



Department of Counseling, Special Education, & Educational Psychology  
University of Texas at El Paso

## **EDPC 5341 THEORIES OF COUNSELING Fall 2022**

### **Class Information**

University of Texas at El Paso  
College of Education  
Educational Psychology and Special Services  
Education Building 303  
Fall 2022; Thursday 5:00 PM - 7:50 PM

### **Instructor Information**

Dr. Sang-Min Shin  
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915-747-7643 (O)  
Office: Education Building 706

### **Office Hours**

My office hours will be held on Zoom or in-person during the following times:

- Tuesday & Thursday: 01:00pm - 04:00 pm (Mountain Time) and/or appointment.
- To schedule an appointment, send me an email with several blocks of time when you would like to meet virtually. I will send you a link for a virtual meeting.
- To help me keep track of emails from you, please put the course number and your last name in the subject line of any correspondence sent via email (e.g. EDPC 5341 Doe).

### **Course Description**

This 3-credit semester hour course is to provide students with opportunities to learn major affective, cognitive, and behavioral theories and therapeutic approaches to individual counseling. Emphasis will be on learning the origin, assumptions, principles, and key terms of each theory and practical applications.

### **Methods of Instruction**

Graduate courses and graduate studies rely heavily on self-motivated learning. Students are encouraged to preview and review assigned course materials and be willing to study current research articles and extra-curriculum materials related to course contents. The course format will be hybrid (50-85% online instructional method) and a combination of lectures, discussions, group works, presentations, exams, and experiential learning. We will closely follow the text in this class but will allow for other learning experiences as well. Virtual class meeting attendance is encouraged and necessary; however, there may be designated periods of class time assigned for out-of-classroom activities (such as, but not limited to, group meetings, experimental work, assessment, clinical work, take-home exam, etc.). Please refer to the course schedule and in-class announcements for directions.

### **Course & Learning Objectives**

This course is designed to achieve learning outcomes consistent with the following 2016 Council for Accreditation of Counseling and Related Educational Programs (CACREP) Accreditation Standards and the standards for school counselor certification specified in the Texas Administrative Code. Title 19, Part 7, Rule 239.15 (2001 & Amended in 2009). In support of these standards, students should be able to understand and appropriately apply the knowledge, activities, and assessments related to each. Course and learning objectives are provided on the following table:

Objectives	CACREP Standards	TEXAS Administrative Code	Learning Activities	Outcome Measures
<b>GOAL A:</b> The goal is for students to understand the history and philosophy of the counseling profession. <b>(CACREP Standards 2.F.1. a)</b>				
<b>Objective A-1.</b> Understand the history and philosophy of the counseling profession and the origins of the counseling specialty areas	2.F.1. a	<b>Rule 239.15, Standard I (1)</b>	Readings, lectures, and discussions (classroom and/or online environments) and class activities	<b>Quiz</b> (on the history and philosophy of the counseling profession)
<b>Goal B:</b> The goal is for students to understand major counseling theories, including counselor characteristics, strategies and techniques of each counseling theory <b>(CACREP Standards 2.F. 5. a, f, &amp; i)</b>				
<b>Objective B-1.</b> Understand major counseling theories and models	2.F.5.a	<b>Rule 293.15, Standard I (2)</b>	a) Reading, lecture, discussions (classroom and/or online environments), and class activities of learning major counseling theory; b) submission of a group case conceptualization paper & presentation; and c) submission of an individual counseling theoretical orientation paper	a) b) and c) achieve a satisfactory score on each <b>quiz</b> (on each chapter); <u>demonstrating of understanding of the selected theory on the group case project</u> ; and <u>understanding of counseling theory selected as your theory on individual counseling theoretical orientation paper</u>
<b>Objective B-2.</b> Understand counselor characteristics	2.F.5.f		a) Reading, lecture, discussions (classroom and/or online environments), and class activities of learning counselor characteristics of each counseling approach and b) submission of an individual counseling theoretical orientation paper	a) and b) achieve a satisfactory score on each <b>quiz</b> (on counselor characteristics of each chapter); <u>understanding of counselor characteristics on individual counseling theoretical orientation paper</u>
<b>Objective B-3.</b> Understand development of measurable outcomes for clients and counseling strategies and techniques for interventions and measureable outcomes for clients.	2.F.5.i & j		a) Reading, lecture, discussions (classroom and/or online environments), and class activities of learning major counseling theory and	a) b) and c) achieve a satisfactory score on each <b>quiz</b> (on counseling strategies and techniques for interventions of each chapter); <u>counseling</u>

			b) submission of a group case conceptualization paper & presentation	<b>program plan on the group project</b>
<b>GOAL C:</b> The goal is for students to understand the ethical, legal, and cultural issues related to each counseling theory ( <b>CACREP STANDARDS 2.F.1.e; 2.F.2.c; 2.F.5.</b> )				
<b>Objective C-1.</b> Understand ethical and culturally relevant strategies for establishing and maintaining in-person and technology assisted relationships	<b>2.F.5.d</b>	<b>Rule 293.15, Standard I (8)</b>	a) Reading, lecture, discussions (classroom and/or online environments), and class activities of learning major counseling theory and b) submission of a group case conceptualization paper & presentation	a) b) and c) achieve a satisfactory score on each <b>quiz</b> (on counseling strategies and techniques for interventions of each chapter); <u>counseling program plan on the group project</u>
<b>Objective C-4</b> Understand the characteristics and needs of special populations  Increase awareness in oppressed and discriminated groups	<b>2.F.1.e 2.F.2.c</b>	<b>Rule 293.15, Standard I (9)</b>	a) Reading, lecture, discussions (classroom and/or online environments), and class activities of learning major counseling theory and b) submission of a group case conceptualization paper & presentation	a) b) and c) achieve a satisfactory score on each <b>quiz</b> (on counseling strategies and techniques for interventions of each chapter); <b>reflection papers</b> ; and <u>case conceptualization and counseling program plan on the group project</u>
<b>GOAL D:</b> The goal is for students to develop their own personal model of counseling, and professional & personal growth as a counselor. ( <b>CACREP STANDARDS 2.F.5.m; 2.F.1.f &amp; k</b> )				
<b>Objective D-1</b> Develop a personal model of counseling	<b>2.F.5.n</b>		a) Reading, lecture, discussions (classroom and/or online environments), and class activities of learning major counseling theory; b) submission of reflection papers and c) submission of an individual counseling theoretical orientation paper	a) b) and c) achieve a satisfactory score on <b>reflection papers</b> and <u>Develop a personal model of counseling on individual counseling theoretical orientation paper</u>

