



Master of Arts in Counseling

Course Syllabus

Course Information

COUN547 - COUNSELING THEORIES
Fall 2024
3 Semester Hours

Location/Date/Time

Seminary 003
Thursday, 8:30 - 11:30

INSTRUCTOR'S INFORMATION:

Cheree Hammond, PhD

Email: cheree.hammond@emu.edu

Office Phone: 540.432.4228

Student Hours: by appointment

Student Hours:

Greet: A 5-10 minute "pop-in" whenever my office door is open to say "hi" and connect

Meet: A 15-30 minute scheduled meeting for advising or to discuss an issue

Work: A longer scheduled meeting to engage in parallel or collaborative work time

(adapted from Hogan & Sathy, 2022, *Inclusive teaching: Strategies for promoting equity in the college classroom*)

COURSE DESCRIPTION:

This course is designed to provide students with an overview of central theories of counseling and psychotherapy. Key counseling theory concepts are introduced through readings, visiting guest speakers, videos, participation in discussion and small group exercises. Students will become familiar with the central tenets of each theory and engage in practical application and skill development exercises. This course culminates in the articulation of one's own developing counseling theory.

COURSE GOALS AND OBJECTIVES: (2024 CACREP Standards & Clinical Mental Health Standards)

1. The effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients (3.B.5)
2. The effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness (3.B.6)
3. Theories and models of counseling, including relevance to clients from diverse cultural backgrounds (3.E.1)
4. Critical thinking and reasoning strategies for clinical judgment in the counseling process (3.E.2.)
5. Case conceptualization skills using a variety of models and approaches (3.E.3.)
6. Counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships (3.E.8)
7. Counseling strategies and techniques used to facilitate the client change process (3.E.10)

8. Evidence-based counseling strategies and techniques for prevention and intervention (3.E.15)
9. Processes for developing a personal model of counseling grounded in theory and research (3.E.21.)
10. Mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare (5.C.2)

STUDENT LEARNING OBJECTIVES IN ADDITION TO CACREP STANDARDS:

- Students will demonstrate knowledge about theories and models of counseling,
- Students will learn how to use a systems approach for conceptualizing clients (2016 CACREP Standards: F.5.b.).
- Students will study counselor characteristics and behaviors that influence the counseling process
- Students will learn essential interviewing, counseling, and case conceptualization skills (2016 CACREP Standards: F.5.g.)
- Students will learn theories and models related to clinical mental health counseling (CMHS Standards: C.1.a.).

COURSE FORMAT:

This course will explore the nature of the mind and the nature and source of human emotional suffering. This course will be framed by three key questions: 1) What is the nature of mind/How would you describe what it means to be a person? 2) What is/are the primary source or sources of human suffering? 3) What key elements pave the way out of suffering? Recognizing that such questions are also the domain of other fields of inquiry including religion and philosophy, our inquiry will be open to exploring a wide range of human experience and meaning-making.

This course is fundamental to your work in every other course you will take in your training and will prove to be key in your counselor identity development. Your counseling theory will play out in the work you do in the field. We will use these theory explorations to better understand who we are in relationship with ourselves, with the world and in our work. We will explore the source of our own beliefs, feelings and actions through a theoretical lens.

SYLLABUS DISCLAIMER:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via email.

TECHNOLOGY: (SEE TECHNOLOGY AGREEMENT)

The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, **we will ask that you keep your phone and your computer/iPad in your bag**, unless you are required to use it in class. Thanks to our developing

understanding of the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning, we wish to promote an embodied learning and discovery experience and can only be successful to do so in a context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and we want to encourage advanced planning and communication with faculty.

REQUIRED TEXTS AND OTHER RESOURCES:

Author	Book Title
David Archer*	<i>“Anti-Racist Psychotherapy: Confronting Systemic Racism & Healing Racial Trauma”</i>
Judith Beck	<i>“Cognitive Behavior Therapy: Basics and Beyond, 3rd edition</i>
Diana Fosha	<i>“The Transforming Power of Affect: A Model for Accelerated Change”</i>
Victor Frankle	<i>“Man’s Search for Meaning”</i>
Michael Kahn	<i>“Between Therapist and Client: The New Relationship”</i>
Alice Morgan*	<i>“What Is Narrative Therapy? : An Easy-To-Read Introduction”</i>
Carl Rogers	<i>“On Becoming a Person”</i>
Karen Wegela	<i>“Contemplative Psychotherapy Essentials: Enriching Your Practice with Buddhist Psychology”</i>
Various Authors	<i>Look for chapter excerpts and articles available on Moodle. Some will be marked “required” while others are there for your further investigation and are optional.</i>

*NEITHER THE ARCHER BOOK NOR THE MORGAN BOOK ARE INCLUDED IN THE EMU BOOK LIST BUT WAS INCLUDED IN YOUR ORIENTATION PACKET LETTER.

