# Course Description

This course is designed to survey major theoretical orientations to counseling and the philosophical assumptions underlying these theories. Students will utilize various theories to understand and predict their client’s behavior, perceptions, and feelings. Special focus is given to theory and practical application of the various approaches.

# University Learning Outcomes (ULO)

* **ULO1:**Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:**Intellectual and Practical Skills
* **ULO3:**Personal and Social Responsibility
* **ULO4:**Integrative and Applied Learning­
* **ULO5:**Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Establish a counseling identity. (ULO1, 3, 4, 5)
* **PLO2:** Exhibit a strong consistent counseling disposition. (ULO1, 3, 4, 5)
* **PLO3:** Demonstrate proficiency in counseling knowledge and skills as outlined in the 2016 CACREP Standards as applicable to each student concentration area. (ULO1, 2, 3, 4, 5)
* **PLO4:** Demonstrate multicultural sensitivity, knowledge, and competency. (ULO1, 3, 5)
* **PLO5:** Implement the ethical guidelines of the American Counseling Association and its divisions in all counseling practice. (ULO2, 3, 4)
* **PLO6:** Use evidence-based intervention and assessment techniques. (ULO2,4)
* **PLO7:** Articulate the necessity of counseling advocacy and engage in advocacy activities with regard to the Mercy tradition. (ULO5)
* **PLO8:** Engage in life-long learning. (ULO1, 2, 3, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Differentiate the major theories of counseling.
* **CLO2:** Apply the major theories to assess, analyze, and understand a client’s behavior.
* **CLO3:** Determine a personal counseling theoretical orientation.

**Competencies and Outcomes Addressed**

**CACREP Standards:**

Section 2: Professional Counseling Identity: Counseling Curriculum:

* **F.3.b:** Theories of learning
* **F.3.c:** Theories of normal and abnormal personality development
* **F.5.a:** Theories and models of counseling
* **F.5.b:** A systems approach to conceptualizing clients
* **F.5.c:** Theories, models, and strategies for understanding and practicing consultation
* **F.8.b:** Identification of evidence-based counseling practices

**PDE Standards:**

* **I.F.2:** Understand theories of learning and personality development, including current understandings about neurobiological behavior
* **II.B.1:** Understand that counseling theories and appropriate counseling interventions can begin the process to develop a personal model of counseling
* **IV.D.3:** Understand family and other systems theories along with major models of family and related interventions

# Student Expectations

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Wedding, D., & Corsini, R. J. (2019). *Current psychotherapies* (11th ed.). Boston, MA: Cengage. ISBN-13: 9781305865754

# Recommended Course Materials

Kottler, J., & Carlson, J. (Eds.). (2003). *Bad therapy: Master therapists share their worst failures.* New York: Routledge. ISBN-13: 978-0415933230

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Theoretical Orientation | 10 |  |
| Discussion: All Psychotherapies are Methods of Learning | 10 |  |
| Case Study Review: “Ray” | 50 |  |
| Journal: Finding a Counseling Theory | 10 |  |
| **Week 2** |  |  |
| Discussion: Psychodynamic Theory | 10 |  |
| Quiz: Psychodynamic Theory | 30 |  |
| Case Study Review: “Mr. T” - Psychodynamic Perspective | 50 |  |
| Journal Entry 1 | 10 |  |
| **Week 3** |  |  |
| Discussion: Adlerian Theory | 10 |  |
| Quiz: Adlerian Theory | 30 |  |
| Case Study Review: “Mr. T” - Adlerian Perspective | 50 |  |
| Journal Entry 2 | 10 |  |
| **Week 4** |  |  |
| Discussion: Client-Centered Theory | 10 |  |
| Quiz: Client-Centered Theory | 30 |  |
| Case Study Review: “Fred” - Client-Centered Perspective | 50 |  |
| Journal Entry 3 | 10 |  |
| **Week 5** |  |  |
| Discussion: Rational Emotive Theory | 10 |  |
| Quiz: Rational Emotive Theory | 30 |  |
| Case Study Review: “Fred” - Rational Emotional Perspective | 50 |  |
| Journal Entry 4 | 10 |  |
| **Week 6** |  |  |
| Discussion: Cognitive Theory | 10 |  |
| Quiz: Cognitive Theory | 30 |  |
| Case Study Review: “Fred” - Cognitive Perspective | 50 |  |
| Journal Entry 5 | 10 |  |
| **Week 7** |  |  |
| Discussion: Family Systems Theory | 10 |  |
| Quiz: Family Systems Theory | 30 |  |
| Case Study Review: “Child B” - Family Systems Perspective | 50 |  |
| Journal Entry 6 | 10 |  |
| Assignment: Theoretical Orientation Research Paper | 320 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Range** |
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | 59 |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: Introduction to Counseling Theory** | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Examine the implication of choosing a personal theoretical orientation based on evidence-based treatment or personality fit. | | CLO1, CLO3 | |
| * 1. Evaluate the educational counseling paradigm. | | CLO 2, CLO 3 | |
| * 1. Demonstrate a preliminary understanding of counseling theory. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Counseling Student Expectations**  **Self-Disclosure:** As is common in most graduate counseling courses, there will be opportunities in this class to talk about yourself and share personal thoughts, feelings, opinions, ideas, and experiences both in the online exercises and during the residency. You are in charge of monitoring your own level of comfort in self-disclosure. You will not be expected to disclose more about yourself than you choose to share. In the same respect, self-disclosure is a process that must be used with discretion and specific to course content and discussion. It should not detract from the lesson plan or normal group process related to course learning. Although this course may be therapeutic for some students, it is not intended to serve the purpose of therapy.  **Student Distress:** If any of our class topics trigger past trauma or present distress for you, please reach out to a helping professional for support. I will be happy to give you a referral—just ask.  **Confidentiality:** Both the instructor and students will need to protect the confidentiality of persons who may be described in various aspects of this course. Please practice discretion at all times. Caution: Descriptions may reveal more than names do. Your comments are not confidential where state law requires the reporting of threats of harm, violence, or child abuse and neglect (from evidence or suspicion), and when information is subpoenaed by the courts.  **Post** an acknowledgment that you have read and understood the above statements. | | N/A | N/A |
| **Readings and Multimedia**  **Read** the following:   * Chapter 1 and pages 605-08 in *Current Psychotherapies.*   **View** the following:   * Counseling Perspectives and the Purpose of Counseling Theory Mini-Lecture [6:01]   **Listen** tothe following:   * Counseling Effectiveness and Determining the Right Theory Audio Lecture [4:57]   **Post** your insights or questions in the General Q & A discussion forum. | | Week one | Readings:  **1 hour** |
| **Assignment Prep: Personal Theoretical Orientation Research Paper**  **Resources:**   * [APA Style Central](http://www.apastyle.org/) * [GMercyU Citation Help: APA and MLA Citation Resources](http://gmercyu.libguides.com/citationhelp) * [GMercyU APA Citation Guide](http://gmercyu.libguides.com/c.php?g=315427&p=2107179) * [Top Ten Practical and Common Mistakes When Writing a Research Paper](https://cloud.ensemblevideo.com/hapi/v1/contents/permalinks/Pa59Fjo8/view) (4:01) * Smarthinking Student Handbook * Smarthinking Quick Start Guide   During the course, we will be reviewing many counseling theories. You will be selecting and conducting supplemental research on the orientation most aligned to you.  A paper on your theoretical orientation is due in Week 7.  In this paper, you are to present the theoretical orientation you believe makes the most sense in understanding an individual's complaints in a counseling session. If you do not have a theoretical framework at this time, you must present the theory of counseling that you are leaning toward using as a model to understand clients. This theoretical orientation must be an established theory of counseling.  **Write** an APA-formatted research paper of no less than 12 pages (not counting title page and references; an abstract is not required—**unless you really think you can do it in less**). Papers must be double-spaced with 1-inch margins.  **Address** the following topics in your paper:   1. Discuss your reasons for choosing this theory. **(10%)** 2. Review the theory in detail, describing all components of the theory. **(40%)** 3. Present any aspects of the theory that describe how personality is formed/established/created. **(10%)** 4. Provide any supporting documentation for the theory’s validity, relevance, and success in explaining client behavior, beliefs, or feelings. **(15%)** 5. Explain how this theory helps you understand and predict the behavior you experience and observe every day (use examples). **(20%)** 6. Describe how counseling using this theory helps to modify client behaviors, perceptions, and feelings. **(5%)** (This section of the paper should be the **shortest**.)   *Note:* The bolded percentages indicated after each section topic provides the weight assigned to that section of the paper.  **Be sure to:**   * make maximum use of headings in your paper to help organize the material. * use an appropriate number of scholarly references for this paper. * follow the publication manual of the American Psychological Association for your citations in the text and reference list.   **Relevant Due Dates**   * Smarthinking Submission – due on Wednesday of Week 7 * Final Research Paper – due at the end of Week 7   Please see the grading rubric (side menu in Blackboard) for further information.  Any questions, please speak with the class instructor. | | Course | N/A |
| **Weekly Live Lectures** (highly recommended, but optional for students)  **Optional** synchronous meetings will be held each week via Adobe Connect (or Skype). The instructor will be available to answer questions, further explain concepts, and assist students in understanding the course material.  A web link will be provided. You do not need to sign up for the meeting; however, if no one is logged in to the Adobe Connect session by the time specified in each week’s Supplemental Resource and Activity, the session will be canceled.  *Note:*For further information about these meetings and the link to these meetings, please see the Supplemental Resources and Activity section of each week’s class. | | Course | N/A |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | | Course | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date.  By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](https://static1.squarespace.com/static/502c5d7e24aca01df4766eb3/t/582ca64415d5db470077cce7/1479321157165/RISE_info-peer.pdf). | | Course | N/A |
| **Ice Breaker Activity**  Welcometo the first week of the course!  **Watch** the Counseling Perspectives and the Purpose of Counseling Theory Lecture [6:01].  **Prepare** a written introduction that includes responses to the following questions including concrete examples when possible:   * Who you are * What you do in your professional life * Describe your value system * Describe your counseling theoretical orientation (if you have one). Discuss how well the philosophical beliefs underlying your theory of choice fits with who you are as a person and how you view others   or   * If you do not have a counseling theoretical orientation, discuss what counseling perspective you are leaning toward and how its philosophical beliefs fit with who you are as a person and how you view others   **Post** your introduction by Thursday 11:59 p.m. EST:  **Review** your classmates’ introductions and **post** feedback to each classmates’ posts. Make sure you:   * Say hello and welcome your fellow students * Share commonalities * Discuss which certain counseling philosophical beliefs fit with who you are   **Post** responses by 11:59 p.m. EST on Sunday. | | Week 1 | Discussion = **1 hour** |
| **Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled (optional) live session on \_\_\_\_\_\_\_\_ at \_\_\_\_\_\_\_\_\_\_\_ with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole. If you are unable to attend the live session, then send any questions to your instructor no later than 12 p.m. EST the day of the scheduled session.  *Note:* If no student is logged in to the meeting within ten (10) minutes or no questions have been submitted via email, the meeting will be canceled. A recorded lecture will be made available to those who are unable to attend the live session, if held. | | Week 1 | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Theoretical Orientation - Evidence-Based Treatment vs. Personality Fit**  **Resources:**   * Chapter 1 and pages 605-08 in *Current Psychotherapies.* * Counseling Effectiveness and How to Know What Theory is Right for You Audio Lecture [xx:xx]   The text provides a rationale for the use of evidence-based treatment and the current controversies surrounding this. The **“**Counseling Effectiveness and How to Know What Theory is Right for You” mini-lecture, based on Corsini’s work, takes a different approach.  **Respond** to the following questions by Thursday 11:59 p.m. EST. Provide specific examples to support your answers:   * How important are EBTs in selecting a counseling theoretical orientation? * Given a choice, are you more inclined to choose a personal counseling theoretical orientation based on EBTs or as recommended in the mini-lecture? * How do you feel about the program requirement to choose one counseling theory to understand, predict, and plan out your counseling?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday 11:59 p.m. EST. Be sure to discuss:   * Shared beliefs, perceptions, and thoughts * Differences in beliefs from your classmates with class material to support why you feel strongly about your position/beliefs | | 1.1 | Discussion: one post and 3 responses = **1 hour** |
| **Discussion: All Psychotherapies are Methods of Learning**  **Resources:**   * Counseling Effectiveness and How to Know What Theory is Right for You Mini-Lecture   The mini-lecture presents an educational model for understanding the process of counseling.  **Respond** to the following questions by Thursday 11:59 p.m. EST. Provide specific examples to support your answers:   * What does this educational-counseling paradigm mean to you? * What concerns do you have about this paradigm? * How will this educational-counseling paradigm help in your work as a counselor? * How do you feel having to choose one counseling theory for this class and program?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts. Be sure to discuss:   * Shared beliefs, perceptions, and thoughts * Differences in beliefs from your classmates with class material to support why you feel strongly about your position/beliefs   All responses are due on Sunday 11:59 p.m. EST. | | 1.2 | Discussion: one post and 3 responses = **1 hour** |
| **Case Study Discussion: Ray**  **Read** Case Report: Ray.  **Analyze** Ray’s behavior using your current knowledge of counseling theory.  **Respond** to the following prompts by **Friday 11:59 p.m. EST**. Provide specific examples to support your answers:   * Interpret Ray’s behavior based on your current knowledge of counseling theory. You are to focus only on understanding and explaining Ray’s behavior—do not discuss intervention! * PredictRay’s functioning as an adult. Include information about where he is living and working, as well as his social situation.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts. Be sure to discuss:   * Shared beliefs, perceptions, and thoughts * Differences in beliefs from your classmates with class material to support your position/beliefs   All responses are due on Sunday 11:59 p.m. EST. | | 1.4 | Case Study: **1 hour** |
| **Journal: Finding a Counseling Theory**  **Complete** the Theoretical Orientation Scale (Smith, 2010)  **Write** a reflection of no less than 150 words discussing the following prompts:   * Present your results from the “Theoretical Orientation Scale” * What counseling perspectives you feel fit best with who you are * How you feel about the results * How do these results fit with your perspective of who you are OR how do the results confirm your existing counseling theory choice (if you currently ascribe to a theory)? Why or why not? * If you do not currently have a counseling theory, did this week’s assignments help to narrow the field of theories? How or how not? * Which theories are you leaning toward?   **Submit** your journal entry by Sunday 11:59 p.m. EST. | | Course | Review  Instructor’s  Feedback =  **.5**  **hour** |
| **Total** |  |  | **5.5 hours** |

