

Spring 2022

CE 660 Syllabus: Counseling Theory and Practice

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Winona State University Counselor Education Department CE 660-W.00317: Counseling Theory and Practice Semester Hours: 3		
Course Location	This class meets face-to-face weekly; Tuesday evenings from 5pm to 8pm on the Winona Campus, Helble Hall, Room 343. DUE to COVID-19 Precautions, we will meet January 11 & 18 via Zoom: https://minnstate.zoom.us/j/4076192192	
Instructor	Anquetta V. Calhoun, Ph.D.	
Instructor Contact	eMail: anquetta.calhoun@winona.edu ; Phone: 352-474-9343; Zoom: https://minnstate.zoom.us/j/4076192192	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	349 Helble Hall, Winona Campus, Winona, MN	
Instructor Office Hours	Mondays & Tuesdays 12 - 5:00 pm	

I. COURSE DESCRIPTION

This course exposes students to theories of personality development and change, theories of counseling, and counseling techniques. Students practice application of counseling theories in a laboratory setting with simulated situations. Students are encouraged to identify and develop a tentative theory of personality as it relates to an effective counseling approach. A strong emphasis is placed on the ethical standards of the counseling profession and on multicultural issues

II. COURSE PREREQUISITES

Prerequisites: [CE 601 - Foundations of Counseling](#) , completion of or concurrent registration in [CE 658 - Microskills](#) and CE 660 permission of instructor. In general, students are not eligible for enrollment in 660 until they have successfully completed approximately 12 semester credits in the CE department and have satisfied all relevant course prerequisites. Students should consult with their faculty adviser and refer to the detailed enrollment procedures in the CE Program Handbook. Grade only.

III. COURSE OBJECTIVES

Upon completion of this course the student will be able to:

1. Understand personality theory as it relates to human development and how this understanding enables one to work effectively with clients from a variety of populations
2. Demonstrate counseling competence with Humanistic, Psychodynamic, Behavioral, Constructivist, Systems, and Postmodern counseling theories (skills)
3. Understand the pros and cons of theory as it relates to multicultural perspectives (knowledge)
4. Recognize and practice interventions for issues related to a variety of populations (skills)
5. Formulate a personal counseling philosophy which may be solely focused or integrate several theories and produce a written theory paper (knowledge)
6. Demonstrate personality and counseling theoretical knowledge as it applies to specific cases (skills, knowledge)
7. Understand the ethical knowledge as it applies to specific cases (skills, knowledge)
8. Understand the basics of systems counseling (knowledge)
9. Demonstrate the ability to establish (and integrate) theoretical perspectives in a counseling session (skills)

IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

Sharf, R. S. (2016). *Theories of psychotherapy and counseling* (6th Ed). Brooks/Cole Publishing Co. ISBN: 9781305087323

Halbur, D.A., & Halbur K.V. (2019). *Developing your theoretical orientation in counseling and psychotherapy* (4th ed.). Pearson. ISBN: 9780134805726.

- Additional reading assignments including current literature will be assigned throughout the semester.
- Additional materials and resources may be posted on the D2L page.

V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2016) core content standards. Standards for the Clinical Mental Health Counseling, and/or School Counseling content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE 660 are included.

2016 CACREP STANDARDS CORE	LOCATION OF EVALUATION			
	lecture & activities	theory tapes	midterm	theory paper
2. SOCIAL AND CULTURAL DIVERSITY				
2a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.	X			X
2b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.	X			X
2f. Help-seeking behaviors of diverse clients.	X			X
2g. The impact of spiritual beliefs on clients' and counselors' worldviews.	X			X
2h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	X	X		X
3. HUMAN GROWTH AND DEVELOPMENT				
3c. Theories of normal and abnormal personality development.	X	X	X	X
3d. Theories and etiology of addictions and addictive behaviors.	X			
5. COUNSELING AND HELPING RELATIONSHIPS				
5a. Theories and models of counseling.	X	X	X	X
5f. Counselor characteristics and behaviors that influence the counseling process.	X	X		
5g. Essential interviewing, counseling, and case conceptualization skills.	X	X		
5i. Development of measurable outcomes for clients.	X	X		X
5l. Suicide prevention models and strategies.	X			
5n. Processes for aiding students in developing a personal model of counseling.	X	X	X	X

2016 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	LOCATION OF EVALUATION			
	lecture & activities	theory tapes	midterm	theory paper
1. FOUNDATIONS				
1b. Theories and models related to clinical mental health counseling.	X	X	X	X

1e. Psychological tests and assessments specific to clinical mental health counseling.	X			
2. CONTEXTUAL DIMENSIONS				
2e. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.	X			
2j. cultural factors relevant to clinical mental health counseling.	X			X
2016 CACREP STANDARDS SCHOOL COUNSELING	LOCATION OF EVALUATION			
	lecture & activities	theory tapes	midterm	theory paper
3. PRACTICE				
3f. Techniques of personal/social counseling in school settings.	X	X	X	X

VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning, including: lecture, role-play, small and large group discussion and experiential activities.

