



North Carolina Central University  
School of Education

### MISSION

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

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

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

### Syllabus for CON 5310 –OL2 Theories and Techniques in Counseling FALL 2025

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**\*\*\* Virtual or in-person are by appointment\*\*\***

**\*\*\* Please allow 48 hours for a response to emails and voice mail messages, excluding nights, weekends, and holidays. Email is the most reliable and quickest communication method.\*\*\* I strive to provide continual feedback and work hard to grade assignments within 10 days of submission.**

**\*\*\* I strive to provide timely feedback throughout the semester you can expect to see a grade within 7-14 days after DUE DATE of assignments.**

## **Course Information**

**Number of Credits:** 3 hrs.

**Meeting time/format:** Online meeting format, asynchronous

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

This is an online class, so the expectations are a bit different than courses taught face-to-face. Students need to feel comfortable working from a computer, using the Internet, and being self-motivated to work on the course content throughout the week. In a 15-week semester, students may spend 2 hours and 40 minutes per week in a lecture class plus additional time for driving and study/preparation. During a 5-week summer semester, students may spend up to 8 hours per week in a lecture class plus additional time for driving and study/preparation. During a 2.5-week May-mini session, students may spend up to 17.5 hours per week in a lecture class plus additional time for driving and study/preparation. So, for an online class, it is important to schedule your time wisely. While you do not have the driving time, it is expected that the completion of this course will take the same amount of time as if it were being taken face-to-face. However, how you spend that time will be different. The lectures are quite a bit shorter, and will not take up the same amount of time as a face-to-face class.

### **Theories and Techniques in Counseling Required Textbooks**

This class utilizes Canvas 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 have purchased 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 10<sup>th</sup> edition and Cengage/Mindtap access for this course.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

Washington, DC: Author.

ISBN-13: 978-1433832154

ISBN-10: 1433832151

**COST:** \$30 (approximate cost depending on purchasing source)

Corey, G. (2024). *Theory and practice of counseling and psychotherapy* (10th ed.). Boston,

MA: Cengage.

Textbook ISBN-13: 978-0-357-76442-8

**COST:** Varies based on digital/ecopy /bound copy of text; regardless of the text edition, all students must purchase MindTap access for the 10<sup>th</sup> edition of the text

See this website to [Buy your text from Cengage directly](#)

**\*Note:** Written assignments are graded on the quality of content, format, grammar, spelling and *adherence to the 7<sup>th</sup> edition of the APA Publication Manual*. The use 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. There is also a tab on Canvas that provides additional APA resources as well.

### **Course Catalog Description**

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

### **Course Prerequisite**

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

**Theories and Techniques Course Summary and Goals**

CON 5310 presents an overview of current theories of counseling with a special focus on the philosophical assumptions, key concepts, techniques, and practical applications of each approach. Each of the theories will be examined critically for data backing and for multicultural limitation and applicability such that the student can begin to formulate an integrated personal theory of counseling. It is the belief of the counseling faculty that effective clinical practice is rooted in research-based theoretical evidence. The aim is to promote a theoretical foundation for counseling practice, one that utilizes the most appropriate intervention strategies for a particular client given her/his/their 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:	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)
<b>1. Differentiate major theoretical approaches to counseling, including relevance to clients from diverse backgrounds.</b> <b>CACREP 3.E.1, 7, 13</b>	Readings, Assessment (weekly quizzes); Theories presentation*	Students will understand the foundational theories of counseling and the skills used in a counseling relationship including evidence-based practice. (K)  <b>Assessed through completion of Theories Presentation</b>
<b>2. Use critical thinking and reasoning strategies in the counseling process, through</b>	Readings, case studies, theories presentation, weekly quizzes	

<p>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>Assessed through review of Case of Stan and Gwen, Helper Studio simulation, System Theory Paper</p>
<p>3. Recognize ethical and legal issues relevant to establishing and maintaining counseling relationships. CACREP 3.E.6</p>	<p>Readings, case studies, weekly quizzes</p>	<p>Assessed through weekly quiz for Chapters 2 and 3</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, 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, weekly quizzes; 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 &amp; 8</p>	<p>Readings, Personal 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 weekly quiz for Chapter 2</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.

**Lecturettes/Case of Stan and Case of Gwen Videos:** We will be watching specific short videos/lecturettes throughout the course that relate to your readings and to the topic of theories and techniques in counseling. These will be found in Cengage/MindTap.

