# Course Description

This course is designed to survey major theoretical orientations to counseling and the philosophical assumptions underlying the counseling process. Students will examine the goals of counseling, the principles and techniques of counseling, and how to best serve diverse populations in professional counseling settings. The course emphasizes the various theories and synthesizing and generating their own theoretical perspectives for future counseling practices. Prerequisite: EDU 505.

# Course Outcomes

* **CLO1**: Identify the goals of counseling.
* **CLO2:** Differentiate the major theories of psychotherapy and counseling.
* **CLO3:** Analyze gender and multicultural issues from various theoretical perspectives.
* **CLO4:** Explain the basic principles and techniques from major counseling theories used to treat clients in a professional counseling setting.
* **CLO5:** Determine a personal counseling theoretical position.

**Program Learning Outcomes (PLO)**

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

**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

**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

Reichenberg, L. W. (2014). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (4th ed.). Upper Saddle River, NJ: Pearson.

*Note.* You must purchase the video-enhanced edition of the textbook for this course. Check the Gwynedd Mercy University Bookstore for specific information on the appropriate edition. Please note that some versions of the textbook, such as the Amazon® Kindle® and CourseSmart® versions, are not video enabled.

You are required to have access to a webcam and a microphone for this course.

# Suggested Point Values

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| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | Participation | 1 | <insert due date> |
|  | Theoretical Orientation | 3 | <insert due date> |
|  | Historical Foundations | 5 | <insert due date> |
| **Week 2** | |  |  |
|  | Participation | 2.5 | <insert due date> |
|  | Goals of Counseling | 3 | <insert due date> |
|  | Psychoanalysis, Individual Psychology, and Analytic Psychology Paper | 6 | <insert due date> |
|  | Psychodynamic and Psychoanalytic Techniques | 6 | <insert due date> |
| **Week 3** | |  |  |
|  | Participation | 2.5 | <insert due date> |
|  | Case Illustration Activity | 3 | <insert due date> |
|  | Process Experiential Approaches Paper | 6 | <insert due date> |
|  | Process Experiential Approaches Techniques | 6 | <insert due date> |
| **Week 4** | |  |  |
|  | Participation | 3 | <insert due date> |
|  | Cognitive and Behavioral Orientations Paper | 6 | <insert due date> |
|  | Cognitive and Behavioral Orientations Techniques | 6 | <insert due date> |
| **Week 5** | |  |  |
|  | Participation | 1 | <insert due date> |
|  | Multicultural and Gender Case Study | 3 | <insert due date> |
|  | Gender and Multicultural Presentation | 8 | <insert due date> |
| **Week 6** | |  |  |
|  | Participation | 1 | <insert due date> |
|  | Orientation Discussion | 3 | <insert due date> |
|  | Personal Theoretical Orientation | 8 | <insert due date> |
| **Week 7** | |  |  |
|  | Participation | 0.5 | <insert due date> |
|  | Common Factors | 3 | <insert due date> |
|  | Role-Play Activity | 7.5 | <insert due date> |
|  | Theoretical Orientation Scenarios | 6 | <insert due date> |
| **Total Points** | | **100** |  |