COURSE PACKET: A course packet has been compiled for you that includes the following:

“COURSE PACKET”: AVAILABLE ON MOODLE
Assignment Guidelines & Rubrics
Theories Sorter Inventory
Ingram’s Case Conceptualization Model
Shared Case Study: Philip

Theories Historical Timeline

Additional Required Readings and/or Materials: Depending upon the classroom experience, questions, or the discretion of the professor, students may be assigned supplemental readings and/or materials. In the event that such a requirement is made, adequate time will be allotted for the students to access such materials in order to use them for the course

RECOMMENDED TEXTS AND RESOURCES:

Frank Anderson *Internal Family Systems Skills Training Manual: Trauma-Informed Treatment for Anxiety, Depression, PTSD & Substance Abuse*

David Archer *Anti-Racist Psychotherapy: Confronting Systemic Racism & Healing Racial Trauma*

Laura Brown *Subversive Dialogues: Theory in Feminist Therapy*

Judith Jordan *Relational-Cultural Therapy*

Isha McKenzie-Maving, Kris Black, Karen Carberry & Eugene Ellis *Therapy in Colour: Intersectional, Anti-racist and intercultural Approaches by Therapists of Colour*

Vikram Kolmannskog *The Empty Chair: Tales from Gestalt Therapy*

Pat Ogden, Kekuni Minton & Clare Pain *Trauma and the Body: A Sensory Motor Approach to Psychotherapy*

Lane Pederson *Dialectical Behavior Therapy: A Contemporary Guide for Practitioners*

Zindel Segal, Mark Williams et al. *Mindfulness-Based Cognitive Therapy for Depression*

Weiss et al. *Hakomi Mindfulness-Centered Somatic Psychotherapy: A comprehensive Guide to Therapy and Practice*

COURSE ACTIVITIES AND REQUIREMENTS

Participation in Course Material (5):

Your participation contributes not only to your own learning but to other's learning as well. Your ideas and perspectives are informed by your unique experiences and meaning making, your contribution is unique and can't be substituted. Please come willing to share your thoughts and ideas as well as to listen meaningfully to the thoughts and ideas that others bring.

Participation	Points
Poor use of classroom activity time. Choosing not to ask for help or clarification when help is needed. Creating or contributing to a group environment in which others' ideas are not respected or in which you have not actively contributed to the classroom activity. Failing to read materials and coming to class unprepared to discuss the interventions.	1
Active participation in your group; having come prepared for most discussions by reading most of the required readings. Supporting fellow team-members' ideas and contributing to an environment that is productive and effective. Participating in role plays productively.	3

Excellence in participation in your teams means that you are contributing actively and productively in team discussions around role play, diagnosis of cases, case conceptualization, and treatment planning. Active and productive participation also means that you are contributing equally in discussions and decision-making, encouraging the participation of fellow team members and showing respect for the thoughts and ideas expressed by members of your team.	5
---	----------

Counseling Theory Videotapes (45).

For this assignment, you will choose **6** hours of theory or assessment/treatment videos to watch; **1 hour** of these videos should be related to children or adolescents. Additionally, you will choose **2** hours of theory or assessment/treatment videos related to culturally-informed practices. You are asked to write a **1.5-2 page** journal entry on what you saw, paying close attention to the underlying theoretical assumptions of each theory, clinical style, and your assessment of the theory. You are asked to reflect on your own experience of the theory and what it might be like for you to experience this theory as a client and as a clinician. Portals can be found on the Moodle page for submitting these reflections. Additionally, you are asked to reflect on your thoughts about how Philip, our class case, might experience this therapy. (3.E.1, 3.E. 2,3.E. 3, 8, 3.E. 21)

Please note: while there are 6 reflection portals open to you, if you watch 3 videos of 2 hours each you would only need to write 3 reflections: this is why noting the length of your video is so important.