# Faculty Notes

**Course Setup**

**General Questions and Discussion Forum:** This course includes a discussion forum for general questions, comments, and concerns. This forum is intended for any course-related commentary not found within a specific weekly discussion. This forum is not graded. Make sure to monitor this forum for student posts. You are encouraged to make an announcement advertising this forum and monitor and post regularly to build engagement.

**Wiki Assignments:** This course uses wiki assignments in Weeks 2 through 7. Before the course begins, set up all wiki assignments in Blackboard. Setup instructions are located in the weekly faculty notes for the weeks in which a wiki is used.

**Weekly Live Sessions via Adobe Connect:** Each week, faculty are expected to hold a Live Session via Adobe Connect. This 1-hour synchronous session will allow students the opportunity to clarify any misconceptions they have about the course content and go over any questions about assignments, etc.

While it is the instructor’s choice as to what day the live session is scheduled, it is highly recommended that the session is held on Thursday evenings. This will allow students to complete the readings and the resource-sharing wiki assignment before the live session and be prepared for the weekly quiz that opens on Friday.

Faculty should consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. The instructor can then use those questions to tailor the live session topics.

All Adobe Connect sessions should be recorded and a link to the recording posted to the course page so any student who misses the session can review it later in the week.

*Note:* If no students have logged in to a session within 10 minutes, the meeting can be canceled. Additionally, if students have provided questions but no one has logged in to the session, then the instructor could record responses to the questions and post the recording for students to review.

**Weekly Quizzes**: Each week students will take a quiz on the content covered in that week. Quizzes should only be made available from Friday to Sunday. The weekly quizzes are hidden and must be turned on by the instructor.

**Case Study Discussion: Ray** – Just a quick note of interest that faculty may enjoy.

The case study of Ray is a true story of Ray Corsini, the deceased author of the text and a respected full professor at the University of Hawaii. Here is what has been written about him:

“Ray Corsini is one of the most visible figures in twentieth-century American psychology. His wide-ranging contributions include an innovative and progressive theory of education, numerous commentaries and analyses of criminal behavior and therapy, case histories of Adlerian psychotherapy, and the publication of 40 books that include two 4-volume encyclopedias of psychology, the most extensive dictionary of psychology in use today, the most widely-used textbook of theories of psychotherapy, and perhaps the best compilation of innovative approaches to psychotherapy.

In much of his later life, Ray excelled in his commitment to social interest and to social justice. He also excelled in ordering psychology’s vast store of knowledge via encyclopedias, dictionaries, handbooks, and textbooks.”

