THEORIES OF COUNSELING
COUN-5200

SUSAN KAY PURNELL, PhD, LPC, NCC
SUSANPURNELL11@WEBSTER.EDU
636-219-5825
CLASS MEETINGS: THURSDAYS, 6-10 P.M. CST VIA ZOOM

DESCRIPTION

This course will define and evaluate theories, principles, and related techniques of professional counseling to include: seminal sources, contemporary theories, systems theory, and theories of addictions. Theories will be reviewed from the perspective of optimal development and wellness for the life span, a tenet of professional counseling. The relationship of multiculturalism and ethical practice to application of the theories of professional counseling will also be distinguished.

Content Areas: theories, systems, social and cultural diversity, group, helping relationships, human growth and development

MATERIALS

Theory and Practice of Counseling and Psychotherapy

Author: Corey
Publisher: Cengage Learning
Edition: 10th

Tevera Field Placement and Assessment Management Program

Access to Tevera is provided through registration in COUN 0200.

OUTCOMES

<table>
<thead>
<tr>
<th>CACREP Standards:</th>
<th>Corresponding assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and incorporate theories and models of counseling into their clinical practice. (Standard 2.F.5.a. CACREP 2016);</td>
<td>Exams; paper; discussions and other class activities</td>
</tr>
<tr>
<td>Understand counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling. (Standard II.G.5.d CACREP 2009)</td>
<td>Exams; paper; discussions and other class activities</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Use a systems approach to conceptualizing clients. (Standard 2.F.5.b. CACREP 2016)</td>
<td>Exams; paper; discussions and other class activities</td>
</tr>
<tr>
<td>Use a variety of theories, models, and strategies for understanding and practicing consultation. (Standard 2.F.5.c. CACREP 2016)</td>
<td>Exams; paper; discussions and other class activities</td>
</tr>
<tr>
<td>Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision. (Standard CMHC.A.5. CACREP 2009)</td>
<td>Exams; paper; discussions and other class activities</td>
</tr>
<tr>
<td>Begin to develop a personal model of counseling (Standard 2.F.5.n. CACREP 2016); Understand counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling. (Standard II.G.5.d CACREP 2009)</td>
<td>Exams; paper; discussions and other class activities</td>
</tr>
<tr>
<td>Draw from a variety of theories and models related to clinical mental health counseling for the purposes of diagnosing and treating mental and emotional disorders. (CACREP Standard 5.C.1.b.); Understands and identifies current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. (Standard CMHC.E.3)</td>
<td>Exams; paper; discussions and other class activities</td>
</tr>
</tbody>
</table>

*2016 CACREP standards apply to the Clinical Mental Health Counseling emphasis at the following campuses: Columbia, Charleston, Myrtle Beach, and online.**2009 CACREP standards apply only to the Clinical Mental Health Counseling track at the Webster Groves campus.

While the program is neither accredited nor currently actively preparing for accreditation at other campuses, students at other campuses and/or enrolled in other tracks are still held to these standards as these represent best practices in the field of counselor education.
DELIVERABLES

Midterm exam
This exam covers chapters 1-8 in our textbook, plus any other assigned readings, lectures, and class activities.

Final exam
This exam covers chapters 9-15 in our textbook, plus any other assigned readings, lectures, and class activities.

Theory paper
The purpose of this assignment is to study a particular counseling theory in depth and apply it to a specific counseling case that includes an aspect which would require multicultural competency on the part of the counselor. Examples of this might include situations where the client and counselor are different with regard to race, ethnicity, religion, gender, SES, sexual orientation, etc.; or the client has a concern that somehow prominently features diversity such as racism in the workplace or community, sexism/sexual assault, the effects of economic inequality, etc. Part of your grade will depend on your ability to identify and address how your chosen theory could be potentially helpful or harmful when applied to diverse groups or presenting concerns that prominently feature diversity as a theme.

- Write the first half of your paper on the development, rationale, theoretical assumptions, and associated techniques related to your theory. This should be written in a formal, academic style, paying attention to organization, grammar, and formal language. If you are not confident in your ability to write at the graduate level, please seek help from the university writing center, or get in touch with me.
  - Utilize an absolute minimum of five (5) scholarly articles related to the particular theory of choice that is studied in class. If you are not sure what constitutes a scholarly source, please reach out to me to verify that your sources are appropriate. Be aware that most webpages, even if they appear to be relevant to your topic (e.g. Wikipedia, PsychCentral, etc.) are generally not acceptable scholarly sources for graduate level writing assignments.
- For the second half create a fictitious client case with a particular treatment concern and diversity theme, and apply the theory to their case. You should be able to demonstrate how the theory would work in practice with this particular client with his/her particular concern. You will also be expected to demonstrate critical thinking about how the theory could potentially be helpful and harmful in addressing the diversity-related theme.
- Students will turn in an outline of this paper during Week 3 of the class.
- The total paper should be 8-10 pages long. This will include your developed client case. This page count does not include your title page, reference pages, or abstract. All papers should be written using APA 6 edition format, double spaced throughout, using 12point font. 1” margins all around.

