of content, format, grammar, spelling, and adherence to the 7th edition of the APA Publication Manual. You will be provided a rubric and specific instructions.
- All work submitted should reflect graduate-level content and preparation. Careless preparation (i.e., spelling and grammatical errors) will adversely affect the grade for that assignment or task.
- Read and listen/watch all material provided on the course website and in class.
- Regularly check your NCCU email account. The instructor will correspond with you from time to time via campus email.
- Ensure that you are entirely familiar with all functions available to you via Canvas. Contact the campus ITS helpline should you experience technical problems related to Canvas (919-530-7676).

Course Policies

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

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

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

Counseling Course Assignments:

Participation and Disposition

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

- 1) Demonstration of attitudes, behaviors, and dispositions consistent with appropriate responses to critical feedback from the instructor, appropriate interactions and relationships with other students, and adherence to the ACA Code of Ethics.
- 2) Demonstration of dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery
- 3) Demonstration of effective leadership skills
- 4) Active engagement in class activities and participation. Students are expected to fully engage in modules and in-person meetings, including discussions, experiential activities, self-reflection, and role-play exercises. Engagement includes completion of all readings and tasks outside of class, as well as active contributions in class.

Mindtap activities (specifically the videos) will be used and processed during class. Your engagement with the discussion related to mindtap will be part of your participation grade.

Examinations: Each student is expected to successfully complete an in-person mid-term and final examination.

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

Theory Case Conceptualization and Demonstration (Pair Work): (Appendix B) This assignment demonstrates **CACREP 3.E.1, 7, 12-14. See Appendix B.**

Systems Theory Presentation: (Group Work): (Appendix C) Students will create a PowerPoint outlining family and other systems theories/interventions based on a family from a movie/television show or series (see Appendix C for details). This assignment demonstrates **CACREP 3.E.2,3,7.**

Theorist Panel

On the last day of class, everyone will be assigned a role as a theorist. You will **BE** the role and dress the role. We will be in a round table type format, and I will ask some questions, and you will answer from your perspective, and dialogue with each other as the theorists. I may recruit some “clients” in our circle in case we need you to work very briefly with them from your theoretical framework.

COURSE EVALUATION

Evaluation Criteria (Total = 100 points)

- Attendance (5 pts) and Participation & Disposition (10 pts) – **15 pts**
- Personal Theoretical Orientation Paper – **15 pts**
- Theory Case Conceptualization & Demonstration (group) – **15 pts**
- Family Systems Theory Presentation – **15 pts**
- Midterm Exam – **15 pts**
- Final Exam – **15 pts**
- Panel/Round Table – **10 pts**

Grading Scale:

A: 90–100; **B:** 80–89; **C:** 70–79; **D:** 60–69; **F:** 0–59

TENTATIVE CLASS SCHEDULE AND TOPICS

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

Course Schedule Fall 2025

Date of class		Topics
1	Week 1 August 21	<ul style="list-style-type: none"> Chapter 1 - Introductions, Expectations, Syllabus Overview, and Canvas
2	Week 2 August 28	<ul style="list-style-type: none"> Chapter 2 & 3 - The Counselor: Person and Professional & Ethical Issues in Counseling
3	Week 3 September 4	<ul style="list-style-type: none"> Chapter 4 – Psychoanalytic Theory
4	Week 4 September 11	<ul style="list-style-type: none"> Chapter 5- Adlerian Therapy
5	Week 5 September 18	<ul style="list-style-type: none"> Chapter 6 – Existential Therapy
6	Week 6 September 25	<ul style="list-style-type: none"> Chapter 7- Person-Centered Therapy
7	Week 7 October 2	<ul style="list-style-type: none"> Chapter 8- Gestalt Therapy
8	Week 8 October 9	<ul style="list-style-type: none"> Midterm (Chapters 4-8) Chapter 9 & 10- Behavior Therapy and Cognitive Behavior Therapy
9	Week 9 October 16	<ul style="list-style-type: none"> Chapter 11 – Choice Reality Therapy
10	Week 10 October 23	<ul style="list-style-type: none"> Chapter 12 - Feminist Therapy Theory Case Conceptualization and Demonstrations (Groups 1, 2, and 3)
11	Week 11 October 30	<ul style="list-style-type: none"> Chapter 13 – Post Modern Approaches Theory Case Conceptualization and Demonstrations (Groups 4, 5, and 6)
12	Week 12 November 6	<ul style="list-style-type: none"> Chapter 14 – Family Systems
13	Week 13 November 13	<ul style="list-style-type: none"> Chapter 15 – Integrative Approaches Final Exam (Chapters 9-14)
14	Week 14 November 20	<ul style="list-style-type: none"> Family Systems Theory Presentation
	November 27th Thanksgiving Holiday No class	