### Required and Recommended Course Readings

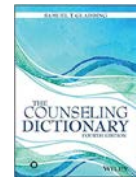
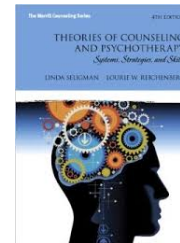
You are expected to complete all required readings for each class session. Consequently, you are encouraged to read the recommended readings and take notes on text chapters, articles, related documents (e.g., power points), and websites noted on the schedule so that you are prepared for the given class discussion. See the course schedule noted at the end of the syllabus. Additional materials (e.g. reading, video clips, articles) will be placed on BB within each class as well.

## Required Text

Seligman, L., & Reichenberg, L. (2014). **Theories of counseling and psychotherapy: Systems, strategies, and skills** (4th ed.). Boston: Pearson.

Gladding, S. T. (2018). **The counseling dictionary: Concise definitions of frequently used terms** (4th ed.). Prentice Hall.

**Publication manual of the American Psychological Association** (7th ed.). (2020). Washington, DC: American Psychological Association.



## Additional Readings and Materials

### ACA 2014 Code of Ethics

[www.counseling.org/resources/aca-code-of-ethics.pdf](http://www.counseling.org/resources/aca-code-of-ethics.pdf)

Counseling Association (2014). **ACA Code of Ethics**. Alexandria, VA: Author.

### Texas LPC 2011 Code of Ethics

[www.txca.org/images/Resources/lpcethics2011.pdf](http://www.txca.org/images/Resources/lpcethics2011.pdf)

Additional materials to supplement the text will be provided in Blackboard.

## Resources

### Purdue Online Writing Lab (OWL)

[OWL](https://owl.english.purdue.edu/owl/) (<https://owl.english.purdue.edu/owl/>) provides writing resources for free. The homepage links to other resources, including APA style guides. If you are not familiar with APA style writing, please visit this website and learn how to write in APA academic writing style.

### American Counseling Association (ACA)

[ACA](https://www.counseling.org/) (<https://www.counseling.org/>) is the world's largest association representing professional counselors. From webinars, publications, and journals to Conference education sessions and legislative action alerts, ACA is where counseling professionals turn for powerful, credible content and support.

### Chi Sigma Iota (CSI)

[CSI](https://www.csi-net.org/) (<https://www.csi-net.org/>) is an international honor society that values academic and professional excellence in counseling. We promote a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity.

## Student Evaluation Criteria and Procedures:

Rubrics for the assignments are noted at the end of the syllabus. Grades for the course are determined from a percentage of the total points as follows:

Letter Grade	%	Points
A	90-100%	450-500
B	80- 89%	400-449
C	70-79%	350-399
F	0-69%	0-349

## Course Requirements

Points acquired through the course are combined through active participation, quizzes, and written assignments. The descriptions and values of each are listed below. Detailed rubrics are available in the appendices as indicated under the description for each assignment. These assignments will be submitted through BB. No assignment is submitted via email.

When submitting assignments, written documents must be in MS Word file format (.doc/.docx). PowerPoint slides should be submitted in PowerPoint file format.

<b>Assignments</b>	<b>%</b>	<b>Points</b>
Attendance, Preparation, and Participation	15%	75
Six Quizzes (Drop your lowest one; but must include Quiz 1)	25%	125
Three Reflection Papers	15%	75
<b>Group</b> Case Conceptualization and Counseling Program Project Evaluation	20%	100
Individual Counseling Theoretical Orientation Paper	20%	100
Counselor Self Portrait	5%	25
<b>Total Points Possible</b>	<b>100%</b>	<b>500</b>

### **Attendance, Preparation, and Participation (75 points)**

Attendance, punctuality, active participation, helpful feedback, and thoughtful contributions are essential to a meaningful learning experience with deeper comprehension of the material. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- 1) Reading chapters and watching materials posted on BB to ensure understanding of assignment requirements. Students are encouraged to actively contribute to class discussions by demonstrating their understanding and knowledge of course materials.
- 2) Please use your time management skills properly and be on time and ready to learn at 5:00 pm sharp. You are expected to remain in class for the duration of the class.
- 3) **Working with Group Members-Let's practice professionalism!**
  - a. The related interactions in a small group are necessary for this course. Student-led meetings will be at times and days that all your group members agreed. Also, there is a group project that requires small group meetings and classmates' feedback. Specific timelines related to the assignments/activities will be provided in this syllabus and Blackboard (BB).
  - b. Your participation, contributions, accountability, punctuality, and helpful feedback are critical for your classmates' learning. Thus, it is important to communicate with your group members at times.
  - c. At the end of this semester, you will receive a **short survey** asking about your experiences working with your partner/group members. Each of you will have an opportunity to evaluate other group members' participation, contributions, accountability, punctuality, interpersonal skills, and professionalism. The results of the short survey on your performance in this course may affect your **Participation & Contribution**.

### **Class Quizzes**

Up to 25 points will be awarded for each class quiz (total 125 points) but you may drop your lowest quiz grade among quiz grades of quizzes 2,3,4, 5, or 6 for your total grade (quiz 1 must be included). Each quiz will have approximately 10 questions each; you will have 20 minutes to complete the quiz and you may only take it once. Your test will auto-submit when your time has expired so you are strongly encouraged to read the material before attempting to take this quiz. You may NOT collaborate or share the information with others, but you may consult your text and resources if necessary. These questions are provided to

assess your comprehension of the material and prepare you for the multiple-choice portion of your master's comprehensive exams (CPCE) and the national counselor exam (NCE).