# Course Schedule

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

# Weekly Learning Modules

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| Week One: Foundations of Counseling |  | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Outline the historical foundations of psychotherapy and theories of counseling. | CLO2 | |
| * 1. Identify the importance of having a theoretical orientation in the counseling profession. | CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Week One Introduction**  **Watch** the “EDU520 Course Introduction” lecture [3:15] on Blackboard located at <https://vimeo.com/99275417>.  **Post** your insights or questions after viewing the video in the Week One Questions discussion forum. | WEEK1 | Video: review and post response = **1 hour** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments. Below are tutorials available to you on how to use the technologies utilized in this course.  *Using Blogs in Blackboard*   * **Click** the **BB Video Tutorials** tab from the left menu of your course page. * **View** the “Posting a Blog” video. * **Click** on the **BB Training Documents** tab from the left menu of your course page. * **Read** the “Creating a Blog Entry” PDF.   *Using Wikis in Blackboard*   * **Click** the **BB Video Tutorials** tab from the left menu of your course page. * **View** the “Participating in a Wiki” video. * **Click** on the **BB Training Documents** tab from the left menu of your course page. * **Read** the “Participating in a Wiki” PDF.   *Using Microsoft® PowerPoint*   * **View** the “PowerPoint Animation” video located on Blackboard: <https://vimeo.com/73961028>. * **View** the “PowerPoint Export to MP4” video located on Blackboard: <https://vimeo.com/73978932>. * **Visit** the Microsoft*®* Office Support website for additional tutorials: <http://office.microsoft.com/en-us/support/>.   *Recording Audio*   * **View** Recording Audio with Windows 10 Voice Recorder: <http://ww2.synergiseducation.com/recording-audio-with-windows-10-voice-recorder/> * **View** Recording Audio on a Mac with Quicktime Player: <http://ww2.synergiseducation.com/recording-audio-on-a-mac-with-quicktime-player/> * **View** Recording Audio with Audacity: <http://ww2.synergiseducation.com/recording-audio-with-audacity/>   *Using Padlet*   * **View** the “Creating a Padlet Wall” tutorial [3:13] located on Blackboard: <https://vimeo.com/78189277>. * **View** the “Padlet Tutorial” [2:38] for how to post to your Padlet wall located on Blackboard: <https://vimeo.com/71431014>. |  |  |
| **Icebreaker Activity**  **Welcome** to the first week of the course!  **Create** a short video using an online tool of your choice—such as PowToon (<http://www.powtoon.com>), Animoto (<http://animoto.com/>), or the webcam feature in Blackboard—to introduce yourself to your classmates.  **Consider** discussing your interests and hobbies, what you love most about the counseling profession, and your professional goals.  **Post** a link to your video to the Icebreaker Activity discussion forum by Thursday.  **Review** your classmates’ videos and post responses. | N/A | Video: review and post response = **1 hour** |
| **Read** Ch. 1 of *Theories of Counseling and Psychotherapy*. | WEEK1 |  |
| **Treatment Styles**  **Read** the “Questions to Help You Identify Your Treatment Style” section in Ch. 20 of *Theories of Counseling and Psychotherapy.*  **Take** the multiple-choice test, and score it according to the guidelines in the “Evaluating the Questionnaire” section.  **Respond** to the following question in the Personal Reflection journal: Why do you think you lean toward this theoretical orientation? | COURSE | Journal: one private post = **.5 hours** |
| **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 by 11:59 pm EST of the listed due date. By the conclusion of each week, Sunday at 11:59 pm EST, you will make at least one substantive comment to three of your classmates’ posts for each discussion question posted. A substantive post is at least 250 words and addresses all the prompts for each discussion question. It is recommended that you check in periodically throughout the week to meet the participation requirement.  **Review** the RISE Model for Peer Feedback located at <http://elwray.squarespace.com/feedback>. |  |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session 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.  *Note.* A recorded lecture will be made available to those who are unable to attend the live session. |  | Live Discussion: lecture and discussion = **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Theoretical Orientation**  **Review** the “Introduction to the Diaz Family” section in Ch. 1 of *Theories of Counseling and Psychotherapy*.  **Respond** to the following discussion question in the Theoretical Orientation discussion forum by Thursday:   * Based on the reading, why do you think it is important to have a theoretical orientation in the counseling profession? Support your response with examples.   **Post** constructive feedback, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | 1.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Historical Foundations**  **Review** the “Development of Theories of Counseling and Psychotherapy” section in Ch. 1 of *Theories of Counseling and Psychotherapy*.  **Create** a poster using Padlet (<http://padlet.com/>) or Glogster (<http://www.glogster.com/>) that outlines the historical foundations of psychotherapy and theories of counseling.  **Submit** a link to your poster to Blackboard by Friday.  **Post** a link to your poster to the Historical Foundations discussion forum by Friday.  **Post** constructive feedback, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ posters by Sunday. | 1.1 | Presentation: private post, share, and comment = **1.5 hours** |