15	Week 15 December 4	<ul style="list-style-type: none"> • Theorists Panel • Theoretical Orientation Paper Due
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APPENDIX A

THEORETICAL ORIENTATION PAPER

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

The purpose of this assignment is to identify what approaches and theorists you find resonate with you the most at this stage of your personal and professional development. This is a work in progress. Your philosophy of practice will evolve over time and will be altered as your life and professional experience expand. The following questions can assist you in formulating your first draft of your professional statement for this class. You are not expected to answer all of them. These are not meant to be the format for your paper. Instead, they might shape some of what you will choose to include within each heading. Feel free to make comments on other ideas we raise in class. You should be specific in what approaches and theorists you are using.

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

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

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

In order to complete this paper, read Chapter 3 (in the Halbur & Halbur folder in BlackBoard). Next, take the ***Selective Theory Sorter-Revised*** (Halbur & Harbur, 2015) survey found there. (This may be most effectively done if printed out and hand scored). Finally, address the following section headings for the paper:

NOTE: Use the following headers for your paper. Within each heading, I have included questions that may help you develop your paper. You are not expected to use every subheading. Examples are provided to inspire and guide you in the development of your paper.

Introduction – Provide a brief introductory paragraph(s) at the beginning of the paper.

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

- g. Who is in charge?
- h. What do you want the client to learn?

My Results of the *Selective Theory Sorter-Revised*

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

My Values

Articulate briefly what some of your values are as a person and a professional counselor-in-training. How do you live out or demonstrate these values personally and professionally? (Use references when needed). You may use some (just pick the prompts that feel relevant) of the following prompts to clarify your values:

- 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 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 the changes that you hope your clients will make? How do these changes impact your role as a helping professional?

My Places for Growth

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

Conclusion

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

Requirements:

- **Written Communication:** Must be written as an academic paper in formatting, but the use of 1st person is appropriate.
- See Rubric for more specific grading criteria.
- **APA Formatting:** APA formatted required (title page, reference page). All citations must be correctly APA formatted
- **Number of Resources:** Include a minimum of 3 scholarly references.
- **Length of Paper:** The entire paper should be typed double-spaced pages. No more than 4-5 pages. Page limit does not include title or reference page.

APPENDIX B

Theory Case Conceptualization and Demonstration (Paired Assignment)

This assignment demonstrates CACREP Standards 3.E.1, 7, 12-14.

You are going to demonstrate with your partner a technique and associated theory. This should be no longer than 15 minutes. You will create a fictional client and case conceptualization using the information below. Please create a 1-2 page handout for the class (have them printed or emailed to the class ahead of time). We will briefly read over your handout silently, and you will demonstrate the technique/theory for 10-15 minutes.

Case Conceptualization

Use the following outline to create your case conceptualization for your handout:

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

Theory & Technique Demonstration

Students will work with a partner to roleplay a theory and associated technique (one person being the counselor and one person being the client from the case conceptualization). This roleplay should be no more than 15 minutes, using a specific technique and associated theoretical orientation of their choosing. One partner will role-play a client while the other role-plays the counselor. The demonstration should include the following:

1. Reviewing limits of confidentiality with the client
2. Clear demonstration of understanding the theory. In other words, model the style/focus of the theory.
3. Proper introduction of the technique and associated theory with the client. Give the client an overview of the theory and the related technique.
4. Proper use of the technique associated with that theory
5. Processing/debriefing of the technique with the client

Here are some technique ideas: empty chair, acting “as if”, challenging negative thoughts, SMART goals, WDEP assessment, a mindfulness exercise, seeing unhelpful thinking styles, a values assessment, a DBT skill, etc..