- a. There will be six quizzes, 10 questions each. Each quiz is 25 points or 2.5 points per question.
- b. The format of the quizzes includes multiple-choice, true/false, short answer, and essay questions, which cover the required readings, class discussions, and class activities.
- c. You will have 20 minutes to complete the quiz through BB. Once you begin the quiz you cannot stop the clock so plan to complete the exam in one sitting. Make sure you have 30-minutes of uninterrupted time to commit to the quiz.
- d. It is an open book/open note exam, but students who study diligently for the quizzes are much more likely to do well on them.
- e. **Quiz Schedule** is subject to change according to class progress. The tentative quiz schedule follows:
  - Quiz 1 covers our course syllabus. It will open at 8:00 pm, Thursday, 08/25/2022, and close at 11:59 pm, Wednesday, 08/31/2022.
  - \* APA Extra Credit Quiz covers APA Publication Manual. It will also open at 8:00 pm, Thursday, 08/25/2022, and close at 11:59 pm, Wednesday, 09/14/2022. If you submit the extra credit quiz, you will earn the extra credit at the end of this semester. The credit will be 1% of what you earned to your point of the total (regardless of the score you got on the quiz).
  - Quiz 2 covers CH 1, 2, & 3; and it will open at 8:00 pm, Thursday, 09/01/2022, and closes at 11:59 pm, Wednesday, 09/07/2022.
  - Quiz 3 covers CH 4, 5, 6 and it will open at 8:00 pm, Thursday, 09/15/2022, and closes at 11:59 pm, Wednesday, 09/21/2022.
  - Quiz 4 covers CH 7, 8, 9, 10 & 11; and it will open at 8:00 pm, Thursday, 10/06/2022, and closes at 11:59 pm, Wednesday, 10/12/2022.
  - Quiz 5 covers CH 12, 13, 14; 15 & 16 and it will open at 8:00 pm, Thursday, 11/10/2022, and closes at 11:59 pm, Wednesday, 11/16/2022.
  - Quiz 6 covers CH 15, 16, 17 & 18; and it will open at 8:00 pm, Thursday, 12/01/2022, and close at 11:59 pm, Wednesday, 12/07/2022.

### **Reflection Papers (25 points each; Total 75 points)**

- a. Students will write three reflection papers throughout the semester. Each reflection paper will be worth 25 points. Please check the deadlines for each reflection paper on the course schedule.
- b. Each reflection journal responds to these four questions, respectively.
  - 1) The topic of your first reflection paper should be "What is counseling?" Your paper should provide (1) your own definition of counseling in your own words; (2) your own experiences related to counseling to support your definition of counseling; (3) your reflection on your experiences relate to your definition of counseling. Lastly, your paper should include a hypothetical case example that describes how you would apply your definition of counseling as a future counselor in your setting.
  - 2) Your second and third reflection papers should reflect what you have learned in this course. Select ONE item (e.g., principle, concept, technique, strategy, OR intervention) from a counseling theory that you have learned about in this course by the time you write the paper. The first paragraph of your reflection paper should include your own explanation of the item that you selected in your own words. Some examples of the item that can be selected include countertransference, suppression, repression, shadow, persona, archetype, sand therapy, birth order, empathy, positive/negative reinforcement. Please note that a counseling theory (e.g., Freud, Person-centered, existential theory, Gestalt theory, REBT, CBT) cannot be an item/topic of your reflection paper. Your second and third reflection papers should include your own experience that can be explained and understood by the item that you selected in the first paragraph. For example, "my siblings' characteristics can be explained by Adlerian birth order" and then provide your own personal observations of your siblings. The example description should be very concrete, elaborative, and descriptive, so the readers can picture your

experience accurately. The third paragraph should include your reflection on your experiences related to the item you selected. From this reflection of your experiences, what did you learn about *yourself*? How would the experience help you become a future counselor? Lastly, second and third reflection papers should provide a hypothetical case example that describes how you would apply the item as a future counselor in your setting (e.g., school or community-based agency).

- c. The reflection paper should be 2 to 2½ pages long (excluding cover page & reference page). Points will be deducted if the reflection paper is shorter than 1 ½ pages or longer than 2½ pages. Any content (body of the paper) after the third page will not be read and/or graded.
- d. Reflection papers should meet all APA publication manual standards and requirements. They should be typed, double-spaced, in Times New Roman 12-point font. Include a cover page and reference page.
- e. Your reflection papers should represent a good deal of effort and thoughtfulness, sincere self-disclosure, and reflection of your growth as a counselor. These reflection papers provide you with the opportunity to learn more about yourself. Most importantly, they also provide the opportunity to reflect on what you have learned throughout the course.
- f. These are your reflections on your own personal, professional, and academic experiences and learning; and NOT a summary of the chapter/class discussions.
- g. Your reflection papers may include any other important ideas you have about this class. This assignment is designed to give you the opportunity to consider how you have grown in thinking about your own ideas and thoughts on the counseling process by incorporating your personal and professional experiences.
- h. ***The reflection papers will be confidential and read only by Dr. Shin and other faculty members in the counseling programs (except if permission is given).***
- i. Reflection papers will be submitted through BB, in the form of a Word file.
- j. See **Appendix A** for evaluation criteria.

### **Group Case Conceptualization and Counseling Program Project Evaluation (Total 100 points)**

Later in this semester, students will form groups to complete this group project. This group project consists of four components: 1) **a group case conceptualization paper**; 2) **PowerPoint slides** (in PowerPoint file format); 3) **a handout** (2 pages in Word file format); and 4) **a 30-minute video recorded presentation**.

- 1) **group case conceptualization paper**: your group will choose an individual from a movie, show, or novel whose nature and/or behavior was a mystery to you, or who was mistreated, or who did not have a healthy relationship. Use one theory of counseling covered in this course to write a descriptive case conceptualization and recommend an effective counseling program for this person. Mention neither the name of the individual nor their relationship with you. Be as descriptive as possible using what one has learned in the course to elucidate the person's mental state and personality. Avoid making any moral or other judgments of the individual. Present the case as clearly and as objectively as possible. After your description, put together what might be an effective counseling treatment plan.