Six Total Hours of Videos Review
<ul style="list-style-type: none"> ● 1 hour must depict the <i>treatment</i> of children or adolescents in group or individual therapy (not lecture or discussion of theory)
<ul style="list-style-type: none"> ● Remaining <i>treatment videos</i> may depict individual, couples or group counseling
<ul style="list-style-type: none"> ● 2 hours of your review (treatment, lecture, panel, or discussion) should be related to theory and practice that is culturally sensitive (related to race, ethnicity, gender, LGBTQ or spiritual orientations.)
Each video should be accompanied by a reflection of 1.5-2 page

Reflection Journal Entries (50; 10 points each). You are asked to **write a reflection for 5 of the required readings** (your choice) as well as periodic reflections as indicated (such as your syllabus review reflection). These reflections solidify understanding, prepare you to write your final paper, highlight questions you may have, and offer an opportunity to apply your knowledge through conceptualization. Detailed instructions for your journal reflections are contained within the theories packet (available on Moodle) Reflection Journal Entries should be submitted through the Moodle portals. These should be brief (1-1 ½ pages). (3.E.1,3.E. 2,3.E. 3, 8, 3.E.10, 3.E. 21)

Your Journal Reflection should include:
<ul style="list-style-type: none"> ● <i>Your experience of the theory: how might it be to be a client experiencing this theory? How might it be to work as a clinician using this theory?</i>
<ul style="list-style-type: none"> ● <i>Your thoughts about how it might be for Philip to experience this approach; do you think it would be helpful to him and why (or why not?).</i>

Competency/Final Paper (100 points)
(2024 CACREP Standards: 3.E.21.):

Your final paper is a synthesis of your learning over the course of the semester and is designed to serve as a starting place for exploring and articulating your personal theory, which will undergird your counseling identity. Your paper should focus on the three questions that will frame our course: 1) What is the nature of mind/How would you describe human nature? 2) What is/are the primary source or sources of human suffering? 3) What key elements pave the way out of suffering? Your paper should also include the role of the counselor and at least three techniques you might use in your approach. Your paper must be 10-12 pages in length, in APA standard format. **This paper also constitutes your competency for this class.** (3.E.1,3.E. 2,3.E. 3, 8, 3.E.10, 3.E. 21) Two Moodle modules have been provided to further explain the competency: the first describes steps you might take during the semester to prepare for the paper, the second is a practical discussion of the paper itself.

***All written assignments must be submitted by the opening of the class period on which the due date falls. Assignments turned in late will automatically drop the grade for that assignment one letter grade.** Upon the completion and evaluation of graded material, students are permitted one attempt at revision which may or may not result in a different grade.

Grading

A	A-	B+	B	B-	C+	C	C-
186	180-184	174-178	170-172	168	164-166	160-162	158

PROFESSIONAL BEHAVIOR

CLASSROOM CULTURE & RELATED POLICIES

EMU's [Life Together](#) statement describes the sort of learning community that we aspire to be. Learning thrives where there is free and open exchange of ideas, thoughts, emotions, and convictions. Open discourse requires trust and safety. While I anticipate that you may find that some aspects of the class challenge your views and theoretical frameworks, I invite you to respectfully express either agreement or disagreement without fear of consequences. If you feel that I am violating this commitment, please make an appointment to meet outside of class so that we can discuss the issue.

I hope we can welcome differences and demonstrate a willingness to analyze issues from frameworks that may or may not feel comfortable. I have opinions, which I may express from time to time. Please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others' right to speak and welcome questions from your classmates. My goal is to create a brave space in which everyone learns to participate in scholarly dialogue that values listening, thinking, feeling, study, and professionalism. (Adapted from Margaret Sallee and Kathryn Roulston)

1. Our primary commitment is to learn from each other. We will listen to each other and not talk at each other. We welcome differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
2. We will trust that people are always doing the best they can.
3. Challenge the idea and not the person. We debate ideas, not the individual sharing this idea or practice.
4. Each of us will strive to speak our discomfort. When something is bothering you, please practice sharing this with the group. Often our emotional reactions offer valuable learning opportunities.

5. Step Up, Step Back. Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.
6. Stay engaged. When overwhelmed or stressed, it can be tempting to slip away from the class or group while meeting. Let us honor one another with focused connection. When we catch ourselves disengaging, let us gently refocus on the tasks at hand.

INCLUSIVE, COMMUNITY-CREATING LANGUAGE POLICY

EMU is committed to creating and maintaining an inclusive, safe, supportive educational environment that fosters respect for others and is free from intolerance directed toward individuals or groups. As such, EMU expects all its faculty, staff, and students to adopt inclusive written and spoken language that welcomes everyone regardless of race or ethnicity, religious identity, gender, disabilities, age, and sexual orientation. We will strive to use respectful and welcoming language in our classrooms.

