

Spring 2023

## **CE 660 Syllabus: Counseling Theory and Practice**

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*Winona State University*

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|---|--|
| <b>Winona State University</b><br>Counselor Education Department<br>CE 660: Counseling Theory and Practice<br>Semester Hours: 3 |  |
| <b>Course Location</b>  | This class meets face-to-face weekly, with physician documented reason to attend via Teams; Tuesday evenings from 5pm to 8pm, Helble 343 |
| <b>Instructor</b>   | Mary Fawcett, Ph.D.  |
| <b>Instructor Phone &amp; E-Mail</b>  | 507-457-5338; mfawcett@winona.edu  |
| <b>Program Website</b>  | <a href="https://www.winona.edu/counseloreducation/">https://www.winona.edu/counseloreducation/</a>                                      |
| <b>Instructor Office Location</b>   | 351 Helble Hall  |
| <b>Instructor Office Hours:</b>   | (Virtual), Wed, 2-6, Fri, 11am – 5pm, and other times by appointment   |

## 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

The purpose of this course is to expose students to a wide variety of theories in personality and counseling and to apply those approaches to practices in counseling. The course provides the student with the opportunity to practice those various approaches to counseling in simulated developmental settings and role-playing situations. The purpose is also to provide the opportunity for the student to develop a personal theory of counseling, a unique style of counseling, effective techniques of counseling, special awareness and particularly multicultural awareness. All practice is done within a safe setting to give and receive critical feedback relating to the student's person, mannerisms, style, counseling techniques and effectiveness.

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 the counseling theories of Rogers, Adler, Glasser, Perls, cognitive behaviorists (Ellis, Beck), psychodynamic and multicultural theorists (skills)
3. Understand the pros and cons of each theory as it relates to multicultural perspectives (knowledge)
4. Recognize and practice interventions for issues related to a variety of populations (skills)
5. Formulate his/her own personal counseling philosophy which integrates 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 family therapy (knowledge)
9. Demonstrate the ability to integrate several theoretical perspectives into a counseling session (skills)

#### **IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY**

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

Additional materials and resources posted on the related course 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.

- Read through these standards carefully!

| 2016 CACREP STANDARDS<br>CORE  |                 |               |                 |
|--|-----------------|---------------|-----------------|
|  | Skills<br>Tapes | Final<br>Exam | Theory<br>Paper |
| <b>2. SOCIAL AND CULTURAL DIVERSITY</b>  |                 |               |                 |
| 2a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.                                  | X               | X             | X               |
| 2b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.                               | X               | X             | X               |
| 2f. Help-seeking behaviors of diverse clients.   | X               | 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             |                 |
| <b>3. HUMAN GROWTH AND DEVELOPMENT</b>   |                 |               |                 |
| 3c. Theories of normal and abnormal personality development.   | X               | X             |                 |
| 3d. Theories and etiology of addictions and addictive behaviors.   | X               | X             |                 |
| <b>5. COUNSELING AND HELPING RELATIONSHIPS</b>   |                 |               |                 |
| 5a. Theories and models of counseling.   | X               | X             |                 |
| 5f. Counselor characteristics and behaviors that influence the counseling process.   | X               | X             |                 |
| 5g. Essential interviewing, counseling, and case conceptualization skills.   | X               |               |                 |
| 5i. Development of measurable outcomes for clients.  | X               | X             |                 |
| 5l. Suicide prevention models and strategies.  | X               |               |                 |
| 5n. Processes for aiding students in developing a personal model of counseling.  | X               |               |                 |

| <b>2016 CACREP STANDARDS<br/>CLINICAL MENTAL HEALTH COUNSELING</b>   |   |   |   |
|--|---|---|---|
| <b>1. FOUNDATIONS</b>  |   |   |   |
| 1b. Theories and models related to clinical mental health counseling.  | X | X |   |
| 1e. Psychological tests and assessments specific to clinical mental health counseling.   |   | X |   |
| <b>2. CONTEXTUAL DIMENSIONS</b>  |   |   |   |
| 2e. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders. | X | X |   |
| 2j. cultural factors relevant to clinical mental health counseling.  | X | X | X |
| <b>2016 CACREP STANDARDS<br/>SCHOOL COUNSELING</b>   |   |   |   |
| <b>3. PRACTICE</b>   |   |   |   |
| 3f. Techniques of personal/social counseling in school settings.   | X |   |   |

## VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including:

Lecture, skills illustrations, class discussions, video clips and practice.