The paper will be graded according to the depth and coherence of the analysis, and in how well you integrated the course material. Write the case so that the reader will clearly get a sense of the person's internal and external make-up from your theoretical perspective. Follow the provided outline and LABEL EACH SECTION according to the outline. Follow APA Publication Manual 7th edition format carefully. The body of the paper CANNOT exceed 8 pages in length & must be double-spaced (Times New Roman, 12-point). Any content (body of the paper) after the eighth page will not be graded. This paper must include references to at least five peer-reviewed counseling journal articles (outside of our textbook) in support of your paper.

Your group will be asked to conceptualize the client's behavior, feelings, thought patterns, interactions,

and reactions from your chosen theoretical perspective. If you don't know the information, after a certain point, create it with your group members. The following outline should be followed and listed clearly within the paper. Each paper should have a title page according to APA format, followed by the body of the paper, and the 'References' section.

- a. Abstract
  - Overview and a brief summary of the paper
  - The body of the paper does not include this section
- b. Client's Demographic Information
  - Include client's gender, age, ethnic background, physical characteristics, socioeconomic status, state of physical health, education, brief job history, the family of origin and status of relationships, etc.
- c. Client's Presenting Problem
  - What problem does the subject present as needing intervention?
  - What do you see as a counselor that needs changing?
  - Does the family play a role in the client's dysfunction? If so, how?
  - Provide a diagnosis by using DSM-V
- d. Theoretical Orientation
  - Clearly identify a theoretical orientation that your group chose and apply to this case
  - Provide a 1-2 page(s) literature review on the major ideas of the theory (should include at least five current peer-reviewed journal articles as references that are related to the theory).
  - What does the current research demonstrate regarding the theory's effectiveness with the client of the case?
- e. Background Information
  - What background/environmental factors may have influenced this person's behavior?
  - What traumatic events, if any, has this person experienced?
  - What family of origin issues might this person have that contribute to the issues?
  - What cultural or gender factors might contribute to this person's current situation?
- f. Behavioral Description
  - What is the client doing?
  - What observable behaviors contribute to the problem (perhaps information obtained through significant others)?
  - What is your analysis of the client's overt behaviors? What needs are being met through them?
- g. Cognitive Patterns (What is the subject thinking?)
  - What beliefs does the subject hold in regard to: (1) self, (2) people, (3) problems and (4) life in general?
  - What is your analysis of the client's cognition?
- h. Affective Manifestations
  - What is the client's feeling?
  - What emotions does the person report experiencing (when, where, how, what intensity)?
  - What is your analysis of these emotions?
- i. Interpersonal patterns
  - How does this person interact with and relate to others, including family, friends, social and/or business environments?
- j. Counseling Program Plan (**Submit your group's Counseling Program Plan (Section J) by 11:59 pm, Sunday, 10/23/2022**)
  - **This section is the most important part of this paper.**
  - Please make sure your counseling plan is based on your theoretical perspective.
  - General counseling information (such as time period of the counseling program, frequency, duration of a session, format (individual/group/family)).



- Goals of the counseling program: specify your long-term goal(s) and short-term goal(s) aligned with the theory of your choice. Please make sure your goals are SMART.
  - Objectives for each counseling stage/session: Please make sure your objectives are SMART.
  - Interventions, techniques, and strategies for each stage/session in the counseling progress (What interventions, techniques, and/or strategies will be used?)
  - Please make sure to provide specific interventions, strategies, and techniques for each stage/session. Do not just list the name of interventions, techniques, or strategies.
- k. Cultural, legal and ethical considerations
- What cultural, legal, and ethical considerations would be addressed for this particular client and this theory?
  - Please make sure to include very specific considerations for this particular case. Exclude general confidential considerations which apply to any client.
  - Please address **all three** considerations- cultural, legal, and ethical considerations.
  - Cite appropriate code of ethics (APA format).
- l. **Conclusion** – your group members’ personal reactions to the theory and a brief summary of what you learned from **working on this project with your group members.**
- m. Reference page – Excluded from the body of the paper.
- a. See **Appendix B** for evaluation criteria (of case conceptualization and counseling program project).

2) **PowerPoint slides** (in PowerPoint file format): PowerPoint slides should be professionally developed (there is no limit of slides in length). In-text citations and a (selected) reference list are required. PowerPoint slides (headings and subheadings) should follow the outlines of the paper provided above (1). Align your headings and subheadings with the outlines/order of the paper provided above (1). PowerPoints slides should be simple and concise (PowerPoint slides are not a paper: do not copy and paste directly from your paper. Summarize and paraphrase from your paper). The font sizes of your slides should be bigger than 28, so the audience could read easily. For further information on the effective and professional presentation, please read: <https://www.garreynolds.com/design-tips>. For your reference, please see the sample(s) provided on BB.

3) **A handout** (2 pages in Word file format): handouts should be professionally developed (2 pages in Word file format, including the reference list). In-text citations and a (selected) reference list are required. For your reference, please see the sample(s) provided on BB.

4) **A 30-minute video recorded presentation:**

Your group members will post a prerecorded, 30-minute video to BB discussion board for classmates. Please read [Presenter Guide](#) in order to prepare your video presentation. You can use a recording of your PowerPoint presentation in Zoom or any other platform, or directly in PowerPoint.