It is often interesting to ask students in the discussion what they think the long-term outcomes are for Ray. Usually, these are negative. Students are amazed at the true outcome for Ray, and they realize that every client they work with has potential and that there is always hope.

|  |  |  |  |
| --- | --- | --- | --- |
| Week Two: Psychodynamic Theories/Perspectives (Sigmund Freud) | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Understand the tenets of psychodynamic theory. | | CLO1 | |
| * 1. Apply the principles of psychodynamic theoretical orientation. | | CLO2 | |
| * 1. Evaluate psychodynamic theory as a personal theoretical counseling orientation. | | CLO1, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Read** the following:   * Chapter 2 in *Current Psychotherapies* * Psychosexual Stages * Psychodynamic Defense Mechanisms * Case Report “Mr. T” * [Separation – Individuation Theory of Child Development (Mahler)](https://www.learning-theories.com/separation-individuation-theory-of-child-development-mahler.html)   **Post** your insights or questions in the General Q & A discussion forum. | | Week 2 | Readings = **1 hour** |
| **Wiki: Psychodynamic Theory Resource Posting**  Students are encouraged to use this wiki as a resource to further understand theoretical concepts they find challenging.  **Locate** an academic or scholarly resource that best assists you in understanding the concepts of psychodynamic theory that you find challenging.  **Navigate** to the Psychodynamic Theory ResourceWiki and **select** *Edit Wiki Content*.  In the next open row in the table provided, **post** your name, a link to the academic or scholarly resource, and indicate which concept(s) of psychodynamic theory the item helped you to better understand. *Note.* For assistance on linking library materials, view the video [Using Persistent Links in EBSCO](https://www.youtube.com/watch?v=QMfEs_q4WoQ) [1:13].  Resource submissions are due by Wednesday 11:59 p.m. EST. | | 2.1 | Resource Sharing = **.5 hours** |
| **Live Discussion**  **Participate** in the scheduled (optional) live session on \_\_\_\_\_\_\_\_\_\_\_\_ at \_\_\_\_\_\_\_\_\_\_\_\_\_\_ with the course instructor. This session will provide an opportunity to review the course content and discuss the upcoming assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole. If you are unable to attend the live session, then send any questions to your instructor no later than 12:00 p.m. EST the day of the scheduled session.  *Note:* If no student is logged in to the meeting within ten (10) minutes or no questions have been submitted via email, the meeting will be canceled. A recorded lecture will be made available to those who are unable to attend the live session, if held. | | Week 2 | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Psychodynamic Theory**  **Review** the resources posted for psychodynamic theory and **identify** any theoretical concepts you may find challenging.  **Reflect** on psychodynamic theory and its components and processes, as well as how it explains the thoughts, feelings, perceptions, and behaviors of the people you observe every day.  **Respond** to the following prompts by Thursday 11:59 p.m. EST. Provide specific examples to support your answers:   * Discuss your understanding of psychodynamic theory. * Identify the areas of difficulty that you have in applying this theory to the thoughts, feelings, perceptions, and behaviors of those around you. * Pose specific questions you may have about this theory that will enhance your understanding of the theory   This post is not about whether you like or agree with psychodynamic theory. This post is designed to enhance your understanding of the theory. So, be sure to address the specific expectations of this post.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts. Be sure to:   * answer your classmates’ questions. * use what you know about the theory to enhance your classmates’ knowledge. * help each other learn!   All responses are due on Sunday 11:59 p.m. EST. | | 2.1 | Discussion: one post and 3 responses = **1 hour** |
| **Psychodynamic Theory Quiz**  **Complete** the quiz by Sunday 11:59 p.m. EST.  *Note:* The quiz will be available beginning on Friday 12 a.m. EST. | | 2.1 | Quiz: **.5 hours** |
| **Small Group Case Study Discussion: “Mr. T” - Psychodynamic Perspective**  **Resource:** Case Report: Mr. T  The instructor will divide the class into small groups in order to complete the case studies in Weeks 2 through 7. You will be notified which group you belong to at the beginning of the week.  **Read** Mr. T’s case report.  **Post and discuss** your initial ideas about psychodynamic theory and the case with your group members. You may want to use the requirements for the Case Study paper.  All group discussions should conclude by Friday 11:59 p.m. EST. | | 2.2 | Case Study Discussion:  **1 hour** |
| **Case Study Review: “Mr. T” - Psychodynamic Perspective**  **Resource:** Case Report: Mr. T  After discussing the case with your small group, **write** a 3–5-page case study review in which you analyze and interpret Mr. T’s beliefs, emotions, and actions according to psychodynamic theory. Be sure you focus only on understanding and explaining Mr. T’s behavior using only psychodynamic theory—do not discuss interventions!  You are to analyze the case to the fullest extent possible to help your reader understand what is going on with the client. Include the following in your presentation of the case:   * A clear understanding of the behaviors, feelings, and perceptions found in the case using the assigned theory * A case interpretation that is internally consistent and provides the most parsimonious interpretation of what is happening in the case (see the principle of parsimony in psychology) * Citing material specific from the case to support your interpretation * All interpretations **must be tentative** in nature as all interpretations at this point of intervention are hypotheses that are validated or rejected through work with the client. Therefore, definite, certain language must not be found in your interpretation (i.e., instead of “This client is…” use “It appears that this client is…” or “I hypothesize that…”).   The following **should not** be included in your interpretation:   * Diagnostic interpretations – DSM (unless required by the theory in question; if this is the case, go ahead and give it a go!) * Discussion of counseling (treatment) or intervention * Personal experience or beliefs   Interpretative assumptions (interpretations that are not clearly supported in the case but may be assumed based on the theory used and what is known about the case) are allowed but must be plausible and significantly supported by the theory and what is known about the case.  *Note:* The length of your paper should be determined by your level of analysis and interpretation. Title page and references are not required and, therefore, if submitted, should not count toward the assignment length.  **Post** your case study review of Mr. T to your group by 11:59 p.m. EST on Sunday. | | 2.2 | Case Study Review:  **.5 hours** |
| **Journal Entry 1**  **Write** a 350–500-word reflection on the following:   * What are your feelings about psychodynamic theory? * Does psychodynamic theory make sense to you in understanding what you observe around yourself? * How likely are you to select psychodynamic theory as your theoretical orientation?   **Submit** your entry by 11:59 p.m. EST Sunday. | | 2.1, 2.3 | Journal: **.5 hours** |
| **Total** |  |  | **6 hours** |

# Faculty Notes

**Weekly Live Sessions via Adobe Connect:** Each week, faculty are expected to hold a Live Session via Adobe Connect. This 1-hour synchronous session will allow students the opportunity to clarify any misconceptions they have about the course content and go over any questions about assignments, etc.

While it is the instructor’s choice as to what day the live session is scheduled, it is highly recommended that the session is held on Thursday evenings. This will allow students to complete the readings and the resource-sharing wiki assignment before the live session and be prepared for the weekly quiz that opens on Friday.

Faculty should consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. The instructor can then use those questions to tailor the live session topics.

All Adobe Connect sessions should be recorded and a link to the recording posted to the course page so any student who misses the session can review it later in the week.

*Note:* If no students have logged in to a session within 10 minutes, the meeting can be canceled. Additionally, if students have provided questions but no one has logged into the session, then the instructor could record responses to the questions and post the recording for students to review.

**Psychodynamic Theory Quiz**: This quiz should be made available to students by Friday morning—not before!

**Case Study Small Group Discussion:** Students will be working in small groups to review counseling case studies during Weeks 2 through 7. You will need to divide the class participants into small groups of 3–4 students.

The following assignments will follow the small group discussion format:

* Week 2 Case Study Review: “Mr. T” - Psychodynamic Perspective
* Week 3 Case Study Review: “Mr. T” - Adlerian Perspective
* Week 4 Case Study Review: “Fred” - Client-Centered Perspective
* Week 5 Case Study Review: “Fred” - Rational Emotional Perspective
* Week 6 Case Study Review: “Fred” - Cognitive Perspective
* Week 7 Case Study Review: “Child B” - Family Systems Perspective

This assignment can be set up in one of two ways.

**Option 1:** Use the existing discussion board setup and post an instructor announcement providing the student groupings and explaining that students should review the posted proposal sections from their groupmates and provide feedback.

**Option 2:** You can use the Groups feature in Blackboard, in which case you will need to create groups and add the discussion forum within the Groups page. In Week 1, you will need to create the student groups in the Groups page, set up the discussion forums within each group, and then create a link to the Groups page in Week 3. For help [setting up the small groups in Blackboard](https://blackboardhelp.usc.edu/working-with-groups/creating-group-sets/), view [Blackboard Learn Quick Hit Video: Groups Management](https://www.youtube.com/watch?v=tzt2HTlr68c).