**Course Expectations**

- Students are to attend and actively participate in all classes and assigned activities. Following NCCU’s policies regarding attendance, **candidates cannot miss more than 2 classes/2 weeks of work in one semester.**
- **All assignments are to be completed and submitted on time according to dates listed in the syllabus. No late assignments will be accepted. You will be expected to notify the instructor of any unexpected circumstances.**

- Each student is expected to conduct herself/himself/themself in a manner which shows respect for her/himself/themself and other students and for the atmosphere of the classroom (virtual or face-to-face classrooms).
- Students are expected to be punctual and complete in regard to class attendance, assignments, and exams.
- Written assignments are graded on the quality of content, format, grammar, spelling and adherence to the 7<sup>th</sup> edition of the APA Publication Manual. You will be provided a rubric and specific instructions.
- All work submitted should reflect graduate level content and preparation. Careless preparation (i.e., spelling and grammatical errors) will adversely affect the grade for that assignment or task. **Do not submit any work that you have not proofread! Read it aloud before submitting – this is a great way to catch errors.**
- Read and listen/watch all material provided on the course website.
- Regularly check your NCCU email account! Instructor will correspond with you from time to time via campus email. It is expected that students will check email regularly.
- Ensure that you are entirely familiar with all functions available to you via Canvas. Not knowing how to use various functions of Canvas is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Canvas (919.530.7676). Do not call or email the instructor with Canvas technical-related issues, call the help-line.
- Complete all assigned readings before coming to class and attempting your assignments. You are expected to be prepared to discuss, summarize, and apply all readings.
- If classes are cancelled as a result of inclement weather, the university distributes the announcements on the local television and radio stations – and posts an announcement on the university’s website (www.nccu.edu).
- Please keep up with NCCU Counseling Key Dates for drop/add dates and other important information.
- Controversial topics and/or opinions may arise during the course of class discussion that may cause strong feelings or emotions. It is important that any debate of these topics and opinions be discussed in a respectful and courteous manner. Please be mindful and courteous of others as you are listening and speaking in class/virtual environment. It is important that our classroom be a nurturing place for conscientious dialogue.
- Each student will respect each other in the classroom.
- Any non-compliance to course policies and guidelines (including professional etiquette) will impact student’s participation grade.

### **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. If you question my receipt, then, you may email me a copy. This is a protection for you.

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.

### **Late Work Policy**

\*\*This policy is assignment specific. Please see the table below.\*\*

**Due Dates:** All assignments are due by 11:59 PM Eastern Time on the stated due date in the syllabus or assignment instructions, unless otherwise indicated by the instructor.

### **Late Submission Penalties**

- Reminder this policy and penalties are assignment specific
- Within 24 hours past the deadline: 10-point deduction from the earned grade.
- 48-72 hours and up to 7 days late: 30-point deduction from the earned grade.
- After 3 days past the deadline: The assignment will receive a grade of zero, unless prior arrangements have been made.

**Extensions**

Extensions may be granted for extenuating circumstances (e.g., medical emergencies, family emergencies, or other significant disruptions)

Documentation may be required to support extension requests.

Assignment	Due Dates	Late Policy
Discussion Boards:	Weekly	NO 😞 ✗
Quizzes/Helper Studio:	Weekly	NO 😞 ✗
Systems Theory Paper (Group Work)	Week 7: October 5 <sup>th</sup>	YES 😊 ✓
Personal Theoretical Orientation Paper	Week 12: November 9 <sup>th</sup>	YES 😊 ✓
Theory Presentation (Group Work):	Week 15: Nov. 24 <sup>th</sup>	YES 😊 ✓

**Specific Theories and Techniques in Counseling Course Assignments:**

Papers and assignments are to be completed and submitted in a timely and professional manner.