- **Group must submit** their group’s paper, handout, and PowerPoint slides to BB **by 11:59 pm, Sunday, 11/20/2022.**
- **Submit** your prerecorded session (and their handout & PPT slides) by posting it to the discussion board to BB by **11:59 pm, Sunday, 11/20/2022.** Only one person from a group should post them to the discussion board.
- In addition to your group’s post, students are required to watch other group’s video and to make comments to other groups’ presentations more than twice on the discussion board (Due to by **11:59 pm, Wednesday, 11/30/2022**)

***Individual Counseling Theoretical Orientation Paper (100 points)***

This final paper addresses the culmination of what you have learned in the class, in order to begin to visualize and formulate your own style of counseling. You will select a counseling theory (from our textbook) and integrate your values, your likes and dislikes, your skills, and your natural attraction to the theory of your choice. Your paper should answer the following questions:

**(1) Which counseling theory do you like most and why?**

- a. How this counseling theory fits you?
  - Please make sure to integrate your own personal values, likes and dislikes, skills, and natural attractions to the theory of your choice by providing specific examples of your experiences.
- (2) What **process is the most important** in your favorite theory of counseling? Please exclude developing relationship, creating rapport and working alliance and building a relationship.
- (3) What is the **relationship of a therapist and** client in your favorite theory of counseling?
- (4) How do you **assess the issues** of the client in your favorite theory?
- (5) How do you **assess the outcome** of the counseling in your favorite theory of counseling?
- (6) What are unique cultural, legal and ethical considerations to consider in applying your favorite theory of counseling? Please exclude confidentiality.
- (7) In addition to the general qualities of good counselors, what are the most important qualities of a good counselor for your favorite theory? In this section, please do not address Counselor License in Texas.
  - a. Other than general common qualities of counselors, what necessary counseling qualities do you have and which ones do you need to develop for this particular approach?
  - b. Address training that you need to take to be an expert in your favorite theory. Please research about any certification programs/training in your favorite counseling theory.
  - c. Address professional organizations or conferences related to your favorite theory. Please research any counselors or supervisors in town who are specialized in your favorite theory.
  - d. Provide a brief professional development plan to be specialized in your theory with a timeline. You may include your timeline to get licensed in Texas, but in this section, you must include your professional development plan & timeline for your specialty.

The paper will be graded according to the depth and demonstration of your understanding and integration of course materials, and self-reflection. Follow the provided outline and LABEL EACH SECTION according to the outline. Follow APA Publication Manual 6th edition format carefully. The body (excluding a cover page & reference pages) of the paper CANNOT exceed 8 pages in length & must be double-spaced (Times New Roman; 12 point). Any content after the eighth page will not be graded.

- See **Appendix C** for evaluation criteria
- Submit to Blackboard by 11:59 pm, Wednesday, 11/30/2022

**Counselor Self-Portrait (25 points)**

Art could be a meaningful way to visualize how we learn, grow, and change. At the end of the semester, each of you will present your own self-portrait reflecting your growth as a counselor. The medium for this counselor self-portrait can be any form of art (such as, but not limited to, drawing, painting, music, crafts, poem, etc.) Examples for this assignment will be further discussed and presented in class. You will make a video clip of yourself presenting your self-portrait to the class for five minutes. **Your presentation consists of (1) a title of your self-portrait, (2) meaning of your self-portrait, and (3) what you have learned about yourself this semester as a counselor.** This assignment will be graded by *how well your self-portrait reflected your growth and learning as a counselor trainee.*

- Submit to Blackboard by 11:59pm, Wednesday 12/07/2022
- In addition to their own original posts, students are required to watch other students' posts and to make comment more than twice on the discussion board (Due by 11:59pm, Thursday, 12/08/2022)

**Technology Requirements**

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, a webcam, a microphone, a printer, and a scanner. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

### **Technical Problems**

Do not wait until the last minute to submit an assignment or take an exam in case you run into technical difficulties. If you wait until the last minute and then experience technical difficulties, your work will not be submitted on time and you will not get credit.

Some students may encounter unexpected technical problems (e.g. cannot access Blackboard, experience unexpected Blackboard maintenance, being forced to shut down during tests, cannot submit assignments, etc.). You will not be given any opportunity to make up the credits that you lost unexpectedly.

**IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with the technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

*If you have a technical issue on BB, contact UTEP HELP DESK (Blackboard team) and forward your correspondence with them to me. If your problem stems from BB's technical issue, you will get full points for the assignment. If the problem is on your end (such as not using suggested internet browsers and/or weak internet connection), you will get the points you earned.*

### **Course Communication**

#### ***Email***

UTEP e-mail is the official communication mean in this course. Also, UTEP email is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number and your last name in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

#### ***Online UTEP Blackboard***

You will be automatically signed up for our course webpage on UTEP Blackboard. You can access BB by logging in to [www.my.utep.edu](http://www.my.utep.edu). It is recommended that you access BB from Firefox or Chrome. Using Internet Explorer creates numerous problems in BB, such as getting kicked out during quizzes and exams, so **DO NOT USE INTERNET EXPLORER**. Once you log in on the home page, click on the BB link and look for the Theories of Counseling class.

- **Announcement:** All important announcements (e.g., class meeting schedule changes, assignment due date changes, quiz schedule changes, etc.) will be posted on BB Announcement. It is the student's responsibility to check and/or retrieve announcements and course materials. Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.
- **Syllabus & More:** A copy of the syllabus & course schedule are accessible on BB. If there are any changes to the syllabus & course schedule during the semester, I will post an announcement of the change through the announcement tab and I will also post a new copy

of the syllabus & course schedule that reflects these changes under the **Syllabus & More** tab. This course's meeting schedule and/or assignment deadlines are subject to change. Changes are not likely, but I do reserve the right to make changes to address the changing needs of students and the class. The changes will be announced via Blackboard Announcement. You are responsible for using the most recent version of the syllabus & course schedule. The syllabus includes a timeline of all assignments and quizzes. I strongly recommend that you save it and refer to it frequently, especially in the event that BB is down.

- **My Grades:** This is where you can keep track of your grades. I recommend that you check it frequently and notify me immediately in case there are any discrepancies. Also, most importantly, I provide my narrative feedback through My Grades. If you have a hard time locating my narrative feedback, please read [How to View Feedback on BB](#). **Please note:** I have had several recent experiences with Blackboard calculating grades inaccurately, so you should keep track of your grades as the semester progresses, and **contact the instructor if you see discrepancies!** Email is not a secure method of communication for grades. You need to provide written permission (via email) for me to email your grades.
- **Class:** You are responsible for reading assigned text, supplemental readings, video clips, and other resources located under the **Class** tab in Blackboard. You will need to read ahead in order to be properly prepared for course meetings, assignments, exams, and discussions. The list of readings below may change; follow the directions in Blackboard for updated readings, videos, and activities due each class.