**Wiki: Psychodynamic Theory Resource Posting:** A wiki has been created for this assignment. However, you must populate the wiki with the table provided below. Students can then add their replies to each row. Please complete the following steps to populate the wiki:

1. Navigate to *Course Tools* 🡪 *Wikis*.
2. Click on the wiki for this assignment.
3. Enter the assignment title in the *Name* field.
4. Copy/paste the following table into the content area, then click *Submit*:

|  |  |  |
| --- | --- | --- |
| **Student Name** | **Resource Link** | **Concept Reviewed by Resource** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Three: Individual Psychology; Phenomenological Perspective (Alfred Adler) | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Understand the tenets of Adlerian theory. | | CLO1 | |
| * 1. Apply the basic principles of Adlerian theoretical orientation. | | CLO2 | |
| * 1. Evaluate Adlerian theory as a personal theoretical counseling orientation. | | CLO1, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Read** the following:   * Chapter 3 in *Current Psychotherapies* * Adlerian Overview of Birth Order Characteristics * Adlerian Child Guidance Principles * Watts, R. (2012). *On the origin of striving for superiority and social interest*. 41-56. Retrieved from <https://www.researchgate.net/publication/265161134_On_the_origin_of_striving_for_superiority_and_social_interest> * [The Four Goals of Misbehaviour](http://stepfamily.ca/BSTW/bstw/wk6/The%204%20goals%20of%20misbehaviour.rtf) * Case Report “Mr. T”   **Post** your insights or questions in the General Q & A discussion forum. | | Week 3 | Readings = **1 hour** |
| **Wiki: Adlerian Theory Resource Posting**  Students are encouraged to use this wiki as a resource to further understand theoretical concepts they find challenging.  **Locate** an academic or scholarly resource that best assists you in understanding the concepts of Adlerian theory that you find challenging.  **Navigate** to the Adlerian Theory ResourceWiki and **select** *Edit Wiki Content*.  In the next open row in the table provided, **post** your name, a link to the academic or scholarly resource, and indicate which concept(s) of Adlerian theory the item helped you to better understand. *Note.* For assistance on linking library materials, view the video [Using Persistent Links in EBSCO](https://www.youtube.com/watch?v=QMfEs_q4WoQ) [1:13].  Resource submissions are due by Wednesday 11:59 p.m. EST. | | 3.1 | Resource Sharing = **.5 hours** |
| **Live Discussion**  **Participate** in the scheduled (optional) live session on \_\_\_\_\_\_\_\_\_\_\_ at \_\_\_\_\_\_\_\_\_\_\_ with the course instructor. This session will provide an opportunity to review the course content and discuss the upcoming assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole. If you are unable to attend the live session, then send any questions to your instructor no later than 12:00 p.m. EST the day of the scheduled session.  *Note:* If no student is logged in to the meeting within ten (10) minutes or no questions have been submitted via email, the meeting will be canceled. A recorded lecture will be made available to those who are unable to attend the live session, if held. | | Week 3 | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Adlerian Theory**  **Review** the resources posted for Adlerian theory and **identify** any theoretical concepts you may find challenging.  **Reflect** on Adlerian theory and its components and processes, as well as how it explains the thoughts, feelings, perceptions, and behaviors of the people you observe every day.  **Respond** to the following prompts by Thursday 11:59 p.m. EST. Provide specific examples to support your answers:   * Discuss your understanding of Adlerian theory. * Identify the areas of difficulty that you have in applying this theory to the thoughts, feelings, perceptions, and behaviors of those around you. * Pose specific questions you may have about this theory that will enhance your understanding of the theory.   This post is not about whether you like or agree with Adlerian theory. This post is designed to enhance your understanding of the theory. So, be sure to address the specific expectations of this post.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts. Be sure to:   * answer your classmates’ questions. * use what you know about the theory to enhance your classmates’ knowledge. * help each other learn!   All responses are due on Sunday 11:59 p.m. EST. | | 3.1 | Discussion = **1 hour** |
| **Adlerian Theory Quiz**  **Complete** the quiz by Sunday 11:59 p.m. EST.  *Note:* The quiz will be available beginning on Friday 12 a.m. EST. | | 3.1 | Quiz: **.5 hours** |
| **Small Group Case Study Discussion: “Mr. T” - Adlerian Perspective**  **Resource:** Case Report: Mr. T  **Read** Mr. T’s case report.  **Post and discuss** your initial ideas about Adlerian theory and the case with your group members. You may want to use the requirements for the Case Study Review.  All group discussions should conclude by Friday 11:59 p.m. EST. | | 3.2 | Case Study Discussion:  **1 hour** |
| **Case Study Review: “Mr. T” - Adlerian Perspective**  **Resource:** Case Report: Mr. T  After discussing the case with your small group, **write** a 3–5-page case study review in which you analyze and interpret Mr. T’s beliefs, emotions, and actions according to **Adlerian** theory. Be sure you focus only on understanding and explaining Mr. T’s behavior using only **Adlerian** theory—do not discuss interventions!  You are to analyze the case to the fullest extent possible to help your reader understand what is going on with the client. Include the following in your presentation of the case:   * A clear understanding of the behaviors, feelings, and perceptions found in the case using the assigned theory * A case interpretation that is internally consistent and provides the most parsimonious interpretation of what is happening in the case (see the principle of parsimony in psychology) * Citing material specific from the case to support your interpretation * All interpretations **must be tentative** in nature as all interpretations at this point of intervention are hypotheses that are validated or rejected through work with the client. Therefore, definite, certain language must not be found in your interpretation (i.e., instead of “This client is…” use “It appears that this client is…” or “I hypothesize that…”)   The following **should not** be included in your interpretation:   * Diagnostic interpretations – DSM (unless required by the theory in question; if this is the case, go ahead and give it a go!) * Discussion of counseling (treatment) or intervention * Personal experience or beliefs   Interpretative assumptions (interpretations that are not clearly supported in the case but may be assumed based on the theory used and what is known about the case) are allowed but must be plausible and significantly supported by the theory and what is known about the case.  *Note:* The length of your paper should be determined by your level of analysis and interpretation. Title page and references are not required and, therefore, if submitted, should not count toward the assignment length.  **Post** your case study review of Mr. T to your group by 11:59 p.m. EST on Sunday. | | 3.2 | Case Study Review:  **.5 hours** |
| **Journal Entry 2**  **Write** a 350–500-word reflection on the following:   * What are your feelings about Adlerian theory? * Does Adlerian theory make sense to you in understanding what you observe around yourself? * How likely are you to select Adlerian theory as your theoretical orientation? * Which theoretical orientation are you leaning toward at this point in the class, and how does it compare to Adlerian theory?   **Submit** your entry by 11:59 p.m. EST Sunday. | | 3.1, 3.3 | Journal: **.5 hours** |
| **Total** |  |  | **6 hours** |

# Faculty Notes

**Weekly Live Sessions via Adobe Connect:** Each week, faculty are expected to hold a Live Session via Adobe Connect. This 1-hour synchronous session will allow students the opportunity to clarify any misconceptions they have about the course content and to go over any questions about assignments, etc.

While it is the instructor’s choice as to what day the live session is scheduled, it is highly recommended that the session is held on Thursday evenings. This will allow students to complete the readings and the resource sharing wiki assignment before the live session and be prepared for the weekly quiz that opens on Friday.

Faculty should consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. The instructor can then use those questions to tailor the live session topics.

All Adobe Connect sessions should be recorded and a link to the recording posted to the course page so any student who misses the session can review it later in the week.

*Note:* If no students have logged in to a session within 10 minutes, the meeting can be canceled. Additionally, if students have provided questions but no one has logged into the session, then the instructor could record responses to the questions and post the recording for students to review.

**Wiki: Adlerian Theory Resource Posting:** A wiki has been created for this assignment. However, you must populate the wiki with the table provided below. Students can then add their replies to each row. Please complete the following steps to populate the wiki:

1. Navigate to *Course Tools* 🡪 *Wikis*.
2. Click on the wiki for this assignment.
3. Enter the assignment title in the *Name* field.
4. Copy/paste the following table into the content area, then click *Submit*:

|  |  |  |
| --- | --- | --- |
| **Student Name** | **Resource Link** | **Concept Reviewed by Resource** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Adlerian Theory Quiz**: This quiz should be made available to students by Friday morning – not before!