Your paper will be graded with the following rubric:
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary of criteria at program level (3)</th>
<th>Meets criteria at program level (2)</th>
<th>Minimally meets criteria at program level (1)</th>
<th>Fails to meet criteria at program level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsiveness to assignment requirements</td>
<td>One theory covered in class is chosen and thoroughly presented in a scholarly, APA style paper. A fictitious client case featuring a concern that requires the counselor's multicultural competency is clearly developed and presented in the paper. Student was able to apply the theory to the client case developed and explain why and how they would use the theory to help the developed client get well. Submission meets all of these requirements in an outstanding manner, and is expertly crafted to relate to the subject matter of the assignment. 100 pts</td>
<td>The student met the main requirements of the assignment to a satisfactory degree, but may not have explored the issues and main points in a great of depth, sensitivity, or awareness as was expected for a graduate level paper. 85 pts</td>
<td>The student demonstrated minimal understanding of the requirements of the assignment, and/or the student's submission was only loosely related to the assigned requirements. 75 pts</td>
<td>The student failed to respond to the requirements of the assignment; and/or the response is weakly or mostly unrelated to the subject matter of the assignment. 0 pts</td>
</tr>
<tr>
<td>Content knowledge</td>
<td>Student gave detailed explanation of the history and rationale of the theory, its theoretical assumptions, and key techniques associated with the theory such that a person previously unfamiliar with the theory would have a sufficient working knowledge about it. Multicultural competency issue is clearly defined, and student demonstrated how the chosen theory could be helpful or harmful with regard to the type of diversity issue selected. Student was able to identify ways that the theory, depending on its application, could be both helpful and harmful to the client with regard to the multicultural issue. Student demonstrates keen, sensitive awareness of how underlying beliefs and assumptions - especially by those in positions of power - might assume pathology when in fact the client's thoughts, emotions, and behaviors might be considered normal in his or her cultural context. 50 pts</td>
<td>The student demonstrates satisfactory, basic understanding of the theory and has a general grasp on its multicultural implications, though there is room for additional depth and detail. 42 pts</td>
<td>The project demonstrates a marginal understanding and application of the concepts and issues presented in the chosen subject area; application is mostly correct, but contains some omissions and/or errors; minimal examples or some irrelevant examples; minimal thought-provoking ideas or original thinking; some critical errors when applying knowledge, skills, or strategies for the subject matter. 37 pts</td>
<td>The project demonstrates a lack of understanding and application of the concepts and issues presented in the chosen subject area; application is inaccurate and contains many omissions and/or errors; no examples or irrelevant examples; no thought-provoking ideas or original thinking; no critical thinking; many critical errors when applying knowledge, skills, or strategies for the subject 0 pts</td>
</tr>
<tr>
<td>Organization and quality of writing</td>
<td>Writing is excellent for graduate-level writing expectations; the paper: uses very clear and appropriate language; has no errors in spelling, grammar, and syntax; has excellent organization; follows APA documentation protocol expertly. 30 pts</td>
<td>Writing is satisfactory for graduate-level writing expectations; the paper: uses clear and appropriate language; has no errors in spelling, grammar, and syntax; has good organization; follows APA documentation protocol. 26 pts</td>
<td>Writing is minimally satisfactory for graduate-level writing expectations; the paper: occasionally uses unclear and inappropriate language; has a few errors in spelling, grammar, and syntax; has poor organization; minimally follows APA documentation protocol. 21 pts</td>
<td>Writing is significantly below graduate-level writing expectations; the paper: uses unclear and inappropriate language; has many errors in spelling, grammar, and syntax; lacks organization; fails to follow APA documentation protocol. 0 pts</td>
</tr>
<tr>
<td>Research and scholarship</td>
<td>The project exemplifies graduate-level expectations for research, scholarship, and professional style. The assignment demonstrates significant and holistic scholarly insight on the content area; and/or the The project meets graduate-level expectations for research, scholarship, and professional style. The assignment demonstrates</td>
<td>The project meets graduate-level expectations for research, scholarship, and professional style. The project demonstrates some scholarly insight on</td>
<td>The project minimally meets graduate-level expectations for research, scholarship, and professional style. The assignment demonstrates some scholarly insight on</td>
<td>The project is significantly below graduate-level expectations for research, scholarship, and professional style. The assignment</td>
</tr>
</tbody>
</table>
sources expertly conform to APA form and style standards. 20 pts