VII. COURSE EVALUATION METHODS

- Recorded sessions will be assessed for demonstration of theory, therapeutic presence and structure of session. Tape assignments may be redone to achieve a better grade.
- The Theoretical Orientation Paper will be evaluated in terms of the development of a discussion of important and distinctive elements about chosen theories which have a meaning for the student and potential clients, how chosen theories complement and provide multiculturally competent counseling services, and how the student will utilize the chosen theoretical makeup as part of an overall practice that includes the student's counseling philosophy and professional viewpoint.
- All assignments are to be completed for a passing grade.

COURSE OBJ.	ASSIGNMENT	DUE DATE	POINTS
1-4, 6, 7-9	Theory Session Videos (7)	1/25, 2/08, 3/01, 3/22, 4/05, 4/19 & 5/03	42
1, 5	MIDTERM	March 18, 2022	21
1, 3, 7, 8	Participation & Halbur Activities	weekly	12
1-3	Theoretical Orientation Paper	May 3, 2022	25
			100

A. Grading Scale

A	100 - 90
B	89 - 80
C	79 - 70
D	69 - 60
F	59 - 0

B. Description of Assignments

ATTENDANCE: Attendance and Participation: students are required to attend all class sessions, but one absence for an emergency is allowed with permission from instructor. It is expected that the student will contact the instructor before the missed class, and student is responsible for fulfilling all work for missed class.

VIDEO SESSIONS: Seven (7) videos will be made for the following theories:

1. **Person-Centered/Rogerian** (Humanistic)—15 minutes
2. **Motivational Interviewing** (Humanistic)—20 minutes

3. **Adlerian** (Psychodynamic)—25 minutes
4. **Behavioral, Cognitive or CBT** (Behavioral/Pragmatic)—25 minutes
5. **REBT or Reality** (Behavioral/Pragmatic)—25 minutes
6. **Multicultural, Feminist, Narrative or Solution-Focused** (Constructivist/Postmodern)—25 minutes
7. **Your Chosen Theoretical Orientation**—30 minutes

A maximum of two (2) videotaped sessions may be resubmitted to achieve a higher grade. Sessions will be recorded on student devices and uploaded to MediaSpace with a link posted to D2L.

ACTIVITIES: Follow the Course Schedule (Syllabus Section X and D2L modules) to complete all assigned readings and activities.

MIDTERM: The midterm assignment requires that you take a deeper dive into the theory of your choice beyond the textbooks by **reading an original work AND reviewing the website of a school of thought**. As an example: a deep dive into Feminist theory could include a close reading of Jean Baker Miller's *Toward A New Psychology of Women* (1976) and a review of the Jean Baker Miller Training Institute website—jbmti.org. The resulting midterm paper must be formatted in APA-7, be a minimum of 1750 words long (7 pages) [NOTE: the reference list is not included in the page and word count]. The paper must include an introduction, a section on the primary source reading, a section on the website review, and a conclusion. Consult the Halbur & Halbur (2019) text for a list of primary sources and theory websites. **The midterm is due Friday, March 18 at 11:59 pm.**

THEORY PAPER: The Theoretical Orientation Paper is a discussion about the student's personal theory of counseling with important distinctive elements about theory or theories that have a meaning for the student. Elements of the paper include how well the selected theoretical techniques or interventions complement each other, how the student intends to combine specific techniques of the chosen theory or theories, and how the student plans to address multicultural and cross-cultural concerns within chosen theory or theories. The paper must be formatted in APA-7; include an introduction, a body, and a conclusion; be a minimum of 2500 words long (10 pages); and have a minimum of five (5) scholarly resources beyond the course texts. [NOTE: the reference list is not included in the page and word count]. **The theory paper is due Tuesday, May 3 at 11:59 pm.**