- 1. Readings:** Each student will complete all assigned text and other readings. Budget a minimum of three hours per week to read the weekly reading assignments and other theories and techniques in counseling related literature.
- 2. Discussion Boards:** You will be expected to complete all of the readings and a discussion board reflection question each week that will relate to the readings. Discussion boards can be written (min. 150 words) or you can upload a video of yourself answering the discussion board post. **\*Note\*: If you choose to upload a video answering the discussion board post, your video can be no more than 2 minutes and your camera will need to be on in your video. The discussion board are meant to foster engagement amongst our learning community. Please take an active role in our community and contribute to the discussions by commenting on your peers’ posts. You will need thoughtfully comment on two of your peers’ posts to receive full credit for this assignment.**
  - a. Discussion Board Grading/Comments from Professor:** Currently, we have 20 people in our learning community this semester! I will be reading and grading your weekly discussion posts, and sometimes I’ll jump in with comments to keep the conversation going or to offer my reflections on your post. Each week, I will pick three posts to spotlight in our weekly announcements. My goal is to make sure everyone gets a chance to be highlighted at some point during the semester.
- 3. Quizzes/Helper Studio:** These Cengage/Mindtap quizzes will assess your knowledge of the reading material. Each quiz may contain true/false and multiple-choice questions. MindTap activities are embedded in Canvas. The MindTap points will be in a separate gradebook which will be on Cengage/MindTap platform and not Canvas. I will be tracking and transferring these points to our Canvas gradebook throughout the semester.

You are **REQUIRED** to complete the reading assignment before attempting the quizzes. Helper studio activities are opportunities for you to practice the therapy. I will grade this as a completion grade (15 points for completing or 0 points for not attempting) because I just want you to begin practicing these theories based on your new, emerging knowledge of theories.

Every quiz must be completed by 11:59pm on the due dates listed in the course outline below. Once the due date for one group of quizzes and assignments ends, the next group of quizzes and assignments will be made available.

It is recommended that you attempt your quizzes without using your book (and after having read the assignment, watched videos, etc.). Each quiz will be automatically scored and your score will show up Canvas.

Distance education classes require a fair amount of self-discipline. It will be your responsibility to remember to take your quizzes. **Once the due date ends for a quiz, and the link disappears, it will not be made available again. Unfortunately, if you forget to take a quiz, you will be given a zero. If you are late with a quiz or other assignment you may have points deducted, as well.**

**\*\*\*Note\*\*\*** *The helper studio activity can be a vulnerable activity because it requires you to begin role playing as the therapist. You should submit at least a 2-minute video of you stepping into the counselor role. I am asking you to lean into the vulnerability so you can begin envisioning yourself in this role. There will also be reflection questions with this activity. It is ok for you to answer the reflection questions in your video. If you do this, you still need to be role playing as the counselor. Your video cannot be you just answering the reflection questions. Your camera also needs to be turned on in your video. Please see breakdown below. You can also refer to examples posted in canvas.*

**Option 1: Answer reflection questions and role play as the counselor in your video- RECEIVE FULL CREDIT**

**Option 2: Role play as counselor in your video and write out your reflection questions- RECEIVE FULL CREDIT**

**Option 3: Only answer reflection questions written or in your video – WILL NOT RECEIVE FULL CREDIT**

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

### *The Theories Tournament*

**5. Theory Presentation (Group Work):** For this course, the Theory Presentation will be conducted as a tournament-style competition to encourage creativity, engagement, and deeper understanding of counseling theories. Peer scores and professor scores will determine our winner. The winner of our tournament will receive an award at the end of the semester.

For this assignment, students will work to prepare an overview of their assigned theory. As the presenters you will be considered the “knowledge expert(s)” on a particular theoretical approach and will present to the class using an interactive method. Presenters will study the chapter in the textbook pertaining to that theory and read at least two supplemental, **peer-reviewed journal articles** to increase their understanding of the theory. Your presentation/creativity/interactive activity should supplement what is covered in the chapter. I will encourage you to search and identify articles with intent. It is always helpful and exciting for our community when you all bring in and share information the book does not have.

Presenters are expected to prepare a handout for their presentations and may include additional supplemental content (e.g., research approaches, theoretical societies/certifications, therapy-focused conferences, current application). 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, how the theory may be used in consulting/counseling with clients, families,

family systems, etc., and some of the specific techniques/interventions involved in carrying out the therapy. This assignment demonstrates **CACREP 3.E.1, 7, 12-14. (100 points). See Appendix B for a detailed breakdown.**

Students will create an activity (e.g., recorded lecture, game, quiz, reflection questions, etc. upload this to Canvas 1.) in an assignment link for grading by instructor and 2.) using a provided discussion board for peers to review using a preferred file sharing method (e.g., Google link, YouTube). Students are encouraged to make this presentation interactive through the use of Nearpod (<https://nearpod.com/>),hypersay (<https://hypersay.com/>), Polls Everywhere (<https://www.polleverywhere.com/>), Quizlet (<https://quizlet.com/>), Kahoot (<https://kahoot.com/>) Padlet (<https://padlet.com/>). Please use your NCCU edu email account to avoid paying for these services, as applicable.