As an inclusive community, we strive to sustain safety and belonging for students of all gender and sexual identities expressed in the LGBTQIA+ Student Support Policy.

BIAS RESPONSE

Bias incidents are harmful to the EMU community and/or individuals within the EMU community. Bias can be intentional or unintentional and may be directed toward an individual or group. A bias incident may take the form of a verbal interaction, cyber-interaction, physical interaction, or interaction with property. Bias reporting is a resource for anyone who needs to communicate an incident or explore a better understanding around issues of discrimination and learning how to effectively respond. All members of the university community are encouraged to [report](#) incidents of bias.

ATTENDANCE POLICY & LEARNING ENGAGEMENT

Your participation contributes not only to your own learning but to other's learning as well. Your ideas and perspectives are informed by your unique experiences and meaning making, your contribution is unique and can't be substituted. Please come willing to share your thoughts and ideas as well as to listen meaningfully to the thoughts and ideas that others bring.

Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance. Because our class meets only once a week, three missed classes will result in failing the course. Please note that students are responsible for the material presented in classes missed. Students should be aware of the importance of regular class attendance, particularly in the case of classes that only meet once a week or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

RELIGIOUS HOLIDAYS

EMU respects the diversity of religious holidays and wishes to provide reasonable accommodations for students who may be unable to fully participate in class, lab, exams, or other assignments due to observation of a significant religious holiday. Students should provide adequate notice (a week in advance) to the faculty of such requests.

COURSE EXTENSIONS AND OUTSTANDING GRADES

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator.

If the request is granted the student will receive an “I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. **PLEASE NOTE:** Grades for coursework submitted late may be reduced at the instructor’s discretion and in line with their course policy on turning in coursework after the due date. If the extension deadline is not met, the instructor will submit the final grade based on what has been received to date.

WRITING GUIDELINES

EMU has adopted a set of writing [guidelines](#) for graduate programs that include six sets of criteria: content, structure, rhetoric and style, information literacy, source integrity, and conventions.

GRADUATE & PROFESSIONAL STUDIES WRITING CENTER Please utilize the [writing program](#)! They offer free individual tutoring from a [graduate writing](#) coach. Please visit the website to schedule an appointment.

ACADEMIC ACCOUNTABILITY & INTEGRITY

In accordance with EMU mission, vision, and life together statements, we expect academic integrity of all members of the community. Responses to violations of academic integrity will be handled according to the [Academic Accountability Policy and Procedures](#). EMU fosters a culture where faculty, staff, and students respect themselves and others. EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, integrity, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. At EMU, a transparent account for academic work involves producing and submitting one’s own work in papers, essays, projects, quizzes and tests; correctly and consistently acknowledging sources used; factually representing research results, one’s credentials, and facts or opinions; and appropriately documenting use of technology.

MOODLE

[Moodle](#) is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class will no longer be accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

TECHNOLOGY REQUIREMENTS AND COMMUNICATION (IF JOINING A CLASS BY ZOOM)

Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. In addition, during class synchronous sessions, it will be expected that you will use a noise-reducing headset to minimize background noise and disruption. Remember to keep your headsets UNMUTED during the sessions and avoid moving, brushing, touching, or fumbling with them as it creates unwanted noise in the class space.

LIBRARY

The [Hartzler Library](#) offers research support (via email, chat, phone, or SSC campus). The library home page offers subject guides to help start your research.

DISABILITY RESOURCES

EMU seeks to meet the needs of all admitted students. We are committed to provide both physical and programmatic access with reasonable accommodations for all qualified documented students who are served through the Office of Academic Access. Our policies for students with disabilities are consistent with the necessity of ensuring reasonable accommodations under federal law, the Americans with Disabilities Act, and the 2008 ADA Amendments Act.

If you have a physical, psychological, medical, or learning disability that may impact your work in this course, it is your responsibility to contact the [Office of Academic Access](#) on the third floor of the Hartzler library. This office will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. To request services, use the [online request form](#) or call the coordinator of the Office of Academic Access at (540) 432-4638.

TITLE IX

The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply to incidents that happened prior to your enrollment at EMU.

It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination, they will keep the information as private as possible. However, they are required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to the Title IX Coordinator (Kimberly Anderson, JD) directly, she can be reached at 540-432-4849 (4TIX) or titleixcoordinator@emu.edu. You can also report incidents or complaints through the [online portal](#). You may confidentially report incidents of sexual violence if you speak to Counseling Services counselors, University Chaplain and Seminary Campus Pastor, or Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator, can provide you with information on both internal and external support resources.