|  |  |  |  |
| --- | --- | --- | --- |
| Week Four: Client-Centered Therapy; Phenomenological Perspective (Carl Rogers) | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Understand the tenets of client-centered theory. | | CLO1 | |
| * 1. Apply the basic principles from the client-centered theoretical orientation. | | CLO2 | |
| * 1. Evaluate client-centered theory as a personal theoretical counseling orientation. | | CLO1, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Read** the following:   * Chapter 4 in *Current Psychotherapies.* * [Conditions of Worth](https://stmaryspsyweb.files.wordpress.com/2009/05/humanism-handout.doc) * [An Analysis of Carl Rogers’ Theory of Personality](http://pandc.ca/?cat=carl_rogers&page=rogerian_theory) * Case Report - “Fred”   **Post** your insights or questions in the General Q & A discussion forum. | | Week 4 | Readings = **1 hour** |
| **Wiki: Client-Centered Theory Resource Posting**  Students are encouraged to use this wiki as a resource to further understand theoretical concepts they find challenging.  **Locate** an academic or scholarly resource that best assists you in understanding the concepts of client-centered theory that you find challenging.  **Navigate** to the Client-Centered Theory ResourceWiki and **select** *Edit Wiki Content*.  In the next open row in the table provided, **post** your name, a link to the academic or scholarly resource, and indicate which concept(s) of client-centered theory the item helped you to better understand. *Note.* For assistance on linking library materials, view the video [Using Persistent Links in EBSCO](https://www.youtube.com/watch?v=QMfEs_q4WoQ) [1:13].  Resource submissions are due by Wednesday 11:59 p.m. EST. | | 4.1 | Resource Sharing = **.5 hours** |
| **Assignment Prep: Personal Theoretical Orientation Research Paper**  **Resources:**   * [APA Style Central](http://www.apastyle.org/) * [GMercyU Citation Help: APA and MLA Citation Resources](http://gmercyu.libguides.com/citationhelp) * [GMercyU APA Citation Guide](http://gmercyu.libguides.com/c.php?g=315427&p=2107179) * [Top Ten Practical and Common Mistakes When Writing a Research Paper](https://cloud.ensemblevideo.com/hapi/v1/contents/permalinks/Pa59Fjo8/view) (4:01) * Smarthinking Student Handbook * Smarthinking Quick Start Guide   During the course, we will be reviewing many counseling theories. You will be selecting and conducting supplemental research on the orientation most aligned to you.  A paper on your theoretical orientation is due in Week 7.  In this paper, you are to present the theoretical orientation you believe makes the most sense in understanding an individual's complaints in a counseling session. If you do not have a theoretical framework at this time, you must present the theory of counseling that you are leaning toward using as a model to understand clients. This theoretical orientation must be an established theory of counseling.  **Write** an APA-formatted research paper of no less than 12 pages (not counting title page and references; an abstract is not required**—**unless you really think you can do it in less). Papers must be double-spaced with 1-inch margins.  **Address** the following topics in your paper:   1. Discuss your reasons for choosing this theory. **(10%)** 2. Review the theory in detail, describing all components of the theory. **(40%)** 3. Present any aspects of the theory that describes how personality is formed/established/created. **(10%)** 4. Provide any supporting documentation for the theory’s validity, relevance, and success in explaining client behavior, beliefs, or feelings. **(15%)** 5. Explain how this theory helps you understand and predict the behavior you experience and observe every day (use examples). **(20%)** 6. Describe how counseling using this theory helps to modify client’s behaviors, perceptions, and feelings. **(5%)** This section of the paper should be the **shortest.**   *Note:* The bolded percentages indicated after each section topic provides the weight assigned to that section of the paper.  **Be sure to:**   * make maximum use of headings in your paper to help organize the material. * use an appropriate number of scholarly references for this paper. * follow the publication manual of the American Psychological Association for your citations in the text and reference list.   **Relevant Due Dates**   * Smarthinking Submission – due on Wednesday of Week 7 * Final Research Paper – due at the end of Week 7   Please see the grading rubric (side menu in Blackboard) for further information.  Any questions, please speak with the class instructor. | | 7.4 | Research:  **4 hours** |
| **Live Discussion**  **Participate** in the scheduled (optional) live session on \_\_\_\_\_\_\_\_\_\_\_\_\_\_ at \_\_\_\_\_\_\_\_\_\_\_\_\_\_ with the course instructor. This session will provide an opportunity to review the course content and discuss the upcoming assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole. If you are unable to attend the live session, then send any questions to your instructor no later than 12:00 PM (EST) the day of the scheduled session.  *Note:* If no student is logged in to the meeting within ten (10) minutes or no questions have been submitted via email, the meeting will be canceled. A recorded lecture will be made available to those who are unable to attend the live session, if held. | | Week 4 | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Client-Centered Theory**  **Review** the resources posted for client-centered theory and **identify** any theoretical concepts you may find challenging.  **Reflect** on client-centered theory and its components and processes, as well as how it explains the thoughts, feelings, perceptions, and behaviors of the people you observe every day.  **Respond** to the following prompts by Thursday 11:59 p.m. EST. Provide specific examples to support your answers:   * Discuss your understanding of client-centered theory. * Identify the areas of difficulty that you have in applying this theory to the thoughts, feelings, perceptions, and behaviors of those around you. * Pose specific questions you may have about this theory that will enhance your understanding of the theory.   This post is not about whether you like or agree with client-centered theory. This post is designed to enhance your understanding of the theory. So, be sure to address the specific expectations of this post.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts. Be sure to:   * answer your classmates’ questions. * use what you know about the theory to enhance your classmates’ knowledge. * help each other learn!   All responses are due on Sunday 11:59 p.m. EST. | | 4.1 | Discussion = **1 hour** |
| **Client-Centered Theory Quiz**  **Complete** the quiz by Sunday 11:59 p.m. EST.  *Note:* The quiz will be available beginning on Friday 12 a.m. EST. | | 4.1 | Quiz: **.5 hours** |
| **Small Group Case Study Discussion: “Fred” – Client-Centered Perspective**  **Resource:** Case Report: Fred  **Read** Fred’s case report.  **Post and discuss** your initial ideas about the client-centeredtheory and the case with your group members. You may want to use the requirements for the Case Study paper.  All group discussions should conclude by Friday 11:59 p.m. EST. | | 4.2 | Case Study Discussion:  **1 hour** |
| **Case Study Review: “Fred” - Client-Centered Perspective**  **Resource:** Case Report: Fred  After discussing the case with your small group, **write** a 3–5-page case study review in which you analyze and interpret Fred’s beliefs, emotions, and actions according to client-centered theory. Be sure you focus only on understanding and explaining Fred’s behavior using only client-centered theory—do not discuss interventions!  You are to analyze the case to the fullest extent possible to help your reader understand what is going on with the client. Include the following in your presentation of the case:   * A clear understanding of the behaviors, feelings, and perceptions found in the case using the assigned theory * A case interpretation that is internally consistent and provides the most parsimonious interpretation of what is happening in the case (see the principle of parsimony in psychology) * Citing material specific from the case to support your interpretation * All interpretations **must be tentative** in nature as all interpretations at this point of intervention are hypotheses that are validated or rejected through work with the client. Therefore, definite, certain language must not be found in your interpretation (i.e., instead of “This client is …” use “It appears that this client is…” or “I hypothesize that…”).   The following **should not** be included in your interpretation:   * Diagnostic interpretations – DSM (unless required by the theory in question; if this is the case, go ahead and give it a go!) * Discussion of counseling (treatment) or intervention * Personal experience or beliefs   Interpretative assumptions (interpretations that are not clearly supported in the case but may be assumed based on the theory used and what is known about the case) are allowed but must be plausible and significantly supported by the theory and what is known about the case.  *Note:* The length of your paper should be determined by your level of analysis and interpretation. Title page and references are not required and, therefore, if submitted, should not count toward the assignment length.  **Post** your case study review of Fred to your group by 11:59 p.m. EST on Sunday. | | 4.2 | Case Study Review:  **.5 hours** |
| **Journal Entry 3**  **Write** a 350–500-word reflection on the following:   * What are your feelings about client-centered theory? * Does client-centered theory make sense to you in understanding what you observe around yourself? * How likely are you to select client-centered theory as your theoretical orientation? * Which theoretical orientation are you leaning toward at this point in the class, and how does it compare to client-centered theory?   **Submit** your entry by 11:59 p.m. EST Sunday. | | 4.1, 4.3 | Journal: **.5 hours** |
| **Total** |  |  | **9 hours** |

# Faculty Notes

**Weekly Live Sessions via Adobe Connect:** Each week, faculty are expected to hold a Live Session via Adobe Connect. This 1-hour synchronous session will allow students the opportunity to clarify any misconceptions they have about the course content and to go over any questions about assignments, etc.

While it is the instructor’s choice as to what day the live session is scheduled, it is highly recommended that the session is held on Thursday evenings. This will allow students to complete the readings and the resource sharing wiki assignment before the live session and be prepared for the weekly quiz that opens on Friday.

Faculty should consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. The instructor can then use those questions to tailor the live session topics.

All Adobe Connect sessions should be recorded and a link to the recording posted to the course page so any student who misses the session can review it later in the week.

*Note:* If no students have logged in to a session within 10 minutes, the meeting can be canceled. Additionally, if students have provided questions but no one has logged in to the session, then the instructor could record responses to the questions and post the recording for students to review.