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| Week Two: Psychodynamic and Psychoanalytic Orientations |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Identify the goals of counseling according to the psychoanalysis, individual psychology, and analytic psychology theoretical orientations. | CLO1 | |
| * 1. Differentiate the psychoanalysis, individual psychology, and analytic psychology theoretical orientations. | CLO2 | |
| * 1. Explain the basic principles and techniques taken from psychoanalysis, individual psychology, and analytic psychology currently used to treat clients in a professional counseling setting. | CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 2–6 of *Theories of Counseling and Psychotherapy*. | WEEK2 |  |
| **Textbook Videos**  **Watch** the following videos from *Theories of Counseling and Psychotherapy;*   * “Stages of Development” section [4:16] in Ch. 3 * “Family Constellation and Birth Order” section [4:04] in Ch. 4 * “Goals” section [3:16] in Ch. 4 * “Time-Limited Dynamic Psychotherapy” section [5:02] in Ch. 6   ***Note***: These videos are available in the video-enhanced version of this textbook which is required for this course. Please see Required Course Materials. | 2.1, 2.2, 2.3 | Video: reviews and posts response = **4 hours** |
| **Brief Psychodynamic Theory**  **Respond** to the following questions in the Brief Psychodynamic Theory discussion forum by Thursday:   * What are the benefits of brief psychodynamic theory? What are the limitations? * If you were currently practicing, would you prefer to offer open-ended, extended treatment, or would you prefer shorter, time-limited treatment? Why?   **Post** constructive feedback, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | 2.2, 2.3 | Discussion: one post and replies to three other posts = **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Goals of Counseling**  **Respond** to the following questions in the Goals of Counseling discussion forum by Thursday:   * What are the goals of counseling according to the psychoanalysis, individual psychology, and analytic psychology theoretical orientations? * Do you think these goals are still relevant to counselors today? Why?   **Post** constructive feedback, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | 2.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Psychoanalysis, Individual Psychology, and Analytic Psychology Paper**  **Write** a 700- to 1,050-word paper that differentiates the following theoretical orientations:   * Psychoanalysis * Individual psychology * Analytic psychology theoretical orientations   **Include** the following in your paper:   * The major theorists who contributed to each theoretical orientation * The major theoretical concepts from each orientation   **Format** your paper according to APA requirements. | 2.2 | Paper: one private post = **.5 hours** |
| **Psychodynamic and Psychoanalytic Techniques**  **Create** a web resource using a tool of your choice, such a Google Sites (<https://sites.google.com/>), Weebly (<http://www.weebly.com>), or Wikispaces (<http://www.wikispaces.com/content/teacher>).  **Identify** the basic principles and techniques from the following orientations that are currently used to treat clients in a professional counseling setting:   * Psychoanalysis * Individual psychology * Analytic psychology   **Explain** how to use each identified principle or technique, and include an example.    **Post** a link to your web resource to the Psychodynamic and Psychoanalytic Techniques discussion forum by Thursday.  **Post** constructive feedback, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ resources by Saturday.  **Review** the feedback on your resource and make revisions as appropriate.  **Submit** a link to your final web resource to Blackboard by Sunday. | 2.3 | Web resource: private post, share, and comment = **1.5 hours** |