scholarly insight on the content area; and/or the sources conform to APA form and style standards. 17 pts

the content area; and/or the sources mostly conform to APA form and style standards. 15 pts

demonstrates little or no scholarly insight on the content area; and/or the sources fail to conform to APA form and style standards. 0 pts

Total points: 200

EVALUATION

Criteria

<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
<td>Because of the interactive nature of counselor education and development, participation is weighted heavily in this and most other classes in the counseling curriculum. Students are expected to actively participate in discussions and other class activities in order to enhance both their own learning and that of their classmates</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>20%</td>
<td>Chapters 1-8</td>
</tr>
<tr>
<td>Theory paper</td>
<td>25%</td>
<td>See elsewhere in the syllabus for more details</td>
</tr>
<tr>
<td>Other written work and class activities</td>
<td>20%</td>
<td>This category covers any other written assignments and class activities that the instructor chooses to assign. Examples of these might include essays, reflection papers, role plays, book review, or video reviews.</td>
</tr>
<tr>
<td>Final exam</td>
<td>15%</td>
<td>This exam covers chapters 9-15</td>
</tr>
</tbody>
</table>

Breakdown

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>69 or less</td>
</tr>
</tbody>
</table>
COURSE POLICIES

Course Attendance

The University reserves the right to drop a student who does not attend the first class. Any absence or tardiness in this accelerated program will result in a significant loss of learning. Students are expected to attend all class sessions of every course. One unexcused absence in this course may result in dropping the student one full letter grade with a second unexcused absence requiring that the student withdraw from the class. If it is too late to withdraw, the final grade will be an automatic F. Students are expected to write at a graduate level and come to class on time, having completed the reading assignments so they are prepared to ask questions and participate in all activities. Students coming to class late or leaving class early will be considered ‘absent’ for that class session unless approved in advance by the instructor.

Participation

Participation is required in all counseling courses. Being prepared to participate in class is equivalent to being prepared to participate in counseling sessions with your clients. Students are expected to come to class having already read the assigned material and completed the assignments. Students are expected to be active participants in the learning process, exhibiting attention, professionalism, and respect during discussions and other classroom activities. These are key behaviors for counselors; ensure you are evidencing them in class.

Additionally, counselors are often required to lead group counseling, educate large groups on various topics, present in court, and perform public presentations of various types. Students who have difficulty speaking out loud in class, making presentations to the class, and participating in class discussions regularly should seek guidance from their advisor about these concerns.

Students are subject to appropriate academic penalty for incomplete or unacceptable work, or for excessive or unexcused absences (see Course Attendance section for this). See the Grading section on individual course syllabi for further information.

Use of Personal Electronic Devices

Turn off all cell phones during class unless otherwise advised by the instructor. Absolutely no: texting, taking of calls, emailing, unauthorized web activity, or social media use during class. If you have a potential emergency brewing during class time and need to be available by cell (sick child, dying relative, suicidal client) you are required to notify instructor at the beginning of class and take any call outside of class. More than one of these events will require a personal meeting with the instructor scheduled for non-class time.

Expectations for writing competency

Writing competency is important in graduate school. As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/serving to write professionally. Take this task seriously and consult the Academic Resource Center or enroll in a writing course if you are told you need assistance on writing assignments. The grade penalty will be heavy for lack of simple proofing of grammar, spelling, and APA formatting on all assignments. Please consult the rubric in the syllabus for specific grading impact.
Subjective aspect of grading

The grading of this course includes a subjective component to it based upon the professional experience and expertise of the instructor. The Counseling faculty recognize that counseling skills, counselor effectiveness, and professionalism cannot be assessed in the same manner as academic performance in typical university coursework. Students completing this course should demonstrate marked progress toward the course objectives as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect not only your academic performance but also your counseling and interpersonal skill development as evaluated by the instructor. It is possible to excel academically and receive a less than satisfactory final grade. Thus, all grades will reflect a combination of objective and subjective assessment.