Video Recorded Session Rubric

POINTS POSSIBLE	6 POINTS	5 POINTS	3-4 POINTS	2 OR FEWER
DEMONSTRATION OF THEORY	Exemplary tape illustrating theory.	Above average tape illustrating theory.	Average tape illustrating theory.	Tape does not illustrate theory.
THERAPEUTIC PRESENCE	Student demonstrates empathy, exemplary listening skills, and a variety of microskills.	Student demonstrates empathy, good listening skills, and some microskills.	Student lacks empathy, demonstrates marginal listening skills, and few microskills.	Student lacks empathy, poor listening skills, and no microskills.
STRUCTURE OF SESSION	Session is within appropriate time limits – not too long or too short. Student introduces client to session and maintains structure of session throughout. Transcript is completed correctly, with weak statements replaced with preferred statements.	Session is either too long or too short. Student maintains structure of session throughout. Transcript is mostly correct – few errors – with weak statements replaced with preferred statements.	Session is either too long or too short. Student does not maintain structure of session throughout. Transcript has several errors – with weak statements replaced with preferred statements.	Session is either too long or too short. Student does not maintain structure of session throughout. Transcript has several errors –weak statements are not replaced with preferred statements. Requirements not met.
CONFIDENCE	Student demonstrates confidence and does not stop the session to regroup or come up with the next thing to say	Student demonstrates confidence and stops the session to regroup or come up with the next thing to say 2-3 times	Student demonstrates lack of confidence and stops the session to regroup or come up with the next thing to say more than 3 times	Student demonstrates lack of confidence and stops the session to regroup or come up with the next thing to say more than 3 times, and stumbles on most of his/her responses

Theoretical Orientation Paper Rubric

POINTS POSSIBLE	21-25 PTS.	16-20 POINTS	11-15 POINTS	10 POINTS OR FEWER
CONTENT	Paper clearly concerned with counseling theory. All aspects of assignment addressed and discussed, and complex thinking skills utilized.	Paper clearly concerned with counseling theory. Most aspects of assignment addressed and discussed, and complex skills utilized.	Counseling theory or theories chosen do not complement well, or explanation of professional orientation is lacking. Some aspects of assignment missing.	Counseling theory or theories chosen do not complement well, or explanation of professional orientation is lacking. Some aspects of assignment missing. No evidence of complex thinking skills.
FORMAT	Exceptional Writing (excellent grammar, strong APA style, flow, structure, & strong synthesis of ideas). A minimum of 5 scholarly references beyond the texts.	Strong writing (minimal grammatical errors, APA mostly correct, synthesis of ideas). Minimum of 5 scholarly references beyond the texts.	Marginal writing skills utilized, several errors in formatting, grammar, or synthesis of ideas. Minimum reference requirement not met.	Poor writing skills utilized, several errors in formatting, grammar, or synthesis of ideas. Minimum reference requirement not met.
DEPTH OF UNDERSTANDING	Synthesis of relevant theories and ideas from assigned course readings. Inclusion and analysis of material from outside readings specifically related to chosen theory or theories.	Synthesis of relevant theories and ideas from assigned course readings. Material included from outside readings specifically related to chosen theories; however, a depth of understanding is not demonstrated.	Theory or theories and ideas are presented but not synthesized. Material included from outside readings specifically related to chosen theory; however, a depth of understanding is not demonstrated.	Theory or theories and ideas are presented but not synthesized. Limited material included from outside readings specifically related to chosen theory, and a depth of understanding is not demonstrated.

VIII. VIDEO TAPING & TRANSCRIPT INSTRUCTIONS

INFORMED CONSENT

The informed consent must be read at the beginning of each session.

.....

Thank you for signing the permission to record form. As you know, we are taping again today so I can get feedback on my skills. Your name will not be written anywhere on the transcript, and I will destroy it and the tape as soon as we are finished with it. I can turn the tape off at any time if you wish. Today we are going to be using the **Person-Centered approach**, where I will be acting as a partner with you, exploring whatever you want to bring to the session. The focus is basically on you, your feelings, and where you want to take the session. I'm wondering if you have any questions about this. Tell me what you want to talk about today.

Thank you for signing the permission to record form. As you know, we are taping again today so I can get feedback on my skills. Your name will not be written anywhere on the transcript, and I will destroy it and the tape as soon as we are finished with it. I can turn the tape off at any time if you wish. Today we are going to focus on **Motivational Interviewing**, where I will be acting as a guide with you. We will look at your behaviors, current decisions and motivation levels. I'm wondering if you have any questions about this. Last time we....You were going to...Tell me how your homework went/what your goal is for today's session.