**Client-Centered Theory Quiz**: This quiz should be made available to students by Friday morning – not before!

**Wiki: Client-Centered Theory Resource Posting:** A wiki has been created for this assignment. However, you must populate the wiki with the table provided below. Students can then add their replies to each row. Please complete the following steps to populate the wiki:

1. Navigate to *Course Tools* 🡪 *Wikis*.
2. Click on the wiki for this assignment.
3. Enter the assignment title in the *Name* field.
4. Copy/paste the following table into the content area, then click *Submit*:

|  |  |  |
| --- | --- | --- |
| **Student Name** | **Resource Link** | **Concept Reviewed by Resource** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Five: Rational Emotive Therapy; Cognitive Perspective (Albert Ellis) | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Understand the basic tenets of the theory of rational emotive therapy. | | CLO1 | |
| * 1. Apply the basic principles from rational emotive theoretical orientation. | | CLO2 | |
| * 1. Evaluate the theory of rational emotive therapy as a personal theoretical counseling orientation. | | CLO1, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Read** the following:   * Chapter 5 in *Current Psychotherapies.* * [Rational Emotive Therapy’s ABC Theory of Emotional Disturbance](https://smartrecovery.org/wp-content/uploads/2017/03/REBTABCED.pdf) * [REBT Network: What is Irrational?](http://www.rebtnetwork.org/library/ideas.html) * [REBT Network: Three Major Musts](http://www.rebtnetwork.org/library/musts.html) * Case Report - “Fred”   **Post** your insights or questions in the General Q & A discussion forum. | | Week 5 | Readings = **1 hour** |
| **Wiki: Rational Emotive Theory Resource Posting**  Students are encouraged to use this wiki as a resource to further understand theoretical concepts they find challenging.  **Locate** an academic or scholarly resource that best assists you in understanding the concepts of rational emotive theory that you find challenging.  **Navigate** to the Rational Emotive Theory ResourceWiki and **select** *Edit Wiki Content*.  In the next open row in the table provided, **post** your name, a link to the academic or scholarly resource, and indicate which concept(s) of rational emotive theory the item helped you to better understand. *Note.* For assistance on linking library materials, view the video [Using Persistent Links in EBSCO](https://www.youtube.com/watch?v=QMfEs_q4WoQ) [1:13].  Resource submissions are due by Wednesday 11:59 p.m. EST. | | 5.1 | Resource Sharing = **.5 hours** |
| **Assignment Prep: Personal Theoretical Orientation Research Paper**  Continue to prepare your Personal Theoretical Orientation Research Paper, which is due by 11:59 p.m. EST on Sunday of Week 7.  Please see the grading rubric (side menu in Blackboard) for further information. | | 7.4 | Research:  **1 hour** |
| **Live Discussion**  **Participate** in the scheduled (optional) live session on \_\_\_\_\_\_\_\_\_\_\_\_\_\_ at \_\_\_\_\_\_\_\_\_\_\_\_\_\_ with the course instructor. This session will provide an opportunity to review the course content and discuss the upcoming assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole. If you are unable to attend the live session, then send any questions to your instructor no later than 12 p.m. EST the day of the scheduled session.  *Note:* If no student is logged in to the meeting within ten (10) minutes or no questions have been submitted via email, the meeting will be canceled. A recorded lecture will be made available to those who are unable to attend the live session, if held. | | Week 5 | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Rational Emotive Theory**  **Review** the resources posted for the theory of rational emotive theory and **identify** any theoretical concepts you may find challenging.  **Reflect** on the theory of rational emotive therapy and its components and processes, as well as how it explains the thoughts, feelings, perceptions, and behaviors of the people you observe every day.  **Respond** to the following prompts by Thursday 11:59 p.m. EST. Provide specific examples to support your answers:   * Discuss your understanding of the theory of rational emotive therapy. * Identify the areas of difficulty that you have in applying this theory to the thoughts, feelings, perceptions, and behaviors of those around you. * Pose specific questions you may have about this theory that will enhance your understanding of the theory.   This post is not about whether you like or agree with the theory of rational emotive therapy. This post is designed to enhance your understanding of the theory. So, be sure to address the specific expectations of this post.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts. Be sure to:   * answer your classmates’ questions. * use what you know about the theory to enhance your classmates’ knowledge. * help each other learn!   All responses are due on Sunday 11:59 p.m. EST. | | 5.1 | Discussion = **1 hour** |
| **Rational Emotive Theory Quiz**  **Complete** the quiz by Sunday 11:59 p.m. EST.  *Note:* The quiz will be available beginning on Friday 12 p.m. EST. | | 5.1 | Quiz: **.5 hours** |
| **Small Group Case Study Discussion: “Fred” – Rational Emotional Perspective**  **Resource:** Case Report: Fred  **Read** Fred’s case report.  **Post and discuss** your initial ideas about the theory of rational emotional therapy and the case with your group members. You may want to use the requirements for the Case Study paper.  All group discussions should conclude by Friday 11:59 p.m. EST. | | 5.2 | Case Study Discussion:  **1 hour** |
| **Case Study Review of “Fred” - Rational Emotional Perspective**  **Resource:** Case Report: Fred  After discussing the case with your small group, **write** a 3–5-page case study review in which you analyze and interpret Fred’s beliefs, emotions, and actions according to the theory of rational emotive therapy. Be sure you focus only on understanding and explaining Fred’s behavior using only the theory of rational emotional therapy—do not discuss interventions!  You are to analyze the case to the fullest extent possible to help your reader understand what is going on with the client. Include the following in your presentation of the case:   * A clear understanding of the behaviors, feelings, and perceptions found in the case using the assigned theory * A case interpretation that is internally consistent and provides the most parsimonious interpretation of what is happening in the case (see the principle of parsimony in psychology) * Citing material specific from the case to support your interpretation * All interpretations **must be tentative** in nature as all interpretations at this point of intervention are hypotheses that are validated or rejected through work with the client. Therefore, definite, certain language must not be found in your interpretation (i.e., instead of “This client is …” use “It appears that this client is…” or “I hypothesize that…”).   The following **should not** be included in your interpretation:   * Diagnostic interpretations – DSM (unless required by the theory in question; if this is the case, go ahead and give it a go!) * Discussion of counseling (treatment) or intervention * Personal experience or beliefs   Interpretative assumptions (interpretations that are not clearly supported in the case but may be assumed based on the theory used and what is known about the case) are allowed but must be plausible and significantly supported by the theory and what is known about the case.  *Note:* The length of your paper should be determined by your level of analysis and interpretation. Title page and references are not required and, therefore, if submitted, should not count toward the assignment length.  **Post** your case study review of Fred to your group by 11:59 p.m. EST on Sunday. | | 5.2 | Case Study Review:  **.5 hours** |
| **Journal Entry 4**  **Write** a 350–500-word reflection on the following:   * What are your feelings about the theory of rational emotive therapy? * Does the theory of rational emotive therapy make sense to you in understanding what you observe around yourself? * How likely are you to select the theory of rational emotive therapy as your theoretical orientation?   **Submit** your entry by 11:59 p.m. EST Sunday. | | 5.1, 5.3 | Journal: **.5 hours** |
| **Total** |  |  | **7 hours** |

# Faculty Notes

**Weekly Live Sessions via Adobe Connect:** Each week, faculty are expected to hold a Live Session via Adobe Connect. This 1-hour synchronous session will allow students the opportunity to clarify any misconceptions they have about the course content and to go over any questions about assignments, etc.

While it is the instructor’s choice as to what day the live session is scheduled, it is highly recommended that the session is held on Thursday evenings. This will allow students to complete the readings and the resource sharing wiki assignment before the live session and be prepared for the weekly quiz that opens on Friday.

Faculty should consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. The instructor can then use those questions to tailor the live session topics.

All Adobe Connect sessions should be recorded and a link to the recording posted to the course page so any student who misses the session can review it later in the week.

*Note:* If no students have logged in to a session within 10 minutes, the meeting can be canceled. Additionally, if students have provided questions but no one has logged in to the session, then the instructor could record responses to the questions and post the recording for students to review.

**Wiki: Rational Emotive Theory Resource Posting:** A wiki has been created for this assignment. However, you must populate the wiki with the table provided below. Students can then add their replies to each row. Please complete the following steps to populate the wiki:

1. Navigate to *Course Tools* 🡪 *Wikis*.
2. Click on the wiki for this assignment.
3. Enter the assignment title in the *Name* field.
4. Copy/paste the following table into the content area, then click *Submit*:

|  |  |  |
| --- | --- | --- |
| **Student Name** | **Resource Link** | **Concept Reviewed by Resource** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Rational Emotive Theory Quiz**: This quiz should be made available to students by Friday morning – not before!