**This assignment and/or weblink should be loaded to Canvas>DISCUSSIONS and Canvas>ASSIGNMENTS on the specific due date assigned to your group (i.e., the Sunday evening that starts your theories presentation in the syllabus. For example, if we are discussing Person Centered theory starting on Monday, OCTOBER 2ND your group will post your presentation on Sunday, OCTOBER 1 or on SEPTEMBER 25<sup>th</sup> we begin Existential Therapy and your presentation should be loaded on SEPTEMBER 24 by 11:59pm. Materials submitted should include your PowerPoint presentation, role play, and your handout loaded to the assignment upload link and to Discussion Board link for viewing by classmates. The goal is to have your contribution to supplement what the text provides.**

**6. Systems Theory Paper (Group Work):** Students will submit a 3-5 page paper outlining family and other systems theories/interventions based on movie/television show or series (see Appendix A details). This assignment demonstrates **CACREP 3.E.2,3,7. (60 points). See Appendix A.**

**COURSE EVALUATION**

**Weekly Assessment:** Weekly (video and chapter) quizzes (20-25 points each), helping studio (15 points or 0 point each), assignments on Cengage/MindTap) – 750 pts total plus 5 points for syllabus quiz (5 points) = 755 total points

**Papers and Presentations**

- \* Theory Class Presentation – 100 pts
- \* Systems Theory Paper – 60 pts
- \* Personal Orientation Paper – 100 pts

**Graded Material for Each Chapter (some content varies from chapter to chapter)**

1. View the Lecturette by Corey and Complete Questions
2. Watch Case of Gwen/Case of Stan/Helper Studio Video for the Chapter and Complete Assessments
3. Discussions (posted on CANVAS)
4. Complete weekly quizzes and assignments.
5. Covering all course materials is expected and you should pay special attention to those assignments that are scored.

**Evaluation Criteria**

Assignments	Points	Due Dates
Discussion Boards (10 points each)		
MindTap Assignments		
<ul style="list-style-type: none"> <li>• Quizzes (25 points each),</li> </ul>	755 pts	

<ul style="list-style-type: none"> <li>• <b>Other MindTap Assignments: (Will total up to 15 points/week):</b> (Reflection activities, Helper Studio, Lecturettes, Case of Stan/Gwen).</li> </ul> <p>Syllabus quiz (5 points): See weekly Canvas modules for specifics assignments and due dates.)</p>		
Systems Theory Paper	60 pts	
Theory Class Presentation (group assignment) (Due dates vary - See Syllabus and Weekly Checklist)	100 pts	
Personal Theoretical Orientation Paper	100 pts	
<b>Total Points Possible</b>	<b>1015 pts</b>	
880-1015	A	
745-879	B	
610-744	C	
0-609	F	

**\*TENTATIVE CLASS SCHEDULE AND TOPICS\***  
 (\*This is tentative and is subject to change by instructor. \*)

This class moves rapidly and students are advised to keep up with assigned readings and topics to avoid being overwhelmed. This is a survey class and theoretical orientations and applications demonstrated change weekly. These theoretical camps are part of the necessary knowledge for a professional counselor, the basis of clinical practice, and information tested on the National Counselor Examination and other credentialing exams. Please note that the class Canvas site and Module Folders will have the most accurate and up-to-date information should anything change.

**CON 5310 – THEORIES AND TECHNIQUES IN COUNSELING (ONLINE)**  
**Schedule of Activities & Assignments Semester at a Glance**

- All coursework is released on a weekly basis on the Canvas site on Sunday evenings into Monday morning. All weekly assignments are due by the following Sunday evening (7 days later) at 11:59pm.
- Attempt all of the activities and pay close attention for those with point allocation contributing to your final grade.
- You must complete your weekly quizzes during the week of the assigned chapter. Quiz windows close at the end of each week.