Thank you for signing the permission to record form. As you know, we are taping again today so I can get feedback on my skills. Your name will not be written anywhere on the transcript, and I will destroy it and the tape as soon as we are finished with it. I can turn the tape off at any time if you wish. Today I'll be using **cognitive/behavioral techniques**. We will focus on your thoughts/behaviors/feelings. As we talk about your work, you may find some new insights about your thoughts/behaviors as they relate to your current issue. I'm wondering if you have any questions about this. Last time we....You were going to...Tell me how your homework went/what your goal is for today's session.

Thank you for signing the permission to record form. As you know, we are taping again today so I can get feedback on my skills. Your name will not be written anywhere on the transcript, and I will destroy it and the tape as soon as we are finished with it. I can turn the tape off at any time if you wish. Today, we'll be using **Adlerian techniques**. This means we will be focusing on family of origin issues and what you learned about yourself through your family. This may also mean that we explore the type of 'script' you have learned to live and how this relates to your current issues. I'm wondering if you have any questions about this. Last time we....You were going to...Tell me how your homework went/what your goal is for today's session.

Thank you for signing the permission to record form. As you know, we are taping again today so I can get feedback on my skills. Your name will not be written anywhere on the transcript, and I will destroy it and the tape as soon as we are finished with it. I can turn the tape off at any time if you wish. Today, we'll be using **Cross-Cultural Theory [multicultural/feminist/SFBT/narrative]** This means we will be focusing on [cultural and ethnic issues and what you know about yourself in terms of values, traditions, and family dynamics. This may also mean that we explore the types of oppression you have experienced because of your minoritized status within the culture(s) in which you live. . . **change this to fit the theory you select]** I'm wondering if you have any questions. Last time we....You were going to...Tell me how your homework went/what your goal is for today's session.

Thank you for signing the permission to record form. As you know, we are taping again today so I can get feedback on my skills. Your name will not be written anywhere on the transcript, and I will destroy it and the tape as soon as we are finished with it. I can turn the tape off at any time if you wish. Today we'll be using **Reality Theory techniques [or REBT.]** This means we'll be focusing on [your current issues and your responsibilities and choices related to them. We may explore problem solving options and make specific plans about your next few weeks . . . **change this to fit the theory you select].** I'm wondering if you have any questions about this. Last time we....You were going to...Tell me how your homework went/what your goal is for today's session.

Thank you for signing the permission to record form. As you know, we are taping again today so I can get feedback on my skills. Your name will not be written anywhere on the transcript, and I will destroy it and the tape as soon as we are finished with it. I can turn the tape off at any time if you wish. Today we'll be using _____**[theory]**. This means we'll be focusing on _____**[focus]** I'm wondering if you have any questions about this. Last time we....You were going to...Tell me how your homework went/what your goal is for today's session.

INSTRUCTIONS FOR VIDEO RECORDING AND TRANSCRIPT

- A. ASSUME your client has already signed a release for recording (and mention this) at the beginning of the session.
- B. STRUCTURE appropriately as the session proceeds, according to the techniques/theories you are using. Explain and give rationale where appropriate. If one technique does not work out, try another.
- C. ALWAYS use opening and closing summaries.

After Video Recording:

- (1) Check out with client if there are any portions they do not wish shown to the class;

- (2) Make a transcript of the video recording, using the TRANSCRIPT FORMAT below and identify microskills;
- (3) Write one paragraph about your strengths, one paragraph about your areas needing improvement, and a final paragraph or list of your goals for future sessions;
- (4) Write a reflection paragraph exploring your experience as client/student.
- (5) Be prepared, if asked by the instructor, to show part of your recorded session to the class.

Transcribe each video recording according to the attached TRANSCRIPT FORMAT below. Write on one side of the page only and type. No handwritten transcripts will be accepted. Please follow directions exactly.

Do NOT WRITE THE CLIENT'/STUDENT'S NAME ANYWHERE ON THE TRANSCRIPT.

Keep confidential what is discussed in sessions.