|  |  |  |  |
| --- | --- | --- | --- |
| Week Six: Cognitive Therapy; Cognitive Perspective (Aaron Beck) | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Understand the basic tenets of the theory of cognitive therapy. | | CLO1 | |
| * 1. Apply the basic principles from cognitive theoretical orientation. | | CLO2 | |
| * 1. Evaluate cognitive theory as a personal theoretical counseling orientation. | | CLO1, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Read** the following:   * Chapter 7 in *Current Psychotherapies* * [The Cognitive Model](https://beckinstitute.org/cognitive-model/) * [Conditions Effectively Managed by CBT](https://beckinstitute.org/get-informed/conditions/) * Case Report - “Fred”   **Post** your insights or questions in the General Q & A discussion forum. | | Week 6 | Readings = **1 hour** |
| **Wiki: Cognitive Theory Resource Posting**  Students are encouraged to use this wiki as a resource to further understand theoretical concepts they find challenging.  **Locate** an academic or scholarly resource that best assists you in understanding the concepts of cognitive theory that you find challenging.  **Navigate** to the Cognitive Theory ResourceWiki and **select** *Edit Wiki Content*.  In the next open row in the table provided, **post** your name, a link to the academic or scholarly resource, and indicate which concept(s) of cognitive theory the item helped you to better understand. *Note.* For assistance on linking library materials, view the video [Using Persistent Links in EBSCO](https://www.youtube.com/watch?v=QMfEs_q4WoQ) [1:13].  Resource submissions are due by Wednesday 11:59 p.m. EST. | | 6.1 | Resource Sharing = **.5 hours** |
| **Assignment Prep: Personal Theoretical Orientation Research Paper**  Continue to prepare your Personal Theoretical Orientation Research Paper, which is due by 11:59 p.m. EST on Sunday of Week 7.  Please see the grading rubric (side menu in Blackboard) for further information. | |  | Research:  **1 hour** |
| **Live Discussion**  **Participate** in the scheduled (optional) live session on \_\_\_\_\_\_\_\_\_\_\_\_\_\_ at \_\_\_\_\_\_\_\_\_\_\_\_\_\_ with the course instructor. This session will provide an opportunity to review the course content and discuss the upcoming assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole. If you are unable to attend the live session, then send any questions to your instructor no later than 12 p.m. EST the day of the scheduled session.  *Note:* If no student is logged in to the meeting within ten (10) minutes or no questions have been submitted via email, the meeting will be canceled. A recorded lecture will be made available to those who are unable to attend the live session, if held. | | Week 6 | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Cognitive Theory**  **Review** the resources posted for cognitive theory and **identify** any theoretical concepts you may find challenging.  **Reflect** on cognitive therapy and its components and processes, as well as how it explains the thoughts, feelings, perceptions, and behaviors of the people you observe every day.  **Respond** to the following prompts by Thursday 11:59 p.m. EST. Provide specific examples to support your answers:   * Discuss your understanding of cognitive theory. * Identify the areas of difficulty that you have in applying this theory to the thoughts, feelings, perceptions, and behaviors of those around you. * Pose specific questions you may have about this theory that will enhance your understanding of the theory.   This post is not about whether you like or agree with cognitive theory. This post is designed to enhance your understanding of the theory. So, be sure to address the specific expectations of this post.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts. Be sure to:   * answer your classmates’ questions. * use what you know about the theory to enhance your classmates’ knowledge. * help each other learn!   All responses are due on Sunday 11:59 p.m. EST. | | 6.1 | Discussion = **1 hour** |
| **Cognitive Theory Quiz**  **Complete** the quiz by Sunday 11:59 p.m. EST.  *Note:* The quiz will be available beginning on Friday 12 a.m. EST. | | 6.1 | Quiz: **.5 hours** |
| **Small Group Case Study Discussion: “Fred” – Cognitive Perspective**  **Resource:** Case Report: Fred  **Read** Fred’s case report.  **Post and discuss** your initial ideas about the theory of cognitive therapy and the case with your group members. You may want to use the requirements for the Case Study paper.  All group discussions should conclude by Friday 11:59 p.m. EST. | | 6.2 | Case Study Discussion:  **1 hour** |
| **Case Study Review of “Fred” - Cognitive Perspective**  **Resource:** Case Report: Fred  After discussing the case with your small group, **write** a 3–5-page case study review in which you analyze and interpret Fred’s beliefs, emotions, and actions according to the theory of cognitive therapy. Be sure you focus only on understanding and explaining Fred’s behavior using only the theory of cognitive therapy—do not discuss interventions!  You are to analyze the case to the fullest extent possible to help your reader understand what is going on with the client. Include the following in your presentation of the case:   * A clear understanding of the behaviors, feelings, and perceptions found in the case using the assigned theory * A case interpretation that is internally consistent and provides the most parsimonious interpretation of what is happening in the case (see the principle of parsimony in psychology) * Citing material specific from the case to support your interpretation * All interpretations **must be tentative** in nature as all interpretations at this point of intervention are hypotheses that are validated or rejected through work with the client. Therefore, definite, certain language must not be found in your interpretation (i.e. instead of “This client is …” use “It appears that this client is…” or “I hypothesize that…”).   The following **should not** be included in your interpretation:   * Diagnostic interpretations – DSM (unless required by the theory in question; if this is the case, go ahead and give it a go!) * Discussion of counseling (treatment) or intervention * Personal experience or beliefs   Interpretative assumptions (interpretations that are not clearly supported in the case but may be assumed based on the theory used and what is known about the case) are allowed but must be plausible and significantly supported by the theory and what is known about the case.  *Note:* The length of your paper should be determined by your level of analysis and interpretation. Title page and references are not required and, therefore, if submitted, should not count toward the assignment length.  **Post** your case study review of Fred to your group by 11:59 p.m. EST on Sunday. | | 6.2 | Case Study Review:  **.5 hours** |
| **Journal Entry 5**  **Write** a 350–500-word reflection on the following:   * What are your feelings about the theory of cognitive therapy? * Does the theory of cognitive therapy make sense to you in understanding what you observe around yourself? * How likely are you to select the theory of cognitive therapy as your theoretical orientation? * Which theoretical orientation are you leaning toward at this point in the class, and how does it compare to Beck’s cognitive therapy theory?   **Submit** your entry by 11:59 p.m. EST Sunday. | | 6.1, 6.3 | Journal: **.5 hours** |
| **Total** |  |  | **7 hours** |

# Faculty Notes

**Weekly Live Sessions via Adobe Connect:** Each week, faculty are expected to hold a Live Session via Adobe Connect. This 1-hour synchronous session will allow students the opportunity to clarify any misconceptions they have about the course content and to go over any questions about assignments, etc.

While it is the instructor’s choice as to what day the live session is scheduled, it is highly recommended that the session is held on Thursday evenings. This will allow students to complete the readings and the resource sharing wiki assignment before the live session and be prepared for the weekly quiz that opens on Friday.

Faculty should consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. The instructor can then use those questions to tailor the live session topics.

All Adobe Connect sessions should be recorded and a link to the recording posted to the course page so any student who misses the session can review it later in the week.

*Note:* If no students have logged in to a session within 10 minutes, the meeting can be canceled. Additionally, if students have provided questions but no one has logged into the session, then the instructor could record responses to the questions and post the recording for students to review.

**Wiki: Cognitive Theory Resource Posting:** A wiki has been created for this assignment. However, you must populate the wiki with the table provided below. Students can then add their replies to each row. Please complete the following steps to populate the wiki:

1. Navigate to *Course Tools* 🡪 *Wikis*.
2. Click on the wiki for this assignment.
3. Enter the assignment title in the *Name* field.
4. Copy/paste the following table into the content area, then click *Submit*:

|  |  |  |
| --- | --- | --- |
| **Student Name** | **Resource Link** | **Concept Reviewed by Resource** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Cognitive Theory Quiz**: This quiz should be made available to students by Friday morning – not before!