## VII. COURSE EVALUATION METHODS

| Course Obj.   | Assignment       | CACREP Standards Assessed<br>Code: Core/CMHC/School  | Due Date  | Points |
|---|------------------|--|---|--------|
| 1, 2, 3, 4, 6, 7, 9   | Skills Tapes (6) | Core: 2a, 2b, 2f, 2g, 2h, 3c, 3d, 5a, 5f, 5g, 5i, 5l, 5n<br><br>CMHC: 1b, 2e, 2j<br><br>School: 3f | Jan 17 (PC)<br>Jan 31 (MI)<br>Feb 14 (CBT)<br>[Lifestyle Summary due 2.21, NOT turned in, prepared to discuss]<br>Feb 28 (Adlerian)<br>Mar 28 (CCC Tape)<br>Apr 11 (Reality)<br>April 25 (Int Tape) | 42     |
| 1, 3, 4, 7, 8,  | Final Exam       | Core: 2a, 2b, 2f, 2g, 2h, 3c, 3d, 5a, 5f, 5i<br>CMHC: 1b, 1e, 2e, 2j                               | May 2   | 35     |
| 3, 4, 5, 9  | Theory Paper     | Core: 2a, 2b, 2f<br>CMHC: 2j   | April 25  | 23     |
| All assignments are scored on a 100-point scale, and then weighted using the percentages above. |                  |  |   | 100    |

### A. Description of Assignments

- Attendance:** Attendance and Participation: students are required to attend all class sessions in person. Zoom attendance will be the result of inclement weather or a physician documented reason to attend via Zoom. One total absence for an emergency is allowed with permission from instructor with expectations that class will be requested to be recorded in advance and assignments turned in on time. If it is necessary to miss more than one class **for any reason, including emergencies**, the student should consider withdrawing from the course.
- Taped Sessions:** 6 tapes will be made for the following theories: Rogerian, MI, CBT, Adlerian, Reality, Cross-Cultural Specific Counseling Theory, Integrative Theory. **Most tapes will be for the length of 25 minutes; The PC session will be 15 minutes; the integrative tape is 35-45 minutes.** Taped sessions may be redone to achieve a higher grade. Sessions will be recorded on Teams link submitted to D2L on the Word document the transcript is on.
- Final Exam:** The final exam will be multiple-choice format and will evaluate a student's knowledge of the various theories learned over the course of the term. The exam will be taken online via D2L. The exam is NOT open book and students may NOT use each other, the Internet, or other resources while taking this exam. Students will be allowed

one attempt only.

- **Theory Paper:** The Theory Paper is a discussion about the student's personal theory of counseling with important distinctive elements about theories that have a meaning for the student. Elements of the paper include:

- how well the theories complement each other,
- how the student intends to combine specific techniques for each of the chosen theories, and
- how the student plans to address multicultural concerns with chosen theories.

Papers should be formatted APA Style, be a minimum of ten (10) pages (including the title page and references) and have a minimum of five (5) scholarly resources, including the course text.

- **Late work will be accepted BY PRIOR PERMISSION OF THE INSTRUCTOR and at the cost of 5 points deducted per day late.**

## B. Grading for Course

- **Final Grade Scale:**

|                |          |
|----------------|----------|
| <b>100-90:</b> | <b>A</b> |
| <b>89-80:</b>  | <b>B</b> |
| <b>79-70:</b>  | <b>C</b> |
| <b>69-60:</b>  | <b>D</b> |

- **Taped Session Rubric**

| <i>Points Possible</i>         | <i>6 points</i>  | <i>5 points</i>   | <i>3-4 points</i>   | <i>2 or fewer</i>   |
|--------------------------------|--|---|---|---|
| <i>Demonstration of Theory</i> | Above average tape illustrating theory, uses 2-3 theoretical interventions and skills highlighted in class.        | Average tape illustrating theory, uses fewer than 2 theoretical interventions.                        | Below average tape illustrating theory, uses some of theoretical concepts but no interventions.             | Tape does not illustrate theory.  |
| <i>Therapeutic Presence</i>    | Student demonstrates empathy, exemplary listening skills, and a variety of microskills (no more than 2 questions). | Student demonstrates empathy, good listening skills, and some microskills (no more than 2 questions). | Student lacks empathy, demonstrates marginal listening skills, and few microskills. (more than 2 questions) | Student lacks empathy, poor listening skills, and no microskills (more than 2 questions). |
| <i>Structure of Session</i>    | Session is within appropriate time limits – not too long or too short.   | Session is either too long or too short. Student maintains structure of                               | Session is either too long or too short. Student does not maintain  | Session is either too long or too short. Student does not maintain                        |