### Time Commitment

Graduate students are expected to spend approximately 2 hours each week outside of the class for each credit they are taking. For example, a typical 3-credit course would require about 3 hours in class and 6 hours outside of class each week for a total of 9 hours. An official full-time graduate load is 9 credits, or a weekly time commitment of 27 hours, just as a full-time job would require 40 hours. There is a lot of material covered in this course; therefore, you are encouraged to manage your time wisely and plan ahead for some of the larger assignments to ensure you can work within these time requirements.

### Late or Missing Assignments

Please plan ahead and use your time management skills. Schedule for submitting each assignment is suggested and provided in the Course Schedule. Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 10% per each day late; assignments past due one week are not accepted.

### Commitment to Professionalism

You are expected to follow all codes of conduct, ethical and legal guidelines, and proper procedures addressed in your student handbook, and by professional associations and societal rules. You are expected to express and maintain professional attitudes and proper manners in regard to the classroom discussions and presentations. Should you have any questions or difficulties, please do not hesitate to discuss them with me. Difficulties preventing your participation in class activities should be brought to the instructor's attention either by verbal or written format. Because you are now "counselors in training", it is important to view your conduct in a professional role.

### Netiquette

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquettes (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider the audience. This is a college-level course; therefore, all communication should reflect polite consideration of others' ideas.

- Respect and courtesy must be provided to classmates and the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted in these online spaces is intended for classmates and the professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

### **Academic Performance**

As graduate students and professionals-in-training, graduate studies should be viewed from the perspective of professional development. Graduate students should learn how to apply what they have learned to their respective areas of study and social problems. All graduate students are expected to develop standards of professional performance.

### **Academic Integrity and Plagiarism**

Failure to follow academic integrity (conduct academic dishonesty) is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

All papers submitted in this course should adhere to the style and formatting guidelines of the APA Publications Manual (7<sup>th</sup> ed). This includes, but is not limited, to headings, citations, page numbering, and grammatical considerations. According to APA guidelines, all written submitted assignments must use Times New Roman 12-point font and be double-spaced.

Your materials should be properly cited and/or quoted; however, you are encouraged to only use quotes minimally where there is no other way to say it better. Your papers may go through **SafeAssign**, a plagiarism detection software when you upload them to Blackboard. If you still have questions about properly paraphrasing your sources, please see the instructor or visit the writing center for help.

**Honesty:** “adhering to standards of truthfulness and integrity”

**Trust:** participating in “an environment of confidence”

**Fairness:** abiding by the “standards, practices, and procedures” outlined by your instructors and institution

**Respect:** “encouraging a wide range of opinions and ideas”

**Responsibility:** assuming personal accountability and accepting sanctions in cases of misconduct.

Students are responsible for adhering to the above standards in all academic activities and refraining from all forms of academic dishonesty. According to the **UTEP Handbook of Operating Procedures**, academic dishonesty includes committing (or attempting to commit) the following:

- **Plagiarism** – taking credit for work that is not your own (e.g., copying and pasting from the internet, failing to cite sources of information, failing to attribute direct quotes to their original author, or submitting your work from another course without prior permission).

- **Cheating** – This includes copying another student’s work during an exam; using notes, books, or electronic devices during an exam without prior permission; taking an exam for another student, and communicating with or helping another student during an exam.
- **Collusion** – any collaboration with another student without the permission of the instructor.
- **Self-plagiarism**: This term is defined by the Publication Manual of the American Psychological Association (6th ed.) as authors presenting their “previously published work as new scholarship (p. 16).” It is thus unethical for students to use work previously submitted to meet a course requirement (e.g., a course paper for another course). Doing so will result in remediation procedures. Graduate students are advised that self-plagiarism will be treated as plagiarism and that the same disciplinary procedures will be used as those implemented for plagiarism.

### **Accommodation Policy**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

### **COVID-19 Precautions**

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org)

### **Technology Resources**

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

### **Academic Resources**

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for online assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

### **Individual Resources**

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

**Appendix A**  
**Reflection Paper Evaluation**

<b>Total Points for EACH Reflection Paper</b>	<b>25</b>
<p>1. Contents</p> <ol style="list-style-type: none"> <li>1) Followed the outline (please see the syllabus pages 6-7 for details).               <ol style="list-style-type: none"> <li>a. Clearly identify the item of your choice and explained them in your own words.</li> <li>b. The second paragraph of your paper should include <b>your own experience</b> that can be explained and understood by the item that you selected in the first paragraph.</li> <li>c. Third paragraph should include <b>your reflection</b> on your experiences related to the item you selected.</li> <li>d. The last paragraph should provide a hypothetical case example that describes <b>how you would apply</b> the item as a future counselor in your setting.</li> </ol> </li> <li>2) Demonstrates <b>a clear understanding</b> of course materials.</li> </ol> <p>Please keep in mind that this paper is NOT a summary of the textbook.</p>	/10
<p>2. Self-reflections</p> <ol style="list-style-type: none"> <li>1) Effectively demonstrates how you have grown in thinking about your own ideas and thoughts on counseling process by incorporating with your personal and professional experiences</li> <li>2) Reflects integration of course materials (the item of your choice) and self-reflection on personal, professional, and academic experiences</li> <li>3) Demonstrates growth of self-awareness           <ol style="list-style-type: none"> <li>a. Reflect on your own experience(s) via the item of your choice, <b><u>what did you learn about yourself?</u></b></li> <li>b. According to the theory, how could this item of your choice be used when working with your own clients in counseling? <b><u>As a future counselor, how would you like to use this item with your future clients?</u></b></li> </ol> </li> </ol>	/10
<p>3. Quality of academic writing</p> <ol style="list-style-type: none"> <li>1) Length of paper: 2 to 2½ pages long (excluding cover page &amp; reference page). Points will be deducted if reflection paper is shorter than 1 ½ page or longer than 2½ pages. Any content (body of paper) after the third page will not be read and/or graded.</li> <li>2) Followed APA Publication Manual 7th edition format</li> <li>3) Cover page (title, page #, title, name, and school)</li> <li>4) Appropriate format           <ol style="list-style-type: none"> <li>a. 1-inch margins</li> <li>b. Double-space</li> <li>c. Time New Roman, size 12</li> <li>d. Citations adequate (in-text citations)</li> </ol> </li> <li>5) Grammatical errors or spelling</li> <li>6) Reference page</li> </ol>	/5
<b>EACH Reflection Paper</b>	<b>/25</b>