**Course Schedule FALL 2025**

*(Schedule is subject to adjustment by instructor)*

*Please keep up with weekly Canvas modules for specifics assignments and due dates for Cengage/MindTap.*

*Reading assignments are from Corey text*

Module	Start Date	Due Date	TOPICS
1	August 18	August 31	Chapter 1 - Introductions, Expectations and Syllabus Overview <b>Assignments for Week 1 are DUE: by August 31<sup>st</sup> at 11:59 pm. Notice you have been offered 2 weeks in Canvas to get acclimated to MindTap and to complete Module 1 &amp; 2 assignments.</b> (See MODULES in CANVAS for more details.) Presentations Will Be Assigned Next Week
2	August 25	August 31	Chapter 2 - The Counselor: Person and Professional
3	SEPT 1	SEPT 7	Chapter 3 – Ethical Issues in Counseling Practice
4	SEPT 8	SEPT 14	Chapter 14 – Family Systems Therapy (A Look at Counseling Individuals from a Systems Perspective)  <b>DUE: Systems Paper OCT 5 by 11:59 pm</b>
5	SEPT 15	SEPT 21	Chapter 4 – Psychoanalytic Therapy  <b>DUE: Systems Paper OCT 5<sup>th</sup> by 11:59 pm</b>
6	SEPT 22	SEPT 28	Chapter 5- Adlerian Therapy
7	SEPT 29	OCT 5	Chapter 6 – Existential Therapy
8	OCT 6	OCT 12	Chapter 7- Person-Centered Therapy
9	OCT 13	OCT 19	Chapter 8- Gestalt Therapy
10	OCT 20	OCT 26	Chapter 9- Behavior Therapy

11	OCT 27	NOV 2	Chapter 10 – Cognitive Behavior Therapy <b>Reminder: Theoretical Orientation Paper Due by NOVEMBER 9<sup>th</sup> at 11:59PM</b>
12	NOV 3	NOV 9	Chapter 11- Choice Theory/Reality Therapy <b>Reminder: Theoretical Orientation Paper Due by NOVEMBER 9<sup>th</sup> at 11:59PM</b>
13	NOV 10	NOV 16	Chapter 12- Feminist Therapy Chapter 13 – Postmodern Approaches Chapter 15 – Integrative Approaches * Modules 16 and 17 (Bonus content)
14	NOV 17	NOV 23	<b>Theories Tournament Presentations Due November 23<sup>rd</sup> at 11:59PM</b>
15	NOV 24	NOV 30	<b>Theories Tournament Presentations Due November 23<sup>rd</sup> at 11:59PM</b>

**APPENDIX A**  
**SYSTEMS THEORY PAPER (group assignment)**  
**Worth: 60 total points**

This assignment demonstrates **CACREP (2024) standard CACREP 3.E.2,3,7**. This assignment is an opportunity for students to demonstrate an understanding of [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 model(s) of systems theory and systems-related interventions.

This is a 4-6 page paper (10-12) pages counting cover page, abstract, and references) demonstrating a specific model of family/systems intervention. This assignment is to assist you in learning about system theories, not just those aimed at individual therapy. This is an application exercise worth 30 total points. **Address the film/television(tv) family or relationship from the perspective of a specific family/systems theory.** You are expected to provide a minute count, or you may opt to insert scenes within the body of the paper demonstrating the concepts you found in the film/tv family.

Identify the orientation (systems theory) and consider the following:

- How would the therapist approach this couple, individual, family? What interventions may be used?
- Are there any diagnoses you might offer to better understand necessary interventions? What evidence supports this diagnosis?
- What information would they solicit and how? What are the goals?
- What other supports may be necessary to assist the client(s)?
- What underlying assumptions exist within the family? Source of those assumptions. For example, some religious faiths operate from the patriarchal perspective with father being head of household and ultimate decision maker.

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

1. Watch the full movie or TV show.
2. Each group will submit a paper outlining two major models of family and other systems theories/interventions based on the film/tv show.
3. Please **conceptualize** this case from any model (Adlerian Family Therapy; Multigenerational Family Therapy; Human Validation Process Model; Structural Family Therapy; Strategic Family Therapy; or the work of Monica McGoldrick ) while incorporating gender and cultural perspectives of systems therapy (**chapter 14 of text**).
  - a. [Review the use of Encanto to inspire you](#). Note how they insert scenes to support their examples.
  - b. Formatting your paper using clips is acceptable, but should be used to demonstrate/provide an artifact that supports your written words.
4. **Suggested format for Paper (with suggested headings numbered):**
  - 1) Title page
  - 2) Abstract page
  - 3) Introductory Paragraph
    - a) Summary of film/tv show. Include a summary of the family systems therapy being used and what you know about the families in general (e.g., demographics, cultural considerations, gender, setting, economic situation, etc.)
    - b) Why did you select this film/tv show and/or relationship to highlight?
    - c) Provide rationale for their relevance to this assignment and if you are using a relationship/partnership within the system provide their relevance to the larger system (for example, a sibling set within their larger family or a marriage within their shared family systems).
  - 4) Assessment/Diagnosis
    - a) How would the theory specifically assess this couple/family/individual?