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| Week Three: Process Experiential Approaches |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Differentiate Carl Rogers’ person-centered theory, existential psychotherapy, Gestalt therapy, and the constructivist theoretical orientation. | CLO2 | |
| * 1. Identify the goals of counseling according to Carl Rogers’ person-centered theory, existential psychotherapy, Gestalt therapy, and the constructivist theoretical orientation. | CLO1 | |
| * 1. Explain the basic principles and techniques taken from Carl Rogers’ person-centered theory, existential psychotherapy, Gestalt therapy, and the constructivist theoretical orientation currently used to treat clients in a professional counseling setting. | CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 8–11 of *Theories of Counseling and Psychotherapy*. | WEEK3 |  |
| **Textbook Videos**  **Watch** the following videos from *Theories of Counseling and Psychotherapy;*   * “Nondirectiveness” video [3:32] in Ch. 8 * “Specific Intervention Strategies” video [3:13] in Ch. 9 * “Role-Playing Using Empty Chair Methods” video [22:18] in Ch. 10 * “Stages in Treatment” video [2:31] in Ch. 11   ***Note***: These videos are available in the video-enhanced version of this textbook which is required for this course. Please see Required Course Materials. | 3.3 | Video: reviews and posts response = **4 hours** |
| **Adjusting to Change**  **Review** the instructions forthe first activity in the “Individual Exercises” section of Ch. 9 in *Theories of Counseling and Psychotherapy*.  **Complete** the activity in the Adjusting to Change journal on Blackboard by Thursday. | 3.3 | Journal: one private post = **.5 hours** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Case Illustration Activity**  **Review** the “Case Illustration” section in Ch. 8 of *Theories of Counseling and Psychotherapy.*  **Review** the instructions for the second activity in the Large-Group Exercises section following the case illustration.  **Meet** with the partner assigned to you in the Case Illustration Activity discussion forum by Thursday.  **Select** four of the eight key elements and have your partner select the remaining four elements.  **Post** your examples to the Case Illustration Activity discussion forum by Friday.  **Post** constructive feedback, clarification, additional questions, or your own relevant thoughts on your partner’s examples by Sunday. | 3.2, 3.3 | Scenario: scenario analysis & posting = **1 hour** |
| **Process Experiential Approaches Paper**  **Write** a 700- to 1,050-word paper that differentiates the following theoretical orientations:   * Carl Rogers’ person-centered theory * Existential psychotherapy * Gestalt therapy * Constructivist theory   **Include** the following in your paper:   * The major theorists who contributed to each theoretical orientation * The major theoretical concepts from each orientation   **Format** your paper according to APA requirements. | 3.1, 3.2 | Paper: one private post = **.5 hours** |
| **Process Experiential Approaches Techniques**  **Create** a new section in the web resource created in Week Two.  **Identify** the basic principles and techniques from the following orientations that are currently used to treat clients in a professional counseling setting:   * Carl Rogers’ person-centered theory * Existential psychotherapy * Gestalt therapy * Constructivist theory   **Explain** how to use each identified principle or technique, and include an example.  **Post** a link to your web resource to the Process Experiential Techniques discussion forum by Thursday.  **Post** constructive feedback, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ resources by Saturday.  **Review** the feedback on your resource, and make revisions as appropriate.  **Submit** a link to your final web resource to Blackboard by Sunday. | 3.3 | Web resource: private post, share, and comment = **1.5 hours** |

# Faculty Notes

* **Case Illustration Activity:** Assign students into groups of two using the Groups feature in Blackboard.