**Appendix B**  
**Case Conceptualization and Counseling Program Project Evaluation**

<b>A. Case Conceptualization and Counseling program <u>Group Paper</u></b>	<b>80</b>
<p>1. Paper covered each section according to the syllabus outline:</p> <ul style="list-style-type: none"> <li>▪ Demonstrated clear understanding and knowledge of course materials applied in each section</li> <li>▪ (Please see the outline listed on pages 7 and 8 from the syllabus and follow thoroughly)</li> </ul> <p>2. Quality of:</p> <ul style="list-style-type: none"> <li>▪ Case conceptualization descriptions</li> <li>▪ Theoretical Paradigm (Did you effectively use literature to support selected theory/theoretical perspective?)</li> <li>▪ Appropriately cited five current peer-reviewed journal articles as references that are related to the theory</li> </ul> <p>3. Counseling program plan based on the case conceptualization and our theoretical perspective</p> <ul style="list-style-type: none"> <li>▪ Goals of counseling program (Long-term goals? Short term goals?)</li> <li>▪ Objectives of counseling program (Objectives for each counseling stage/session)</li> <li>▪ Counseling program plan for each phase in the counseling progress</li> <li>▪ Are your counseling program plans are specific? (how long, often, duration of a session, etc.)</li> <li>▪ Did you provide specific intervention, strategies, and techniques (which are aligned with the selected theory) for each session</li> </ul> <p>4. Cultural, legal and ethical considerations</p>	/70
<p>5. Quality of academic writing</p> <ul style="list-style-type: none"> <li>▪ Did the paper follow APA Publication Manual 6th edition format?</li> <li>▪ Length of paper (8 pages, excluding abstract and reference pages)</li> <li>▪ Did the paper include references to <u>at least five counseling journal articles</u> (outside of our textbooks)?</li> </ul>	/10
<b>B. Case Conceptualization and Counseling Program <u>Group Presentation &amp; Handout</u></b>	<b>20</b>
<p>1. Presenters understood and were knowledgeable?</p> <ul style="list-style-type: none"> <li>▪ Demonstrated understanding of selected theory and concepts?</li> <li>▪ Did each group member have an opportunity to present?</li> </ul>	/5
<p>2. Presentation was engaging and informative?</p> <ul style="list-style-type: none"> <li>▪ Counseling program plan (including a role play demonstration of using counseling techniques or an experiential class activity for/with your classmates)</li> <li>▪ Were the presenters enthusiastic and professional?</li> <li>▪ Did they use multimedia materials?</li> <li>▪ Was the presentation informative and useful?</li> <li>▪ Did the group process the intervention/technique that they demonstrated?</li> <li>▪ Did the group actively facilitate class discussions during the Q&amp;A session?</li> </ul>	/7
<p>3. Presentation structure, organization and format:</p> <ul style="list-style-type: none"> <li>▪ Did the presentation last 30 minutes?</li> <li>▪ PowerPoint slides: are they readable from the back of the classroom?</li> <li>▪ Did handouts support your group's entire presentation? Were they useful and informative?</li> <li>▪ Handout: 2 side-by-side-pages, printed on both sides; and in Word file format.</li> <li>▪ Handout should be outlined according to subheadings; single spaced.</li> <li>▪ Reference list &amp; citations in APA Publication Manual (7<sup>th</sup> edition).</li> </ul>	/5
<p>4. Meet all deadlines (All students must submit their group work to BB)</p> <ul style="list-style-type: none"> <li>▪ <b>Group Paper Deadline 1:</b> Groups must submit their group's Counseling Program Plan (Section J) by 11:59 pm, Sunday, 10/23/2022.</li> <li>▪ <b>Group Paper Deadline 2:</b> Groups must submit the group paper, handout, and PowerPoint slides to BB by 11:59 pm, Sunday, 11/20/2022.</li> <li>▪ Submit your <b>prerecorded presentation</b> by posting it to the discussion board to BB before by 11:59 pm, Sunday, 11/20/2022. Only one person from a group should post the video to the discussion board.</li> <li>▪ In addition to your group's post, students are required to watch other group's video and to <b>make comments to other groups' presentations more than twice</b> on the discussion board (Due to by <b>11:59 pm, Wednesday, 11/30/2022</b>)</li> </ul>	/3
<b>Total Point</b>	<b>/100</b>

**Appendix C**  
**Individual Counseling Theoretical Orientation Paper Evaluation**

<b>Individual Counseling Theoretical Orientation Paper</b>	
<p>1. Student clearly identified his or her own personal theoretical orientation</p> <ul style="list-style-type: none"> <li>a) Which theoretical orientation you (student) like most and why?</li> <li>b) How this theoretical orientation fits you (student)?</li> <li>c) Did you (student) integrate his/her own values, likes/dislikes, skills, and natural attraction to the selected theory?</li> <li>d) Did the student share individual personal experiences?</li> <li>e) If your selected theory is a combination of theories, explain how they fit together.</li> </ul>	/30
<p>2. Student demonstrated his or her understanding of <u>the selected theory</u></p> <ul style="list-style-type: none"> <li>a) What process is the most important in your theory of choice?</li> <li>b) What is the relationship of a counselor and client?</li> <li>c) How do you assess the issues of the client?</li> <li>d) How do you assess the outcome of therapy?</li> <li>e) What are the cultural, legal and ethical considerations in applying this particular theory?</li> </ul>	/30
<p>3. Student demonstrated necessary counseling qualities to be a good counselor <u>in the particular approach</u></p> <ul style="list-style-type: none"> <li>a) In this section, please do not address Counselor License in Texas.</li> <li>b) Other than general common qualities of counselors, what necessary counseling qualities do you have and which ones do you need to develop for this particular approach?</li> <li>c) Address training that you need to take to be expert in your favorite theory. Please research about any certification programs/training in your favorite counseling theory.</li> <li>d) Address professional organizations or conferences relate to your favorite theory. Please research about any counselors or supervisors in town who are specialized in your favorite theory.</li> <li>e) Provide brief professional development plan to be specialized in your theory with a timeline. You may include your timeline to get licensed in Texas, but in this section, you must include your professional development plan &amp; timeline for your specialty.</li> </ul>	/30
<p>4. Quality of academic writing</p> <ul style="list-style-type: none"> <li>a) Cohesion &amp; Coherence (organization)</li> <li>b) Appropriate length (No more than 8 pages long (excluding cover page &amp; reference page). Any content (body of paper) after the third page will not be read and/or graded.</li> <li>c) References (of resources)</li> <li>d) APA Publication Manual (7<sup>th</sup> edition)</li> </ul>	/10
<b>Total Point</b>	<b>/100</b>