Course Extensions and Outstanding Grades

For fall and spring semesters, all coursework is due by the end of the semester. If a student anticipates they will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (usually one semester), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I" (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations.

PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade based on the work completed.

SCHEDULE AND TOPICS: COURSE SCHEDULE

Date	Subject	Reading/Assignments Due
8/29	Introduction & Course Description Three Key Questions	After Class, review the theories packet; Complete the Theories Sorter, found in the “competency packet” materials, and submit a brief reflection. Due in the portal by noon on 9/05 Optional Review: Competency Modules I & II available on Moodle
9/05	Case Conceptualization & Theory Integration (3.B.5, 3.B.6)	Please skim the Ingram Case Conceptualization Model, the Hays ADDRESSING model and Our Shared Case, Philip, all available on Moodle We will use these materials in class, so please be familiar with them
9/12	Freud & Psychoanalysis Stuart Nafzinger, Ph.D., guest speaker 3.E.1,3.E. 2,3.E. 3, 8, 3.E.10, 3.E. 21	Reading provided: See “Psychoanalysis: Required Readings” for full list of readings.
9/19	Jung: Dreams & Depth Work 3.E.1,3.E. 2,3.E. 3, 8, 3.E.10, 3.E. 21	Reading provided: Jungian Dream Interpretation: A Handbook of Theory & Practice: Chapter 1 Available on Moodle; Careful reading Inner Work: Using Dreams...:The Four Steps (Step I) Available on Moodle; Careful reading Also read the articles posted in the “Jungian Therapy: Required Readings” on Moodle Due: Bring with you a recent or salient dream that you are willing to share and to work with using a Jungian lens
9/26	Humanistic & Existential Approaches: Frankl & Existential Psychotherapy Dr. Horst, guest speaker 3.E.1,3.E. 2,3.E. 3, 8, 3.E.10, 3.E. 21	Man’s Search for Meaning Judiciously Skim: Part 1 & Postscript Careful Reading of Part 2
10/03	Humanistic & Existential Approaches:	On Becoming a Person Skim: Part 1 Careful reading of: Parts 2-4

	Rogers & Client-Centered Therapy 3.E.1,3.E. 2,3.E. 3, 8, 3.E.10, 3.E. 21	Module Activity: Perls, Ellis & Rogers: Theory in Action: The Gloria Tapes: Please view Perls and Ellis before class: we will watch Rogers together in class Bring a box with a lid and inner/outer materials: See activity description on Moodle
10/10	Narrative Therapy: Humanistic Approach Dr. Jackson, guest speaker 3.E.1,3.E. 2,3.E. 3, 8, 3.E.10, 3.E. 21	Narrative Therapy: Careful Reading of this book Gestalt Therapy taken from Neukrug Judiciously skim the entry (Available on Moodle)
10/17	Mid-Semester Recess: No Class	Tape Reflections Due No Later than Today: please post any remaining reflections in the Moodle portal
10/24	Modern Integrative Psychodynamic Dr. Cline guest speaker 3.E.1,3.E. 2,3.E. 3, 8, 3.E.10, 3.E. 21	“Between Therapist and Client: The New Relationship” Judicious skimming of the entire work
10/31	Contemplative Approaches 3.E.1,3.E. 2,3.E. 3, 8, 3.E.10, 3.E. 21	“Contemplative Psychotherapy Essentials: Enriching Your Practice with Buddhist Psychology” Careful reading of chapters 1-4; Judicious skimming of 8 & 9
11/07	Cognitive-Behavioral Approaches 3.E.1,3.E. 2,3.E. 3, 8, 3.E.10, 3.E. 21	Cognitive Behavioral Therapy: Basics and Beyond Careful reading of Chapters 1, 2, & 3; skim the remaining chapters Neukrug’s DBT, available on Moodle, please skim the entry