|                   |   |  |  |   |
|-------------------|---|--|--|---|
|                   | Student introduces client to session and maintains structure of session throughout. Transcript is completed correctly, with weak statements replaced with preferred statements and three paragraphs about strengths, weaknesses, and goals for next session | session throughout. Transcript is mostly correct – few errors – with weak statements replaced with preferred statements. | structure of session throughout. Transcript has several errors – with weak statements replaced with preferred statements.          | structure of session throughout. Transcript has several errors –weak statements are not replaced with preferred statements. Requirements not met.                         |
| <i>Confidence</i> | 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 1 times           | Student demonstrates lack of confidence and stops the session to regroup or come up with the next thing to say more than 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, and stumbles on most of their responses |

- **Final Exam Rubric**

**70 M/C questions=35% of grade: each question is worth .5% of the final grade.**

- **Theory Paper Rubric**

| <i>Points possible</i>        | <i>20-23 pts.</i>   | <i>15-19 points</i>  | <i>10-14 points</i>  | <i>Fewer than 14 points</i>   |
|-------------------------------|---|--|--|---|
| <i>Content</i>                | 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 theories chosen do not integrate well, or explanation of integration is lacking. Some aspects of assignment missing.        | Counseling theories chosen do not integrate well, or explanation of integration is lacking. Some aspects of assignment missing. No evidence of complex thinking skills. |
| <i>Format</i>                 | Exceptional Writing (excellent grammar, strong APA style, flow, structure, & strong synthesis of ideas). A minimum of 5 scholarly references, including the text. | Strong writing (excellent grammar, APA mostly correct, synthesis of ideas). Minimum of 5 scholarly references, including the text. | 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.                                      |
| <i>Depth of Understanding</i> | Synthesis of relevant theories and ideas from assigned course readings. Inclusion and analysis of   | Synthesis of relevant theories and ideas from assigned course readings. Material   | Theories and ideas are presented but not synthesized. Material included from   | Theories and ideas are presented but not synthesized. Limited material included from  |

|  |   |  |  |   |
|--|---|--|--|---|
|  | material from outside readings specifically related to chosen theories. | included from outside readings specifically related to chosen theories, however, a depth of understanding is not demonstrated. | outside readings specifically related to chosen theories, however, a depth of understanding is not demonstrated. | outside readings specifically related to chosen theories, and a depth of understanding is not demonstrated. |
|--|---|--|--|---|