Self-awareness, safety of disclosure, appropriate interpersonal skills and ACA Code of Ethics

This course is taught in a manner that provides a safe, welcoming and inclusive environment for students of all racial, ethnic, gender identities and variances, sexual orientations, economic classes, ages, ability statuses, and religions. Students are encouraged to use language and communication that is respectful and culturally appropriate.

In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends. Maintaining confidentiality is the primary ethical principle of counselors and violations are serious.

We will be learning from each other in addition to the text throughout the semester. Therefore, it is important that everyone feels safe, comfortable, and free to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another’s positions; relating to others in an empathic manner occurs in class just as with clients. You are encouraged to make your feelings and thoughts known, yet, to do so in a “counselor manner”, i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills. This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.

Further, openness to supervision and instruction by the faculty (or site supervisor) is an important element of counselor development. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others—both positive and negative; accepting and applying feedback from instructor; being proactive in seeking out needed experiences, feedback, etc.; and accepting feedback in a non-defensive manner with a professional attitude.

Students who do not evidence openness to supervision or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

ACA Code of Ethics (2014)

Counselors [Counselors-in-training] have a responsibility to read, understand, and follow the ACA Code of Ethics and adhere to applicable laws and regulations (see C.1.). Students and supervisees have a responsibility to understand and follow the ACA Code of Ethics. Students and supervisees have the same obligation to clients as those required of professional counselors (see F.5.a.).
Academic Policies

Academic policies provide students with important rights and responsibilities. Students are expected to familiarize themselves with all academic policies that apply to them. Academic policies for undergraduate students can be found in the Undergraduate Studies Catalog; graduate students should review the Graduate Studies Catalog.

Graduate Studies Catalog

The Graduate Studies Catalog contains academic policies that apply to all graduate students. The academic policies section of the catalog contains important information related to conduct, academic honesty, grades, and more. If you are a graduate student, please review the catalog each academic year. The current Graduate Studies Catalog is at:

http://www.webster.edu/catalog/current/graduate-catalog/

Grading

The Grades section of the academic catalog outlines the various grading systems courses may use, including the information about the final grade reported for this class.

Graduate

http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades

Incomplete

There are important policies that govern grades of Incomplete (I), including the circumstances under which Incomplete grades are granted, deadlines for completion, and consequences should the remaining course work not be completed. It is the responsibility of a student who requests an Incomplete to ensure that he/she understands and follows the policies.

Grade Appeals

Instructors are responsible for assigning grades, and student should discuss grade issues with the instructor. Policies and procedures for appealing grades are available in the appropriate catalog.

Academic Honesty Policy

Webster University is committed to academic excellence. As part of our Statement of Ethics, we strive to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students are encouraged to talk to instructors about any questions they may have regarding how to properly credit others’ work, including paraphrasing, quoting, and citation formatting. The university reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

The University’s Academic Honesty Policy is published in academic catalogs:

Graduate

http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html

As a part of the University commitment to academic excellence, the Academic Resource Center provides student resources to become better acquainted with academic honesty and the tools to prevent plagiarism in its many forms:
Statement of Ethics

Webster University strives to be a center of academic excellence. The University makes every effort to ensure the following:

- The opportunity for students to learn and inquire freely
- The protection of intellectual freedom and the rights of professors to teach
- The advancement of knowledge through scholarly pursuits and relevant dialogue

To review Webster University's statement of ethics, see the Undergraduate Studies Catalog and the Graduate and Studies Catalog:

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/ethics.html

Important Academic Resources

Academic Accommodations

Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the ADA Coordinator at the main campus. The ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu.

If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.

Academic Resource Center

Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit www.webster.edu/arc or Loretto Hall 40 on the main campus for more information.

University Library

Webster University Library is dedicated to supporting the research needs and intellectual pursuits of students throughout the University’s worldwide network. Resources include print and electronic books, journal articles, online databases, DVDs and streaming video, CDs and streaming music, datasets, and other specialized information. Services include providing materials at no cost and research help for basic questions to in-depth exploration of resources. The gateway to all of these resources and services is http://library.webster.edu. For support navigating the library’s resources, see http://libanswers.webster.edu/ for the many ways to contact library staff.