11/14	<p>Contemporary, Integrative, and Revisionist Approaches: AEDP Dr. Cz, guest speaker 3.E.1,3.E. 2,3.E. 3, 8 3.E.10, ,3.E. 21</p>	<p>The Transforming Power of Affect: A Model for Accelerated Change: Judicious skimming of the entire work Due: Reading Reflection Journal entries Unless you are reflecting on the last two as part of the five Due: Theories Paper First Draft Use Review rubric in your theories packet</p>
11/21	<p>Anti-Racist Therapy Applying Theory to Treatment Planning 3.E.1,3.E. 2,3.E. 3, 8, 3.E.10, 3.E. 21</p>	<p>Anti-Racist Psychotherapy: Judicious skimming of the entire work Return Peer-Reviewed Papers (please email your reviews to your peer)</p>
11/28	<p>THANKSGIVING: No Class</p>	<p>Due: Final Paper</p>
12/05	<p>Internal Family Systems Barbara Maille, LCSW, guest speaker 3.E.1,3.E. 2,3.E. 3, 8, 3.E.10, 3.E. 21.</p>	<p>Read: Internal Family Systems</p>
12/12	<p>Applying Theory to Treatment Planning 3.E.1,3.E. 2,3.E. 3, 8, 3.E.10, 3.E. 21</p>	<p>Due: Retake the Theories Sorter. Be Prepared to talk about any shifts you experienced in your theory preferences</p>

Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

Core 4: Theories: Final Paper

Personal Theories Paper

Domain		Points
Title Page		/5
APA Style		

Body of the Paper		
Writing Style:		
APA Style		/2
Page Length		/3
Originality (author's own work; cites where appropriate)		/5
Introduction		/5
Free of Typos		/5
Clear/Concise Writing		/5
Flow of ideas & Smooth Transitions		/5
Content of the Paper:		
Human Nature	Describes human nature, primary human drive, or theory of the nature of mind	/10
Suffering	Describes a theory of the origin and sustaining of suffering	/10
Path out of Suffering	Describes a relief or reduction in suffering through counseling	/10
Role of the Counselor	Describes the role of the counselor	/5

Interventions	Discusses at least three interventions & how and when they will be used	/5
Therapeutic Process	Demonstrates a logical flow of the therapeutic process	/10
Conclusion	Briefly summarizes the key points	/5
References		
APA Style		/2
All references included		/3
Final Score		/100
Competency		/5

Rubric for Self-Evaluation and Peer Evaluation

	Domain Description	Pt Value
APA	<ul style="list-style-type: none"> Title Page Headings 	2
	<ul style="list-style-type: none"> References (6) In text citations (2) Please be sure that the formatting is correct and that all in-text cited works are included within the reference list. All works listed in the reference list must also be cited within your paper. 	8
APA	<ul style="list-style-type: none"> Original writing; original thoughts; Remember that the primary point of this paper is a reflection of your own ideas which have evolved thanks to life experience and our readings. However, very little of what we think is ENTIRELY original to us—most of our ideas are woven from ideas we have learned from others. Thus, all quotes and paraphrases must be cited, and ideas that originate from others should be appropriately attributed to those authors. *Duplicating any six words in succession is considered a quote. Simply shuffling words or using synonyms is not sufficient to make an idea your own—when in doubt, cite. 	10
Introduction	<ul style="list-style-type: none"> The introduction should give the reader an idea of what will be covered; an introduction may be as short as a few paragraphs or as long as a page. 	5
Three Questions	<ul style="list-style-type: none"> Meaning of Personhood or Nature of Mind Though humans are beautifully diverse, here you will describe what it is that you believe links us as humans. What do you believe we share that connects us? Alternatively, you may decide to describe the nature of mind itself. What can be described as shared traits or experiences of the mind and consciousness. 	15
	<ul style="list-style-type: none"> Cause of Suffering Here you are welcome to discuss human suffering in general or more particularized suffering. However, you are being invited to think philosophically about the cause of suffering and its role in human 	15

	experiencing.	
	<ul style="list-style-type: none"> ● Pathway Out of Suffering Counseling theory is nothing other than philosophies of the pathway out of or reduction of suffering. Here you are being invited to describe your <i>current view</i> of how suffering is reduced. 	15
Role of the Counselor	<ul style="list-style-type: none"> ● Please describe the roles and responsibilities of the counselor 	5
Techniques	<ul style="list-style-type: none"> ● Please describe any counseling techniques that you feel are needed or very helpful to reducing suffering; if your approach does not use techniques, state why. 	5
Conclusion	<ul style="list-style-type: none"> ● Briefly summarize the key points of the paper 	5
Writing Quality		
Clear, concise writing	<ul style="list-style-type: none"> ● Clear writing; strong transitions, ● Free of typos, ● Page length 	5
Cohesion	<ul style="list-style-type: none"> ● Three questions match one another: if the cause of suffering is solely existential the path out is also existential 	5
Complexity	<ul style="list-style-type: none"> ● Avoids statements of preference without support or analysis 	5
Total		100

When providing feedback you are not being asked to grade your peer but you are asked to check these domains and offer feedback about strengths and areas that need clarified or improved, as with grammar or APA.