- b) Identify concepts and scenes/examples where those concepts are displayed.
  - c) How might a therapist approach this couple or family?
  - d) What information would they solicit and how? (Hint: Another place where your interventions show up.)
  - e) What concepts or behaviors would each theory examine specifically?
  - f) Reference scenes where these behaviors show up and support the criteria for your suggested diagnosis.
- 5) Treatment Goals
    - a) What possible goals might you provide according to the theoretical orientation? Identify two goals.
    - b) Provide 3 interventions used.
  - 6) Theory Application
    - a) Look at this couple/family/individual through the lens of the theory and apply it to their case.
    - b) Provide a recommendation for the family system.
  - 7) Conclusion
    - a) How has this assignment changed your way of thinking about family systems theory? What have you learned? What do you want to know more about? How might you use now use family systems in your counseling practice? What was most interesting? How has this assignment helped form your new way of thinking about family systems?
  - 8) Reference Page with 5 -peer reviewed articles (not websites)
5. All group members will receive the same grade for this assignment, so you oversee a fair & equitable distribution of the work. Please note that I will not interfere in the dynamics of your group, and it is your responsibility to work things out internally and pay attention to how you interact to each other.
  6. Complete this in 7<sup>th</sup> edition APA style:
    - a. Written Communication: Written communication is free of errors that detract from the overall message. Must be written as an academic paper, in third person.
    - b. APA Formatting: APA formatted required (title page, and reference page--if applicable). All citations must be formatted according to APA Manual 7th ed.
    - c. Number of Resources: Minimum of 5 peer-reviewed scholarly articles published in the last 5 years.
    - d. Length of Paper: Suggested 4-6 pages of content, but the goal is to provide a scholarly paper that answers all the questions. Length of Paper: Suggested 4-6 pages of content, but the goal is to provide a scholarly paper that answers all the questions. Total paper page count may be 10-12 pages including title page, abstracts, and reference page.

**Appendix B**  
**THEORY PRESENTATION**  
**(group assignment)**  
**Worth: 100 total points**

This assignment demonstrates **CACREP Standards 3.E.1, 7, 12-14**. Each presentation will be aimed at providing **practical application** illustrations of an assigned theory. This is intended to help the theory/process come to life as you study the practice of counseling. This assignment should be posted to Canvas>DISCUSSIONS during **Week 14. Voting, feedback, and grading will occur through week 15. Handouts (Pamphlets) are due at that time as well.** You may embed your handout in your presentation by clearly labeling it. Students are encouraged to make this presentation interactive through the use of Nearpod (<https://nearpod.com/>), Hypersay (<https://hypersay.com/>), Polls Everywhere (<https://www.polleverywhere.com/>), Quizlet (<https://quizlet.com/>), Kahoot (<https://kahoot.com/>), Padlet (<https://padlet.com>). Please use your NCCU edu email account to avoid paying for these services, as applicable.

This assignment allows students to demonstrate an understanding of counseling theories and provides the student with models to conceptualize client presentation and help the student select appropriate counseling interventions. Students will be introduced to counseling theories that are consistent with current professional research and practice in the field so they may begin to develop a personal model of counseling designed to meet the client's needs. As you prepare your presentation imagine you are the instructor/content experts presenting to a room of individuals that know nothing about the theory being introduced.

**Theoretical Orientation Handout (Pamphlet) (20 Points):** Students should create a 1-2 page (2 page maximum) handout on the following information and post it on Canvas>DISCUSSIONS for fellow students to download for themselves. The handout should include: proponents of the theory, key concepts, uses in consulting with clients/families, goals of therapy, roles of the client and the counselor, key contributions to the field of counseling, theory's limitations, and assessments (if any). This is intended to be a *concise* summary of this approach.

**Description Of the Technique (5 Points):** An approach may have many techniques/interventions and you should mention the various ones in this section, including how it may be used in consultation with clients/families. Some approaches have a process for counseling as opposed to specific interventions. If this is the case, discuss the process. When did the theory come about and what was going on in the world that may have led to its creation? [e.g., civil rights, women's rights, movements toward or away from other theorists' ideas.]