APPENDIX C FAMILY SYSTEMS THEORY PRESENTATION (group assignment)

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

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

Example of movie/tv list for Systems Theory Assignment (click on link):

<https://docs.google.com/spreadsheets/d/1hqbsHxpKR8Tf09cCRczS9LI-upZHmNycvGhXypO4vwQ/edit?usp=sharing>

In your presentation/powerpoint, please provide the following:

- Provide a background of the family and family issues
- What underlying assumptions exist within the family? Source of those assumptions. For example, some religious faiths operate from a patriarchal perspective, with the father being the head of the household and the ultimate decision maker.
- What two systems approaches will you draw from, and how will the interventions be used in family counseling?
- Are there any diagnoses you might offer to better understand necessary interventions? What evidence supports this diagnosis?
- What information would you, as the counselor, solicit from the family and how? What are the counseling goals?

- What other supports may be necessary to assist the client(s)?
- What have you learned from doing this assignment that has helped you with family counseling?
- Remember to cite any sources from information you are drawing from: you may use the text, but it would be meaningful to draw from at least two other peer-reviewed articles.

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

1. Watch the full movie or TV show.
2. Each group will be ready to present their PowerPoint and video clip outlining a major model of family systems theories/interventions based on working with a family from the film/TV show.
3. Please conceptualize this case from a family systems perspective and incorporate gender and cultural perspectives of systems therapy.

NCCU Policies and Resources

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

Confidentiality and Mandatory Reporting

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

Class Attendance Policy – Attendance is required for all NCCU courses, in-person and online. Students must attend all sessions, complete assignments, and follow attendance rules stated in the syllabus (reviewed during the first class). Faculty track attendance and may report excessive absences (**three consecutive or as deemed excessive**) to the academic dean. University-authorized absences are excused if students notify instructors at least one week in advance and complete all missed work.

Non-Discrimination & Diversity Statement – NCCU is committed to affirmative action, non-discrimination, and diversity in students, staff, faculty, and administration. Admissions, hiring, evaluation, promotion, and rewards are based on needs and performance, regardless of race, color, national origin, ethnicity, sex, sexual orientation, gender identity/expression, age, disability, genetic information, veteran status, or religion. The university actively promotes diversity and respect for all individuals.

Student Accessibility Services (SAS) – For students with disabilities (physical, learning, psychological, chronic, temporary medical, pregnancy-related) seeking accommodations under the ADA.
New students/requests: Contact SAS, Suite 120 Student Services Building | (919) 530-6325 | sas@nccu.edu
Renewals: Log into [Eagle Accommodate Student Portal](#) to renew at the start of each semester (Fall, Spring, Summer). Returning students should renew within first two weeks.
Notes: Accommodations may be requested anytime but are not retroactive. Students should discuss anticipated needs with professors early.

Other Campus Programs, Services, Activities, and Resources

Other campus resources to support NCCU students include:

Student Advocacy Coordinator – Assists with unexpected life events, emergency financial concerns, understanding NCCU policies, and problem-solving.

Contact: Student Services Building, Room G19 | (919) 530-7492 | studentadvocacy@nccu.edu

Counseling Center – Licensed professionals provide counseling, crisis intervention, substance abuse support, anger management, and confidential sexual misconduct resources.

Contact: Student Health Building, 2nd Floor | (919) 530-7646 | counseling@nccu.edu

University Police Department – Offers safety, crime investigation, arrests, crime prevention programs, parking/traffic enforcement, and event security.

Contact: 2010 Fayetteville Street | (919) 530-6106 | nccupinfo@nccu.edu

Veterans Affairs – Supports veterans, service members, and dependents in transitioning to college, navigating VA benefits, and academic progression.

Contact: (919) 530-5000 | veteransaffairs@nccu.edu

LGBTQIA Resource Center – Connects LGBTQIA+ individuals with community and education on LGBTQIA+ identities and culture.

Academic Integrity: Students are bound by the academic integrity policy as stated in the code of student contact. Plagiarism of any kind (accidental or otherwise) will result in an automatic zero (0) for the assignment and a report to the Program Chair and Dean.

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

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

Students are also expected to adhere to the Ethical standards of the [American Counseling Association](#). If you have not already familiarized yourself with ACA Ethical standards and the Universities policies on academic integrity, it is recommended that you do so.