## VIII. 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>

**IX. COURSE SCHEDULE**

| DATE | Topic  | CACREP Standards<br>Core/CMHC/School   | Content                         | Activities & Assignments   |
|------|--|--|---------------------------------|--|
| 1.10 | Introductions, syllabus, review of microskills, partner selection, Chapter 6, Person-Centered Theory | CMHC: A2, A5, B1, C9, D2, E1, E3<br>SC: B1, C1, E1, J1<br>CORE: 5B, 5C, 5D         | Chapt.6, Person-Centered Theory | Lecture, discussion and (Note: all sessions will be recorded by students outside of class, and it is recommended that group partners record each other's sessions as back up) ; carpool, group assignment  |
| 1.17 | Review of Person-Centered, Motivational Interviewing   | CMHC: A2, A5, A6, B1, D2, D3, E1, E3, F3<br>SC: C1, D5, E1, J1<br>CORE: 5B, 5C, 5D | MI Handout (D2L)                | <p><b>Person-Centered Tape Due</b></p> <p>Lecture and Class Discussion</p> <ol style="list-style-type: none"> <li>1. Check in on PC sessions and videos</li> </ol> <p>PC Demonstration: <a href="https://video-alexanderstreet-com.wsuproxy.mnpals.net/watch/three-approaches-to-psychotherapy-ii-part-1-carl-rogers?context=channel:academic-video-online">https://video-alexanderstreet-com.wsuproxy.mnpals.net/watch/three-approaches-to-psychotherapy-ii-part-1-carl-rogers?context=channel:academic-video-online</a></p> <p><a href="https://video-alexanderstreet-com.wsuproxy.mnpals.net/watch/counseling-therapies-session-1-person-centered-therapy?context=channel:academic-video-online">https://video-alexanderstreet-com.wsuproxy.mnpals.net/watch/counseling-therapies-session-1-person-centered-therapy?context=channel:academic-video-online</a></p> <ol style="list-style-type: none"> <li>2. MI lectures and video if we have time</li> </ol> <p><a href="https://video-alexanderstreet-com.wsuproxy.mnpals.net/watch/introduction-to-motivational-interviewing?context=channel:academic-video-online">https://video-alexanderstreet-com.wsuproxy.mnpals.net/watch/introduction-to-motivational-interviewing?context=channel:academic-video-online</a></p> |
| 1.24 | Motivational Interviewing cont. Chapter 8, Behavioral Theory   | CMHC: A2, A5, A6, B1, D2, D5, E1, E3, K3, K4<br>SC: B1, C1, E1<br>CORE: 5B, 5C, 5D | Chapt. 8, Behavior Theory       | <p>Lecture, discussion</p> <ol style="list-style-type: none"> <li>1. MI Rounder Video, MI video: <a href="https://video-alexanderstreet-com.wsuproxy.mnpals.net/watch/introduction-to-motivational-interviewing?context=channel:academic-video-online">https://video-alexanderstreet-com.wsuproxy.mnpals.net/watch/introduction-to-motivational-interviewing?context=channel:academic-video-online</a></li> </ol> <p>Introduction to Motivational Interviewing. Schere, I. and James, D. R. (Directors). (2011).[Video/DVD] Microtraining Associates. <a href="https://video.alexanderstreet.com/watch/introduction-to-">https://video.alexanderstreet.com/watch/introduction-to-</a></p>  |

|      |  |  |  |   |
|------|--|--|--|---|
|      |  |  |  | <a href="#">motivational-interviewing</a> ; demonstration, and preparation for MI session practicing in break-out rooms,<br>2. MI with adolescents:<br><a href="https://video-alexanderstreet-com.wsuproxy.mnpals.net/watch/motivational-interviewing-with-adolescents?context=channel:academic-video-online">https://video-alexanderstreet-com.wsuproxy.mnpals.net/watch/motivational-interviewing-with-adolescents?context=channel:academic-video-online</a> at 19 min.<br>3. demonstration, and preparation for MI, skills: Foc, OS, GS, RF, RC, EF, EM, RM, CC, OQ, Int, CS |
| 1.31 | MI Follow up<br>Chapter 8, Behavioral Theory cont.<br>Chapter 10, Cognitive Theory                 | CMHC: A2, A5, B1, C9, D2, E1, E3, F3, G1, G2<br>SC: C1, C3, E1, G1, G2, J1<br>CORE: A2, 2C, 3G, 5B, 5C, 5D | Chapter 10, Cognitive Theory   | Lecture and Class Discussion<br><b>MI Tape Due</b>  |
| 2.7  | Chapt. 10, CBT, DBT  | CMHC: A2, A5, B1, C9, D2, D6, E1, E3, F3, G1, G2, K3, K4<br>SC: A2, B1, C1, E1, J1<br>CORE: 5B, 5C, 5D     |  | Lecture, discussion<br>Foc, OS, GS, RF, RC, EF, EM, RM, CC, OQ, Int, CS<br><a href="https://www.verywellmind.com/dialectical-behavior-therapy-1067402">https://www.verywellmind.com/dialectical-behavior-therapy-1067402</a><br>GAD7<br><a href="https://www.mdcalc.com/calc/1727/gad7-general-anxiety-disorder7">https://www.mdcalc.com/calc/1727/gad7-general-anxiety-disorder7</a>   |
| 2.14 | Review CBT<br><b>go over lifestyle summary</b><br><b>Chapter 4, Adlerian Theory</b>                | CMHC: A2, A5, B1, D2, E1, E3<br>SC: C1, E1, G1, G2<br>CORE: 5B, 5C, 5D                                     | Lifestyle Summary Handout (D2L)  | <b>Cognitive/ Behavioral Tape due</b><br>Lecture and Class Discussion<br>Foc, OS, GS, RF, RC, EF, EM, RM, CC, OQ, Int, CS   |
| 2.21 | Chapt 4, Adlerian Theory cont.<br>Chapter 3, Jungian Theory<br>Chapter 12, Solution Focused Theory | CMHC: A2, A5, B1, C9, D2, D8, E1, E3, F3, K3, K4<br>SC: C1, D5, E1, J1<br>CORE: 5B, 5C, 5D                 | Chapt 4, Adlerian Theory<br>Chapter 3, Jungian Theory<br>Chapter 12, Solution Focused Theory | <b>Lifestyle summary due: NOT Turned In, just completed for discussion in class</b><br>Lecture, discussion<br>Foc, OS, GS, RF, RC, EF, EM, RM, CC, OQ, Int, Imm, CS   |
| 2.28 | Review Adlerian<br>Solution Focused Theory<br>Feminist Theory<br>Narrative Theory                  | CMHC: A2, A5, B1, D2, E1, E3<br>SC: C1, E1   | Feminist Theory, Chapter 13<br>Chapter 12 Narrative Theory                                   | <b>Adlerian Tape due</b><br>Lecture and Class Discussion<br>Practice with mindfulness and scaling techniques  |