**Interactive activity (30 points):** Students will introduce the major counseling theory by designing an activity that peers, a friend, or relative may use to learn more about the theory. This may include a quiz, video lecture, game, discussion board questions and/or, or reflection questions. Be creative with this! Involve classmates when you can. This is the bulk of the assignment, and you should focus on understanding and application of the assigned theory.

**Application to counseling clients (20 Points):** Each group will be given a brief case scenario (provided by instructor) that they must role play and connect to their theory. Please take 10-15 minutes to role play, demonstrate, and address how this theory can be applied to your case scenario. Other things to include are the limitations for its use, including how it may be used in consultation with clients/families. Has this theory been found to be particularly effective with a specific population/setting? (e.g., School systems? Agency/clinical settings? In-patient?) Which populations could benefit? (e.g., elderly? Counseling children? Specific cultural groups?) Additional resources you have located around the approach with specific populations can be shared.

**Research (5 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 the minimum of 2 research articles on this theory.

**Presentation of work (10 points):** Please upload your information from the previous headings into an APA style PowerPoint or similar format. You may use audio resources for recording content for each slide explaining each section if you so desire. Embed the hyperlink handout/pamphlet and the interactive activity in one of the slides. The PowerPoint should include: 1) theoretical orientation handout (Pamphlet content included or link to pamphlet is provided), (2) description of the techniques, (3) interactive activity(ies), (4) application to clients (who could benefit from such therapy and in what possible settings? (5) Research (APA format citation) and (6) additional resources, Information & training you wish to share.

**General Requirements (See Rubric for Specific Point Values):**

- **Written Communication:** Written communication is free of errors that detract from the overall message. Must be written as an academic paper, in third person.
- **Addressing content** listed above in your chosen format.
- **APA Formatting:** APA formatted
  - **Helpful Links for APA PowerPoint Formatting:**
    - [https://www.youtube.com/watch?v=\\_Z10IXCK9Dg](https://www.youtube.com/watch?v=_Z10IXCK9Dg)
    - <https://libguides.umgc.edu/c.php?g=1003870&p=9379887>

**Number of Resources:** Minimum of 2 peer-reviewed scholarly articles published in the last 5 years.

**Length of Presentation:** Viewing and engaging in your work should be about 20 minutes. A reviewer should be able review your work from beginning to end in about 20 minutes (30 minutes max). You should be able to answer all of the questions at a scholarly level. If using a PowerPoint or similar presentation the entire PowerPoint should have 16-20 slides. Suggested content limit does not include title or reference page. This does not include pamphlet.

**Assignment should be uploaded in Canvas>DISCUSSIONS and under ASSIGNMENTS for grading.**

**Tip for the future**

**The handouts are a required component of this assignment and my hope is you will print each one and use them as a quick reference/study guide as you prepare for comps/NCE/future credentialing exams.**

## Appendix C

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

**Worth: 100 total points**

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

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

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

**NOTE:** USE THESE BOLDDED HEADERS FOR EACH SECTION OF YOUR APA FORMATTED PAPER! Within each heading I have included questions that may help you develop your paper. You are not expected to use every subheading. Examples are provided to inspire and guide you in the development of your paper.

#### **Introduction**

- a. Provide a brief introductory paragraph(s) at the beginning of the paper.
  - a. What led you to pursue counseling as a career?
  - b. How have you helped someone? Or how has someone helped you?

#### **View of Human Nature**

- a. What is your view of people?
- b. How do individuals and/or systems change? How do you measure change? How does someone go from hurt to not hurt?
- c. How could counseling help someone?
- d. What does it mean to be well/healthy?

#### **Specific Techniques and Procedures (you may integrate multiple techniques into your personal theory application) by using the results of the *Selective Theory Sorter-Revised***

After taking the survey answer these questions in a narrative format:

- a. Which theory will you continue to explore as you consider the clients you may serve in your area of interest: addictions, clinical mental health, school or career counseling.
- b. Which one of the 60 items stood out to you? How/why did it resonate with you?

- c. 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).