TRANSCRIPT FORMAT [REQUIRED]**Name****Tape #****Theory [Person-Centered]****Date [January 21, 2022]****Statement****Skill/observation**

CL #1: I'm just really confused about....	looking down
CO #1: You sound concerned and angry...	RF
CL #2: I am, I really worry...	crying
CO #2: Tell me more	Enc
CL #3: I just don't know what...	
CO #3: You are worried that...	RF & Enc
CL #4: I want so much for...	
CO #4: You should just go ahead and marry him	Ugh! Advice!
PS: Tell me more about the relationship	Foc

NOTE: Preferred Statements are allowed on all tapes.**AT THE END OF EACH TRANSCRIPT INCLUDE:**Three paragraphs:

Your strengths during the session; you may include examples

Your areas to improve; you may include examples

Your goals for next video session (This can be a list. It does not have to be a paragraph).

One paragraph:

Your reflection on playing the role of client/student for your partner's tape. Give a brief description of your disposition (includes feelings/emotions and/or thoughts) before, during, and after the taping. You may include commentary on any techniques used or homework given.

IX. GENERAL STATEMENTS REGARDING COVID-19 RESTRICTIONS

Statement 1: Support for Remote Students

As we learn together this fall, I am committed to helping you complete this course successfully. I am prepared to support any student who cannot attend our in-person class meetings for COVID-related reasons and will do my best to make the experience as seamless and engaging as possible. If you are required to isolate, quarantine, or have any health concerns that prevent you from attending class meetings, please contact me via email at anquetta.calhoun@winona.edu to discuss your options for continuing the course remotely.

Statement 2: Student Face Covering Requirement

Research indicates that face coverings, combined with physical distancing, reduce the transmission of COVID-19 significantly. In light of the rise of new variants, elevated community spread, and guidance from the Minnesota State system office and the CDC, WSU implemented a mask requirement on August 4th, 2021. All students, faculty, staff, and visitors (including contractors, service providers, vendors, suppliers, camp participants, and the general public) are required to use a cloth face covering to cover both the nose and mouth in all public indoor spaces on university campuses and properties in both Winona and Rochester, including leased facilities, transit shelters and university shuttles. This guidance applies to all individuals, regardless of vaccination status. This protocol will remain in effect through the first several weeks of the fall semester. Unless you have an approved accommodation from [Access Services](#), please come to class wearing a face covering. Approved face coverings include a paper or disposable mask, a cloth face mask, a scarf or bandanna, or a religious face covering. Your face covering should cover the nose and mouth completely, should not be overly tight or restrictive and should feel comfortable to wear. Spare disposable masks will be available in our classroom and in various other locations across campus. Please let me know if you have any questions or concerns about this requirement.

Statement 3: Instructor Face Covering Procedures

Current MDH guidelines followed by WSU allow instructors to remove their face coverings while they teach if they can maintain a six-foot distance between themselves and the students. When I am able to maintain that distance, I may teach without a face covering (or using a face shield without a mask). I will always make every effort to maintain a safe distance and please don't hesitate to let me know if you are uncomfortable with the distancing in the classroom at any time. If the space does not permit or I am unable to maintain that distance in our classroom, I may teach with a mask. Please let me know if you have trouble hearing me or need clarification as I speak.

Statement 4: Availability

Although we will need to interact a bit differently this semester, I am available for conference and questions outside of class time via scheduled in-office meetings or zoom conferences.

Please remember: This is an adjustment for everyone. No one wants the struggles we have faced and will face trying to carve out a life in a pandemic. We will all respond differently to the illness, the unknown, the social distancing, the fear, the tragedy and/or the loss that many have faced or will face and the changes to our collective lives together on campus.

The humane option is our best option. We are going to prioritize: supporting each other as humans, simple solutions that make sense for the most, sharing resources, and communicating clearly.

Due to COVID restrictions and safety practices, we cannot just do the same thing whether together in-person or online. Some assignments are no longer possible. Some expectations are no longer reasonable. Thus, we will foster intellectual nourishment, social connection, and personal accommodation. We will remain flexible and adjust to the situation(s). Nobody knows where this is going and what we'll need to adapt to whatever comes next. Also remember, everybody needs support and understanding in this unprecedented moment. Please reach out to me if you need to work through something regarding the course or even if you don't and you just need to talk.

X. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

Laptop/PDA Policy: Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: <http://www.winona.edu/diversity/estatement.asp>.