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| Week Four: Cognitive and Behavioral Orientations |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Differentiate the rational emotive behavior therapy (REBT), cognitive therapy, social learning therapy, cognitive-behavioral therapy, and reality therapy theoretical orientations. | CLO2 | |
| * 1. Identify the goals of counseling according to REBT, cognitive therapy, social learning therapy, cognitive-behavioral therapy, and reality therapy theoretical orientations. | CLO1 | |
| * 1. Explain the basic principles and techniques taken from REBT, cognitive therapy, social learning therapy, cognitive-behavioral therapy, and reality therapy theoretical orientations currently used to treat clients in a professional counseling setting. | CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 13, 14, 16, & 17 of *Theories of Counseling and Psychotherapy*. | WEEK4 |  |
| **Textbook Videos**  **Watch** the following videos from *Theories of Counseling and Psychotherapy;*   * “Irrational Beliefs” [2:35] in Ch. 13 * “Identifying, Assessing, Disputing, and Modifying Irrational Beliefs” [1:59] in Ch. 13 * “Case Formulation” [3:59] in Ch. 14 * “Strategies for Modifying Cognitions” [5:17] in Ch. 14 * “Behavioral Strategies and Interventions” [7:10] in Ch. 16 * “Strategies” video [3:35] in Ch. 11   ***Note***: These videos are available in the video-enhanced version of this textbook which is required for this course. Please see Required Course Materials. | 4.1, 4.2, 4.3 | Video: reviews and posts response = **6 hours** |
| **Assignment Preparation**  **Review** the instructions for the Gender and Multicultural Presentation assignment due in Week Five.  **Begin** working on the presentation. |  |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Irrational and Rational Beliefs**  **Review** the “Case Illustration” section in Ch. 13 of *Theories of Counseling and Psychotherapy*.  **Complete** the first activity in the “Large Group Exercises” section following the case illustration.  **Post** the completed activity to the Irrational and Rational Beliefs discussion forum by Thursday.  **Post** constructive feedback, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | 4.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Behavioral Strategies**  **Imagine** that you are treating a 10-year-old child named Steve. Steve suffers from fear of the dark and from being alone.  **Respond** to the following questions in the Behavioral Strategies discussion forum by Thursday:   * Which behavioral strategies you would use to treat Steve based on his presenting problem? Why do you think these would be effective?   **Post** constructive feedback, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | 4.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Reality Therapy**  **Review** the instructions for the first activity in the “Large-Group Exercises” section in Ch. 17 of *Theories of Counseling and Psychotherapy.*  **Complete** the activity in the Reality Therapy discussion forum by Thursday.  **Post** constructive feedback, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | 4.3 | Discussion: one post and replies to three other posts = **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Cognitive and Behavioral Orientations Paper**  **Write** a 700- to 1,050-word paper that that differentiates the following theoretical orientations:   * REBT * Cognitive therapy * Social learning therapy * Cognitive-behavioral therapy * Reality therapy   **Include** the following in your paper:   * The major theorists who contributed to each theoretical orientation * The major theoretical concepts from each orientation   **Format** your paper according to APA requirements. | 4.1, 4.2 | Paper: one private post = **.5 hours** |
| **Cognitive and Behavioral Orientations Techniques**  **Create** a new section in the web resource created in Week Two.  **Identify** the basic principles and techniques from the following orientations that are currently used to treat clients in a professional counseling setting:   * REBT * Cognitive therapy * Social learning therapy * Cognitive-behavioral therapy * Reality therapy   **Explain** how to use each identified principle or technique, and include an example.  **Post** a link to your web resource to the Cognitive and Behavioral Orientations discussion forum by Thursday.  **Post** constructive feedback, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ resources by Saturday.  **Review** the feedback on your resource, and make revisions as appropriate.  **Submit** a link to your final web resource to Blackboard by Sunday. | 4.3 | Web resource: private post, share, and comment = **2 hours** |

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| Week Five: Gender and Multicultural Issues |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Analyze gender issues from various theoretical perspectives. | CLO3 | |
| * 1. Analyze multicultural issues from various theoretical perspectives. | CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Review** the “Application to Multicultural Groups” sections in Ch. 3–17 of *Theories of Counseling and Psychotherapy.* | WEEK5 |  |
| **Racial, Ethnic, and Gender Identity**  **Read** the article The role of Ethnic Identity, Gender Roles, and Multicultural Training in College Counselors' Multicultural Counseling Competence: A Mediation Model: [https://portfolio.du.edu/downl oadItem/218215](https://portfolio.du.edu/downloadItem/218215)  **Post** your insights or questions from the reading in the Racial, Ethnic, and Gender Identity discussion forum. | WEEK5 | Discussion: one post and replies to three other posts = **1 hour** |
| **Multicultural Counseling**  **Watch** the “Understanding the Importance of Multicultural Counseling” video [2:26] on YouTube: <http://www.youtube.com/watch?v=xZUgD-NbRvo>.  **Respond** to the following questions in the Multicultural Counseling discussion forum by Thursday:   * Why do you think it is important for counselors to examine their perceptions of multicultural issues? * What would you have done if you were in the same situation as the graduate student?   **Post** constructive feedback, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | 5.2 | Discussion: one post and replies to three other posts = **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Multicultural and Gender Case Study**  **Review** the “Introduction to the Diaz Family” section in Ch. 1 of *Theories of Counseling and Psychotherapy.*  **Respond** to the following questions in the Multicultural and Gender Case Study discussion forum by Thursday:   * What multicultural issues are the members of the Diaz family experiencing? * What issues related to gender are the members of the Diaz family experiencing? * How might you treat these issues according to the theoretical orientations you have studied?   **Post** constructive feedback, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | WEEK5 | Case Study: Analysis and posting = **2 hours** |
| **Gender and Multicultural Presentation**  **Imagine** that you have been asked to create a training on gender and multicultural issues for new counselors.  **Select** two gender issues and two multicultural issues of interest to you.  **Create** a 10- to 15-minute narrated presentation using Microsoft® PowerPoint or an online tool of your choice—such as PowToon (<http://www.powtoon.com>) or Prezi (<http://prezi.com/>)—that analyzes each issue from a variety of relevant theoretical perspectives.  *Note.* If the online tool you would like to use does not allow you to create a 10- to 15-minute presentation, you may create a series of shorter presentations totaling 10–15 minutes.  **Address** the following in your presentation:   * How and why, according to each theoretical orientation, the issue might develop in a client * How this issue might present in a client according to each theoretical orientation * How each issue could be appropriately addressed and treated by a counselor, according to each theoretical orientation   **Submit** a link to your presentation to the Gender and Multicultural Presentation discussion forum by Thursday.  *Note.* If you did not use an online tool to create your presentation, upload your file to a shareable file folder (e.g. Dropbox, Google Drive, OneDrive, etc.) and share the link.  **Post** constructive feedback, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ presentations by Saturday.  **Revise** your presentation based on the feedback you received from classmates, as appropriate.  **Submit** a link your finalized presentation to Blackboard by Sunday. | WEEK5 | Presentation: private post, share, and comment = **2 hours** |