### **Therapist's primary role**

- a. How do you view the therapeutic relationship and the role of the counselor?
- b. Who is in charge?
- c. What do you want the client to learn?
- d. What do you see as the timeframe of counseling?
- e. Personal and professional qualities that may add or detract from a counselor's effectiveness

### **Necessary Characteristics of therapeutic relations**

- a. Techniques to facilitate client goals and corresponding theory
- b. A philosophy of counseling diverse clients

### **Places for Future Growth and Development**

- a. What is your personal takeaway from this theories course and how has it affected you as a future counselor?
- b. What are some areas of growth for you? What can you do to grow in your learning regarding your most appealing theory?
- c. Name three specific methods, or strategies by which you can address these areas of growth (e.g., workshop, conference, additional certification). (Use references when needed).

### **Conclusion**

- a. Conclude the paper by revealing the most interesting, surprising, or intriguing insight you uncovered while studying theories and techniques this semester.

### **Requirements:**

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

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

## 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.

**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](#).

### **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**

**The Office of Student Accessibility Services (SAS) assists students with disabilities by providing reasonable accommodations that support equal access to both academic and housing environments. These services are available to students with a wide range of access needs, including those related to neurodiversity, psychosocial and physical diagnoses, and other medical conditions. SAS also offers access coaching and guidance under the Americans with Disabilities Act (ADA). Students can connect with SAS in person by visiting Suite 120 in the Student Services Building,**

or online by visiting [www.nccu.edu/sas](http://www.nccu.edu/sas). Students who are new to SAS or who are requesting new accommodations should complete the Accessibility Request Form, which can be found at <https://myeol.nccu.edu/Request-SAS-Services#new-student-connecting-with-sas>. If students have any questions or concerns while completing the form, they may contact SAS at (919) 530-6325 or [sas@nccu.edu](mailto:sas@nccu.edu) to learn more about the programs and services available to them.

Students who are already registered with SAS and wish to continue using their accommodations must renew previously approved accommodations by logging into the Eagle Accommodate Student Portal at <https://nccu-accommodate.symplicity.com>. The portal can also be accessed through the MyEOL portal. Students are encouraged to submit or renew accommodations before the beginning of each semester (Fall, Spring, and Summer). While accommodation can be requested at any time during the semester, they are not retroactive. Students are encouraged to speak with their professors early in the semester to discuss their approved accommodations and determine the best way to implement them in each course.

Students experiencing pregnancy who need accommodations should contact the Title IX Office. Students with pregnancy-related medical conditions or complications that substantially limit a major life activity may seek support or services through SAS.

Further information is available in the SAS [website www.nccu.edu/sas](http://www.nccu.edu/sas).

#### Confidentiality and Mandatory Reporting

All forms of discrimination based on sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Harassment Policy (NCCU POL 01.04.2). NCCU faculty and instructors are considered to be mandatory reporters and are required to promptly report information regarding sexual harassment to the University's Title IX Coordinator. The Sexual Harassment Policy can be accessed through NCCU's Policies, Regulations and Rules website at [www.nccu.edu/policies](http://www.nccu.edu/policies). Any individual may report a violation of the Sexual Harassment Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or [TitleIX@nccu.edu](mailto:TitleIX@nccu.edu), or submitting the online form through the Title IX Reporting Form, located at [www.nccu.edu/titleix](http://www.nccu.edu/titleix).

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

- **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, Suite 208 (919) 530-7492, [studentadvocacy@nccu.edu](mailto:studentadvocacy@nccu.edu).
- **Counseling Center.** The NCCU Counseling Center is staffed by mental and behavioral health professionals who provide individual and group counseling, crisis intervention, alcohol and substance use education and intervention, care management, outreach, peer support, and other mental wellness services through multi-tracks for a collaborative care approach. The NCCU Counseling Center also provides confidential resources, a safe, supportive space for students who have experienced sexual harassment or assault, and a peer-focused community for alcohol and substance use support to include students in various stages of recovery, including harm reduction—contact Information: Student Health Building, 2nd Floor, 919.530.7646, [counselingcenter@nccu.edu](mailto:counselingcenter@nccu.edu).
- **University Police Department.** The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, [nccupdinfo@nccu.edu](mailto:nccupdinfo@nccu.edu).
- ***Veterans Affairs.*** One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic

progression towards graduation. For more information please contact the VAO at 919-530-5000 or veteransaffairs@nccu.edu.

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

See the website for an explanation of NCCU Academic Integrity Honor Code:  
[http://www.nccu.edu/formsdocs/proxy.cfm?file\\_id=1674](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.