B. Graduate Student Resources

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100,
[\(www.winona.edu/rochester/\)](http://www.winona.edu/rochester/);
 RCTC Counseling Center, UCR Room SS133; 285-7260
[\(www.rctc.edu/counseling_career_center/\)](http://www.rctc.edu/counseling_career_center/)
 UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko

Commons Room 122, and they can be reached at 457-5595. Information about the KEAP Center, dedicated to supporting diversity on campus, can be found here:

<http://www.winona.edu/diversity/22.asp>.

UCR Learning Center – Rochester: For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at:

<http://www.winona.edu/sld/studentgrievance.asp>

XI. TENTATIVE COURSE SCHEDULE*

DATE	TOPIC	CACREP Standards <i>Core/CMHC/School</i>	Activities & Assignments
1/11	Introduction to Counseling Theory & Practice; overview of the syllabus	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1B-E; 2E-J/3f	REVIEW: Syllabus READ: Halbur & Halbur—Ch. 1, review page 12 questions COMPLETE online introductions
1/18	Humanistic Theories: Person-Centered	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1B-E; 2E-J/3f	READ Sharf—Ch. 6 Session Pairs/Groups assigned READ “Capture Yourself” Halbur & Halbur p. 38
1/25	Humanistic Theories: Existential Theories	2h, 3c, 5a-f-g-i-n/1B/3f	VIDEO 1 DUE – Person-Centered Theory Read Sharf—Ch. 5
2/01	Humanistic Theories: Motivational Interviewing & Gestalt Theories	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1B-E; 2E-J/3f 2h, 3c, 5a-f-g-i-n/1b/3f	READ: Halbur & Halbur—Ch. 2 READ Sharf—Ch. 7
2/08	Psychodynamic Theory: Freud	2h, 3c, 5a-f-g-i-n/1B/3f	VIDEO 2 DUE – Motivational Interviewing READ Sharf—Ch. 2
2/15	Psychodynamic Theories: Jung & Adler	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1B-E; 2E-J/3f 3c, 5a-n/1B/3f	READ Sharf—Ch. 3 Assessment Day—Complete the University Assessment by 11:59 pm
2/22	Psychodynamic Theories: Adler	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1B-E; 2E-J/3f	READ Sharf—Ch. 4 COMPLETE: MBTI at WSU Counseling Center
3/01	Behavioral & Pragmatic Theories	2h, 3c, 5a-f-g-i-n/1B/3f	VIDEO 3 DUE – Adlerian Theory READ Sharf—Ch. 8 & 10
3/08	Spring Break NO CLASS		
3/15	Your Theoretical Orientation	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1B-E; 2E-J/3f	READ: Halbur & Halbur—Ch. 3 COMPLETE: Halbur & Halbur pp. 32-37 complete STS-R MIDTERM “Primary Source Reading & Website Review” DUE Friday, March 18 at 11:59 pm
3/22	Pragmatic Theories: REBT	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1B-E; 2E-J/3f 2h, 3c, 5a-f-g-i-n/1B/3f	VIDEO 4 DUE – Cognitive/Behavioral Theories READ Sharf—Ch. 9
3/29	Pragmatic Theories: Reality Theory	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1B-E; 2E-J/3f	READ Sharf—Ch. 11

4/05	Constructivist Theories: Multicultural & Feminist Theories	2h, 3c, 5a-f-g-i-n/1B/3f	VIDEO 5 DUE – Pragmatic Theories READ Sharf—Ch. 12 & 13
4/12	Constructivist Theories: Narrative & SFBT	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1B-E; 2E-J/3f	READ Halbur & Halbur pp.85-93
4/19	NO CLASS – Office Hours (TBD)	2h, 3c, 5a-f-g-i-n/1B/3f	VIDEO 6 DUE – Postmodern (Constructivist) Theories: MCT, Narrative, Feminist, SFBT
4/26	Family Approaches	2a-b-f-g-h; 3c; 5a-i-n/1B; 2J/3f	READ Sharf—Ch. 14 16 COMPLETE: Halbur & Halbur pp. 40-41 complete “Yourself as A Case Study”
5/03	FINALS WEEK	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1B-E; 2E-J/3f 3c, 5a-n/1b/3f	VIDEO 7 DUE - Your Theoretical Orientation Theoretical Orientation Paper DUE Tuesday, May 3 at 11:59 pm.

*Syllabi are created with ideals, intentions, and goals in mind; however, some lessons, lectures, and presentations may be longer or shorter than anticipated and/or sometimes life just happens. The schedule is, therefore, tentative and may require adjustments and corrections throughout the semester.