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| Week Six: Developing a Theoretical Orientation |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Determine a personal counseling theoretical orientation. | CLO5 | |
| ***Required Learning Resources and Activities: Students must complete any resources activities listed in this section as selected by the instructor.*** | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 20 of *Theories of Counseling and Psychotherapy*. | 6.1 |  |
| **Personal Counseling Theoretical Orientation**  **Watch** the “Personal Counseling Theoretical Orientation” course lecture [1:51] on Blackboard: <https://vimeo.com/99275606>.  **Post** your insights or questions after viewing the video in the Week Six Questions discussion forum. | 6.1 | Video: review and post response = **1 hour** |
| **Personal Reflection: Part 2**  **Complete** the “Questions to Help You Identify Your Treatment Style” section in Ch. 20 of *Theories of Counseling and Psychotherapy*,and score it according to the guidelines in the “Evaluating the Questionnaire” section.  **Compare** your results to the results from Week One.  **Respond** to the following questions in the Personal Reflection journal by Thursday:   * Did your results change from Week One? * If so, how did they change and why? If not, why do you think they remained the same? | 6.1 | Journal: one private post = **.5 hours** |
| **Role-Play Activity Preparation**  **Review** the instructions for the Role-Play Activity assignment due in Week Seven.  **Meet** with the partner assigned to you, and begin preparing to complete the assignment.  *Note.* It is strongly recommended that you choose a videoconferencing tool and complete a trial meeting this week. | N/A | Assignment preparation: discussion with partner = **.5 hours** |
| **Theoretical Orientation Scenarios Preparation**  **Review** the instructions for the Theoretical Orientation Scenarios assignment due in Week Seven.  **Begin** working on the assignment. | N/A | N/A |
| ***Assignment: Students must complete the weekly assignment(s).*** | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Orientation Discussion**  **Respond** to the following questions in the Orientation Discussion forum by Thursday:   * Which theoretical orientation are you leaning toward and why? * What do you think are the strengths and weaknesses of this orientation?   **Post** constructive feedback, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | 6.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Personal Theoretical Orientation**  **Write** a 700- to 1,050-word paper in which you determine your personal counseling theoretical orientation.  **Address** the following in your paper:   * The theoretical orientation you most closely align to at this point in your development and why you are drawn to this orientation * How this theoretical orientation will affect the way you work with clients   **Format** your paper according to APA requirements. | 6.1 | Paper: one private post = **.5 hours** |

# Faculty Notes

* **Role-Play Activity Preparation:** Assign students to groups of two or three this week using the Groups feature in Blackboard.