Drops and Withdrawals

Drop and withdrawal policies dictate processes for students who wish to unenroll from a course. Students must take proactive steps to unenroll; informing the instructor is not sufficient, nor is failing to attend. In the early days of the term or semester, students may DROP a course with no notation on their student record. After the DROP deadline, students may WITHDRAW from a course; in the case of a WITHDRAW, a grade of W appears on the student record. After the WITHDRAW deadline, students may not unenroll from a course. Policies and a calendar of deadlines for DROP and WITHDRAW are at:
Graduate
http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html

Academic Calendar - http://www.webster.edu/academics/academic-calendar/

Current tuition rates, policies, and procedures, including details of pro-rated tuition refunds, are available in the “Tuition, Fees, and Refunds” section of Webster’s Academic Catalogs:

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/tuition.html

Student Handbook and Other Important Policies

Student handbook and other non-academic policies may apply to you and may impact your experience in this class. Such policies include the student code of conduct, privacy, technology and communications, and more. Please review the handbook each year and be aware of policies that apply to you. The handbook is available at:

http://www.webster.edu/student-handbook/

Sexual Assault, Harassment, and Other Sexual Offenses

Webster University makes every effort to educate the community to prevent sexual assault, harassment, and other sexual offenses from occurring, and is committed to providing support to those affected when this behavior does occur. To access information and resources or to review the Policy on Sexual Assault, Harassment, and Other Sexual Offenses, visit:

http://www.webster.edu/sexual-misconduct/

Research on Human Subjects

The Webster University Institutional Review Committee (IRB) is responsible for the review of all research on human subjects. The IRB process applies to all Webster University faculty, staff, and students and must be completed prior to any contact with human subjects. For more information on the IRB, visit:

http://www.webster.edu/irb/index.html

Course Evaluations

At the end of this course, you will have the opportunity to provide feedback about your experience. Your input is extremely valuable to the university, your instructor, and the department that offers this course. Please provide your honest and thoughtful evaluation, as it helps the university to provide the best experience possible for all of its students.

Important Technology Information

Connections Accounts

Webster University provides all students, faculty, and staff with a University email account through Connections. Students are expected to activate their Connections account and regularly check incoming University email. Students may choose to have their University email forwarded to an alternate email address. Connections account holders can call the Help Desk (314-246-5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology website at:

http://www.webster.edu/technology/service-desk/
WorldClassRoom

WorldClassRoom is Webster’s Learning Content Management System (LMS). Your instructor may use WorldClassRoom to deliver important information, to hold class activities, to communicate grades and feedback, and more. WorldClassRoom is available using your Connections ID at:

https://worldclassroom.webster.edu/

Webster Alerts

Webster Alerts is the University's preferred emergency mass notification service, available free to current students, faculty and staff at all US campuses. By registering a valid cell phone number and email address, you will receive urgent campus text, voice mail and email communications. Valuable information concerning a range of incidents affecting you - from weather-related campus closures, class delays and cancellations, to more serious or life-threatening events - are immediately and simultaneously delivered through multiple communication channels. To register for Webster Alerts, visit:

http://www.webster.edu/technology/services/webster-alerts/

SCHEDULE

<table>
<thead>
<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Week 1 | Introduction to counseling theories and becoming a Professional Counselor | Reading for this week: Corey chapters 1, 2, 3; Counselor Wellness Article  
Assignments and activities: Discussions, reflection paper |
| Week 2 | Psychoanalytic Theories                                   | Reading for this week: Corey chapter 4  
Assignments and activities: Choose a theory for your paper; Discussions, reflection paper |
| Week 3 | Psychodynamic and existential therapies                   | Reading for this week: Corey chapters 5 & 6  
Assignments and activities: Submit the outline for your paper; Discussions, reflection paper |
| Week 4 | Experiential and relationship-oriented therapies           | Reading for this week: Corey chapters 7 & 8  
Assignments and activities: Discussions, reflection paper |
| Week 5 | The cognitive behavioral approaches                       | Reading for this week: Corey chapters 9 & 10  
Midterm exam |
<table>
<thead>
<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Assignments and activities: Discussion, reflection paper</td>
</tr>
<tr>
<td>Week 6</td>
<td>Reality therapy and feminist therapy</td>
<td>Reading for this week: Corey chapters 11 &amp; 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignments and activities: Discussions, reflection paper</td>
</tr>
<tr>
<td>Week 7</td>
<td>Postmodern approaches to counseling</td>
<td>Reading for this week: Corey chapters 13 &amp; 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignments and activities: Discussions, reflection paper</td>
</tr>
<tr>
<td>Week 8</td>
<td>Integrating it all together</td>
<td>Reading for this week: Corey chapter 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theory paper due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignments and activities: Discussions, reflection paper</td>
</tr>
<tr>
<td>Week 9</td>
<td>Finals week: class wrap-up, becoming the professional counselor that lies within</td>
<td>Due this week: Final exam</td>
</tr>
</tbody>
</table>