|      |   |  |  |   |
|------|---|--|--|---|
|      |   | <b>CORE: 2A, 2B, 5B, 5C, 5D</b>  |  |   |
| 3.7  | Spring Break  |  |  |   |
| 3.14 | <p>Racial Identity Models (handout, D2L)</p> <p>Counseling Specific Minority Groups</p> <p>Herring and Walker's Cross-Cultural Specific Model</p> <p>Relational Cultural Theory</p> | <p><b>CMHC: A2, A5, B1, C9, D2, E1, E3, F3</b></p> <p><b>SC: C1, D1, D2, D5, E1, F1, F2</b></p> <p><b>CORE: 2A, 2B, 2C, 2F, 5C</b></p> | <p>Racial Identity Models (handout, D2L),</p> <p>Herring and Walker's Cross-Cultural Specific Model (handout, D2L)</p> | <p><a href="https://mnscu-my.sharepoint.com/personal/ud3117fe_go_minnstate_edu/_layouts/15/stream.aspx?id=%2Fpersonal%2Fud3117fe_go_minnstate_edu%2FDocuments%2FRecordings%2FCall%20with%20Fister%2C%20Sara%20A-20230212_172933-Meeting%20Recording.mp4&amp;ga=1">https://mnscu-my.sharepoint.com/personal/ud3117fe_go_minnstate_edu/_layouts/15/stream.aspx?id=%2Fpersonal%2Fud3117fe_go_minnstate_edu%2FDocuments%2FRecordings%2FCall%20with%20Fister%2C%20Sara%20A-20230212_172933-Meeting%20Recording.mp4&amp;ga=1</a></p> <p>Jen's session Solution Focused and Feminist Theories</p> <p><a href="https://mnscu-my.sharepoint.com/personal/dp4803yy_go_minnstate_edu/_layouts/15/stream.aspx?id=%2Fpersonal%2Fdp4803yy%5Fgo%5Fminnstate%5Fedu%2FDocuments%2FRecordings%2FCall%20with%20Fohrman%2C%20and%201%20other%2D20230223%5F144028%2DMeeting%20Recording%2Fmp4&amp;wdLOR=c87DCCB74%2DA9F2%2D3F4A%2DAFD4%2D5DAD45E149E8&amp;ga=1">https://mnscu-my.sharepoint.com/personal/dp4803yy_go_minnstate_edu/_layouts/15/stream.aspx?id=%2Fpersonal%2Fdp4803yy%5Fgo%5Fminnstate%5Fedu%2FDocuments%2FRecordings%2FCall%20with%20Fohrman%2C%20and%201%20other%2D20230223%5F144028%2DMeeting%20Recording%2Fmp4&amp;wdLOR=c87DCCB74%2DA9F2%2D3F4A%2DAFD4%2D5DAD45E149E8&amp;ga=1</a></p> <p>Kailee's Adlerian Session</p> <p>Lecture and Class Discussion</p> <p>Groups to discuss cultural identity stage</p> <p>Counseling Minority Groups Lecture</p> <p>Herring and Walker's Cross-Cultural Specific Model</p> |
| 3.21 | <p>Herring and Walker's Cross-Cultural Specific Model, cont.</p> <p>Relational Cultural Theory cont.</p>  | <p><b>CMHC: A2, A5, B1, D2, D9, E1, E3</b></p> <p><b>SC: C1, D1, D2, D5, E1</b></p> <p><b>CORE: 2A, 2B, 2C, 2F, 5C</b></p>             | <p>Herring and Walker's Cross-Cultural Specific Model (handout, D2L)</p>   | <p>Lecture, discussion</p> <p>Antiracism</p> <p>Counseling Minority Groups Lecture</p> <p><a href="https://video-alexanderstreet-com.wsuproxy.mnpals.net/watch/multicultural-counseling-intake-and-follow-up">https://video-alexanderstreet-com.wsuproxy.mnpals.net/watch/multicultural-counseling-intake-and-follow-up</a> Part II</p> <p>ADDRESSING Handout</p> <p>Illustrate MC Session</p>  |
| 3.28 | <p>Review CCC</p> <p>Relational Cultural Theory cont.</p> <p>Chapter 9, REBT</p>  | <p><b>CMHC: A2, A5, B1, D2, E1, E3, F3</b></p> <p><b>SC: C1, E1</b></p> <p><b>CORE: 5B, 5C,</b></p>                                    | <p>Chapter 9</p> <p>RCT via handout in D2L</p>   | <p><b>Cross-Cultural Specific Counseling Tape Due</b></p> <p>Lecture, discussion</p> <p>Theories and Working with Children</p> <p>REBT</p>  |