|  |  |  |  |
| --- | --- | --- | --- |
| Week Seven: Family Systems Theory; Various Perspectives (Minuchin, Satir, and White) | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Understand the tenets of family systems theory. | | CLO1 | |
| * 1. Apply the basic principles from family systems theoretical orientation. | | CLO2 | |
| * 1. Evaluate family systems theory as a personal theoretical counseling orientation. | | CLO1, CLO3 | |
| * 1. Determine a personal counseling theoretical orientation. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Read** the following:   * Chapter 11 in *Current Psychotherapies* * [Structural Family Therapy](http://minuchincenter.org/yahoo_site_admin/assets/docs/SFT.65163124.doc) * The Bowen Center for Study of the Family – [Eight Concepts](https://thebowencenter.org/theory/eight-concepts/) * Case Report: Child B   **Post** your insights or questions in the General Q & A discussion forum. | | Week 7 | Readings: **1 hour** |
| **Wiki: Family Systems Theory Resource Posting**  Students are encouraged to use this wiki as a resource to further understand theoretical concepts they find challenging.  **Locate** an academic or scholarly resource that best assists you in understanding the concepts of family systems theory that you find challenging.  **Navigate** to the Family Systems Theory ResourceWiki and **select** *Edit Wiki Content*.  In the next open row in the table provided, **post** your name, a link to the academic or scholarly resource, and indicate which concept(s) of family systems theory the item helped you to better understand. *Note.* For assistance on linking library materials, view the video [Using Persistent Links in EBSCO](https://www.youtube.com/watch?v=QMfEs_q4WoQ) [1:13].  Resource submissions are due by Wednesday 11:59 p.m. EST. | | 7.1 | Resource Sharing = **.5 hours** |
| **Smarthinking**  **Resources:**   * Smarthinking Student Handbook * Smarthinking Quick Start Guide   **Submit** your **Theoretical Orientation Research Paper** to Smarthinking by Wednesday.  **Take** a screenshot of your submission, as you will submit this screenshot with your final paper.  **Review** the Smarthinking feedback and **make** changes as appropriate to your paper. | | N/A | N/A |
| **Live Discussion**  **Participate** in the scheduled (optional) live session on \_\_\_\_\_\_\_\_\_\_\_\_\_\_ at \_\_\_\_\_\_\_\_\_\_\_\_\_\_ with the course instructor. This session will provide an opportunity to review the course content and discuss the upcoming assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole. If you are unable to attend the live session, then send any questions to your instructor no later than 12:00 p.m. EST the day of the scheduled session.  *Note:* If no student is logged in to the meeting within ten (10) minutes or no questions have been submitted via email, the meeting will be canceled. A recorded lecture will be made available to those who are unable to attend the live session, if held. | | Week 7 | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Family Systems Theory**  **Review** the resources posted for the family systems theory and **identify** any theoretical concepts you may find challenging.  **Reflect** on the theory of family therapy and its components and processes, as well as how it explains the thoughts, feelings, perceptions, and behaviors of the people you observe every day.  **Respond** to the following prompts by Thursday 11:59 p.m. EST. Provide specific examples to support your answers:     * Discuss your understanding of family systems theory. * Identify the areas of difficulty that you have in applying this theory to the thoughts, feelings, perceptions, and behaviors of those around you. * Pose specific questions you may have about this theory that will enhance your understanding of the theory.     This post is not about whether you like or agree with family systems theory. This post is designed to enhance your understanding of the theory. So, be sure to address the specific expectations of this post.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts. Be sure to:   * answer your classmates’ questions. * use what you know about the theory to enhance your classmates’ knowledge. * help each other learn!   All responses are due on Sunday 11:59 p.m. EST. | | 7.1 | Discussion = **1 hour** |
| **Family Systems Theory Quiz**  **Complete** the quiz by Sunday 11:59 p.m. EST.  *Note:* The quiz will be available beginning on Friday 12 a.m. EST. | | 7.1 | Quiz**: .5 hours** |
| **Small Group Case Study Discussion: “Child B” – Family Systems** **Perspective**  **Resource:** Case Report: Child B  **Read** Child B’s case report.  **Post and discuss** your initial ideas about the theory of family therapy and the case with your group members. You may want to use the requirements for the Case Study paper.  All group discussions should conclude by Friday 11:59 p.m. EST. | | 7.2 | Case Study Discussion:  **1 hour** |
| **Case Study Review: “Child B” - Family Systems** **Perspective**  **Resource:** Case Report: Child B  After discussing the case with your small group, **write** a 3–5-page case study review in which you analyze and interpret Child B’s beliefs, emotions, and actions according to the theory of family therapy. Be sure you focus only on understanding and explaining Child B’s behavior using only the theory of family therapy—do not discuss interventions!  You are to analyze the case to the fullest extent possible to help your reader understand what is going on with the client. Include the following in your presentation of the case:   * A clear understanding of the behaviors, feelings, and perceptions found in the case using the assigned theory * A case interpretation that is internally consistent and provides the most parsimonious interpretation of what is happening in the case (see the principle of parsimony in psychology) * Citing material specific from the case to support your interpretation * All interpretations **must be tentative** in nature as all interpretations at this point of intervention are hypotheses that are validated or rejected through work with the client. Therefore, definite, certain language must not be found in your interpretation (i.e. instead of “This client is …” use “It appears that this client is…” or “I hypothesize that…”).   The following **should not** be included in your interpretation:   * Diagnostic interpretations – DSM (unless required by the theory in question; if this is the case, go ahead and give it a go!) * Discussion of counseling (treatment) or intervention * Personal experience or beliefs   Interpretative assumptions (interpretations that are not clearly supported in the case but may be assumed based on the theory used and what is known about the case) are allowed but must be plausible and significantly supported by the theory and what is known about the case.  *Note:* The length of your paper should be determined by your level of analysis and interpretation. Title page and references are not required and, therefore, if submitted, should not count toward the assignment length.  **Post** your case study review of Fred to your group by 11:59 p.m. EST on Sunday. | | 7.2 | Case Study Review:  **.5 hours** |
| **Journal Entry 6**  **Write** a 350–500-word reflection on the following:   * What are your feelings about the theory of family therapy? * Does the theory of family therapy make sense to you in understanding what you observe around yourself? * How likely are you to select the theory of family therapy as your theoretical orientation? * Which theoretical orientation are you leaning toward at this point in the class, and how does it compare to family therapy theory? * Why you choose the theory you did as your personal theory?   **Submit** your entry by 11:59 p.m. EST Sunday. | | 7.1, 7.3 | Journal: **.5 hours** |
| **Theoretical Orientation Research Paper**  **Resources:**   * [APA Style Central](http://www.apastyle.org/) * [GMercyU Citation Help: APA and MLA Citation Resources](http://gmercyu.libguides.com/citationhelp) * [GMercyU APA Citation Guide](http://gmercyu.libguides.com/c.php?g=315427&p=2107179) * [Top Ten Practical and Common Mistakes When Writing a Research Paper](https://cloud.ensemblevideo.com/hapi/v1/contents/permalinks/Pa59Fjo8/view) (4:01)   During the course, we will be reviewing many counseling theories. You will be selecting and conducting supplemental research on the orientation most aligned to you.  A paper on your theoretical orientation is due in Week 7.  In this paper, you are to present the theoretical orientation you believe makes the most sense in understanding an individual's complaints in a counseling session. If you do not have a theoretical framework at this time, you must present the theory of counseling that you are leaning toward using as a model to understand clients. This theoretical orientation must be an established theory of counseling.  **Write** an APA-formatted research paper of no less than 12 pages (not counting title page and references; an abstract is not required**—**unless you really think you can do it in less). Papers must be double-spaced with 1-inch margins.  **Address** the following topics in your paper:   1. Discuss your reasons for choosing this theory. **(10%)** 2. Review the theory in detail, describing all components of the theory. **(40%)** 3. Present any aspects of the theory that describe how personality is formed/established/created. **(10%)** 4. Provide any supporting documentation for the theory’s validity, relevance, and success in explaining client behavior, beliefs or feelings. **(15%)** 5. Explain how this theory helps you understand and predict the behavior you experience and observe every day (use examples). **(20%)** 6. Describe how counseling using this theory helps modify client’s behaviors, perceptions, and feelings. **(5%)** This section of the paper should be the **shortest.**   *Note:* The bolded percentages indicated after each section topic provides the weight assigned to that section of the paper.  **Be sure to:**   * make maximum use of headings in your paper to help organize the material. * use an appropriate number of scholarly references for this paper. * follow the publication manual of the American Psychological Association for your citations in the text and reference list.   Please see the grading rubric (side menu in Blackboard) for further information.  **Submit** your research paper and Smarthinking screenshot by 11:59 p.m. EST on Sunday. | | 7.4 | Research:  **1 hour** |
| **Total** |  |  | **7 hours** |

# Faculty Notes

**Weekly Live Sessions via Adobe Connect:** Each week, faculty are expected to hold a Live Session via Adobe Connect. This 1-hour synchronous session will allow students the opportunity to clarify any misconceptions they have about the course content and to go over any questions about assignments, etc.

While it is the instructor’s choice as to what day the live session is scheduled, it is highly recommended that the session is held on Thursday evenings. This will allow students to complete the readings and the resource sharing wiki assignment before the live session and be prepared for the weekly quiz that opens on Friday.

Faculty should consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. The instructor can then use those questions to tailor the live session topics.

All Adobe Connect sessions should be recorded and a link to the recording posted to the course page so any student who misses the session can review it later in the week.

*Note:* If no students have logged in to a session within 10 minutes, the meeting can be canceled. Additionally, if students have provided questions but no one has logged into the session, then the instructor could record responses to the questions and post the recording for students to review.

**Wiki: Family Systems Theory Resource Posting:** A wiki has been created for this assignment. However, you must populate the wiki with the table provided below. Students can then add their replies to each row. Please complete the following steps to populate the wiki:

1. Navigate to *Course Tools* 🡪 *Wikis*.
2. Click on the wiki for this assignment.
3. Enter the assignment title in the *Name* field.
4. Copy/paste the following table into the content area, then click *Submit*:

|  |  |  |
| --- | --- | --- |
| **Student Name** | **Resource Link** | **Concept Reviewed by Resource** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Family Systems Theory Quiz**: This quiz should be made available to students by Friday morning – not before!

# Breakdown of Academic Instructional Equivalencies

|  |  |
| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required | 6 hours |
| Supplemental | 1 hour |
| **Week 2** |  |
| Required | 5 hours |
| Supplemental | 1 hour |
| **Week 3** |  |
| Required | 5 hours |
| Supplemental | 1 hour |
| **Week 4** |  |
| Required | 9 hours |
| Supplemental | 1 hour |
| **Week5** |  |
| Required | 6 hours |
| Supplemental | 1 hour |
| **Week 6** |  |
| Required | 6 hours |
| Supplemental | 1 hour |
| **Week 7** |  |
| Required | 6 hours |
| Supplemental | 1 hour |
|  |  |
| **Total Required Hours** | 43 hours |
| **Total Supplemental Hours** | 7 hours |
| **Total Hours** | 50 hours |