## Tentative Course Schedule

Please check due dates, and plan ahead. Time management is necessary for your success in this course.

	Dates	Class Topics	Readings	Quizzes & Assignment Due
1	08/25	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Overview of course syllabus</li> <li>• Effective Treatment</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• CH 1</li> </ul>	<ul style="list-style-type: none"> <li>• Study APA formatting under the Course Resources Tab on Blackboard.</li> </ul>
2	09/01	<ul style="list-style-type: none"> <li>• Background-focused treatment systems &amp; Freud</li> </ul>	<ul style="list-style-type: none"> <li>• CH 2 &amp; 3</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quiz 1</b> and <b>Reflection Paper</b> by 11:59 pm, Wednesday 08/31/2022</li> </ul>
3	09/08	<ul style="list-style-type: none"> <li>• Adlerian</li> </ul>	<ul style="list-style-type: none"> <li>• CH 4</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quiz 2</b> by 11:59 pm, Wednesday 09/07/2020</li> </ul>
4	09/15	<ul style="list-style-type: none"> <li>• Jungian</li> </ul>	<ul style="list-style-type: none"> <li>• CH 5 &amp; 6</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Credit Quiz Due: 11:59 pm, Wednesday 09/14/2022</li> </ul>
5	09/22	<ul style="list-style-type: none"> <li>• Person centered counseling</li> </ul>	<ul style="list-style-type: none"> <li>• CH 7 &amp; 8</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quiz 3</b> by 11:59 pm, Wednesday 09/21/2022</li> </ul>
6	09/29	<ul style="list-style-type: none"> <li>• Existential therapy</li> </ul>	<ul style="list-style-type: none"> <li>• CH 9</li> </ul>	<ul style="list-style-type: none"> <li>• Submit <b>Reflection Paper 2</b> by 11:59 pm, Wednesday 09/30/2020</li> </ul>
7	10/06	<ul style="list-style-type: none"> <li>• Gestalt therapy &amp; Emerging approaches emphasizing emotions and sensations (Narrative, SFBT, &amp; Feminist therapy)</li> </ul>	<ul style="list-style-type: none"> <li>• CH 10 &amp; 11</li> </ul>	
8	10/13	<ul style="list-style-type: none"> <li>• Thought-focused treatment systems &amp; REBT</li> <li>• Group Project (Section J)</li> </ul>	<ul style="list-style-type: none"> <li>• CH 12</li> <li>• CH 13</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quiz 4</b> by 11:59 pm, Wednesday 10/12/2022</li> <li>• <i>Suggestion: have you started your individual paper?</i></li> </ul>
9	10/20	<ul style="list-style-type: none"> <li>• <b>No class meeting: Group Work – identify your “client” and work on section J.</b></li> </ul>		
10	10/27	<ul style="list-style-type: none"> <li>• Aron Beck and Cognitive therapy</li> </ul>	<ul style="list-style-type: none"> <li>• CH 14</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Group Paper Deadline 1:</b> Submit your group's <u>Counseling Program Plan (Section J)</u> by 11:59 pm, Sunday, 10/23/2022</li> <li>• Submit <b>Reflection Paper 3</b> by 11:59 pm, Wednesday, 10/26/2022</li> </ul>
11	11/03	<ul style="list-style-type: none"> <li>• <b>No class meeting: Group work – revise section J based on the instructor's feedback</b></li> </ul>		
12	11/10	<ul style="list-style-type: none"> <li>• Action-focused treatment systems &amp; Behavior and cognitive-behavioral therapy</li> </ul>	<ul style="list-style-type: none"> <li>• CH 15 &amp; 16</li> </ul>	
13	11/17	<ul style="list-style-type: none"> <li>• Reality therapy</li> <li>• <b>Group work</b></li> </ul>	<ul style="list-style-type: none"> <li>• CH 17</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quiz 5</b> by 11:59 pm, Wednesday, 11/17/2022</li> <li>• <b>Group Project</b> by 11:59 pm, Sunday, 11/20/2022</li> </ul>
14	11/24	<ul style="list-style-type: none"> <li>• <b>No Class Meeting- Happy Thanksgiving!</b></li> </ul>		
15	12/01	<ul style="list-style-type: none"> <li>• Family system approaches</li> <li>• Integrating theories</li> <li>• <b>Group work</b></li> </ul>	<ul style="list-style-type: none"> <li>• CH 18</li> <li>• CH 19</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to your group's post, students are required to watch and to comment on other groups' presentations more than twice on the discussion board (Due to by 11:59 pm, Wednesday 11/30/2022)</li> </ul>
16	12/08	<ul style="list-style-type: none"> <li>• <b>No class meeting-Final Exam Week</b></li> </ul>		
				<ul style="list-style-type: none"> <li>• <b>Quiz 6</b> by 11:59 pm, Wednesday 12/07/2022.</li> <li>• <b>Individual Paper &amp; Counselor Self-Portrait</b> due 11:59pm, Wednesday 12/07/2022</li> </ul>

*\*This course schedule is subject to change.*