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| Week Seven: Treatment Systems and Application |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Identify the common factors in effective treatment. | CLO4 | |
| * 1. Determine how to appropriately apply your theoretical orientation in a professional counseling setting. | CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Review** Ch. 20 of *Theories of Counseling and Psychotherapy*. | 7.1 |  |
| **Course Reflection**  **Reflect** on the concepts covered in the preceding weeks of this course.  **Respond** to the following questions in the Course Reflection discussion forum by Thursday:   * What have you learned from the course? * What information have you found most valuable? * Which topics covered in this course do you have questions on?   **Post** constructive feedback, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | COURSE | Discussion: one post and replies to three other posts = **1 hour** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide a summary of the class.  **Prepare** to ask questions concerning the content of the course and to provide constructive feedback.  *Note.* A recorded lecture will be made available to those who are unable to attend the live session. |  | Live Discussion: lecture and discussion = **1 hour** |
| **Treatment System Advocates**  **Read** the second exercise in the “Small-Group Exercises” section in Ch. 20 of*Theories of Counseling and Psychotherapy.*  **Respond** to the three questions listed at the end of the exercise in the Treatment System Advocates discussion forum.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | 7.2 | Discussion: one post and replies to three other posts = **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Theoretical Orientation Scenarios**  **Read** the scenarios in the second exercise in the “Large Group Exercises” section in Ch. 20 of *Theories of Counseling and Psychotherapy.*  **Respond** to the following questions in the Theoretical Orientation Scenarios discussion forum by Wednesday:   * According to your personal theoretical orientation, why do you think that these clients’ presenting problems have developed? * According to your personal theoretical orientation, how would you treat these clients? Why do you think that these treatment options would be effective?   **Post** constructive feedback, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ web resources by Friday. | 7.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Common Factors**  **Respond** to the following questions in the Common Factors forum by Thursday:   * What are the common factors in effective treatment? * Why do you think counselors need a personal theoretical orientation if there are similarities in effective treatment?   **Post** constructive feedback, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | 7.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Role-Play Activity**  **Imagine** that you are seeking counseling for one of the following reasons:   * You are seeking treatment because of your early relationships with your parents and your current social and self-esteem difficulties. * You are seeking treatment because of a conflict that occurred between you and a colleague and is affecting your work and home life.   You and your partner will take turns acting as the counselor and the client.  **Complete** the following using a videoconferencing tool of your choice, such as ooVoo (<http://www.oovoo.com>) or WebEx (<http://www.webex.com/>):   * Meet with the partner assigned to you in Week Six. Record your session so you can review your performance. * Perform the scenario using the webcam feature in your videoconferencing tool to practice using the treatment techniques from your chosen theoretical orientation.   **Submit** a link to the recording of your videoconference to your instructor.  **Respond** to the following questions in the Role-Play Activity journal by Sunday:   * Do you think that the techniques from your chosen theoretical orientation were appropriate for the issues this client presented? * What did you do well? What could you improve? * How did completing the Role-Play Activity and the Theoretical Orientation Scenarios assignment affect your impression of your personal theoretical orientation? Did your impression change or remain the same? Why? * Do you still feel comfortable with your chosen orientation? Why or why not? How might this knowledge affect the development of your personal counseling identity? | 7.2 | Scenario: scenario analysis & posting = **1.5 hours** |

# Breakdown of Academic Instructional Equivalencies

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| --- | --- | --- |
|  |  |  |
| **Week 1** |  |  |
| Required |  | 5 |
| Supplemental |  | 1 |
|  |  |  |
| **Week 2** |  |  |
| Required |  | 8 |
| Supplemental |  | 0 |
|  |  |  |
| **Week 3** |  |  |
| Required |  | 7.5 |
| Supplemental |  | 0 |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 8.5 |
| Supplemental |  | 0 |
|  |  |  |
| **Week5** |  |  |
| Required |  | 6 |
| Supplemental |  | 0 |
|  |  |  |
| **Week 6** |  |  |
| Required |  | 3.5 |
| Supplemental |  | 0 |
|  |  |  |
| **Week 7** |  |  |
| Required |  | 4.5 |
| Supplemental |  | 1 |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 43 |
| **Total Supplemental Hours** |  | 2 |
| **Total Hours** |  | 45 |