|              |   |   |   |  |
|--------------|---|---|---|--|
|              |   | <b>5D</b>   |   | Skills: Foc, OS, GS, RF, RC, EF, EM, RM, CC, OQ, Int, Imm, CS<br><a href="https://video-alexanderstreet.com.wsuproxy.mnpals.net/watch/relational-cultural-therapy?utm_campaign=Video&amp;utm_medium=MARC&amp;utm_source=aspresolver">https://video-alexanderstreet-com.wsuproxy.mnpals.net/watch/relational-cultural-therapy?utm_campaign=Video&amp;utm_medium=MARC&amp;utm_source=aspresolver</a> |
| 4.4          | Chapt. 11, Reality Theory                                     | <b>CMHC: A2, A5, B1, C9, D2, E1, E3, F3, K3, K4</b><br><b>SC: B1, C1, C3, E1, J1, O4</b><br><b>CORE: 5B, 5C, 5D</b>   | Chapter 11  | Lecture, discussion<br>Skills Foc, OS, GS, RF, RC, EF, EM, RM, CC, OQ, Int, Imm, CS  |
| 4.11         | Psychoanalytic Theory<br>Existential Theory                   | <b>CMHC: A2, A5, B1, D2, E1, E3</b><br><b>SC: A2, C1, D5, E1, H1, H4, H5</b><br><b>CORE: 5B, 5C, 5D</b>   | Psychoanalytic Theory, Chapter 2,<br>Existential Theory, Chapter 5            | <b>Reality Theory Tape Due</b><br>Lecture and Class Discussion   |
| 4.18         | Preparing for Integrative Tape<br>Gestalt Theory              | <b>CMHC: A2, A5, B1, C9, D2, E1, E3, F3</b><br><b>SC: C1, E1, J1</b><br><b>CORE: 5B, 5C, 5D</b>   | Using Metaphors in Counseling<br>handout in D2L,<br>Gestalt Theory, Chapter 7 | Lecture, discussion<br>Gestalt activities and lecture  |
| 4.25         | Gestalt Theory, cont.<br>Review of Theories, Prepare for Exam | <b>Exam: CMHC: A2, A5, B1, D2, E1, E3</b><br><b>SC: C1, E1</b><br><b>CORE: 2C, 3G</b><br><b>Paper:</b><br><b>CMHC: A5, D2, F3</b><br><b>SC: A2</b><br><b>CORE: 2A 2B, 2C, 2F, 5D</b><br><b>Tape:</b><br><b>CMHC: A5, B1, D2, F3</b><br><b>SC: A2</b><br><b>CORE: 2A, 2C</b> |   | <b>Final Tapes Due</b><br><b>Personal Theory Paper Due</b><br>Exam review<br>Here and Now 10 min<br>Visualization and processing<br>Gestalt session<br>Dream analysis  |
| 5.2<br>5-7pm | Final Exam, D2L   |   |   |  |

## APPENDIX A

### INFORMED CONSENT

**THIS WILL BE READ AT THE BEGINNING OF EACH SESSION.**

.....

Thank you for signing the permission to tape 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 tape 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 take a 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 tape 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 tape 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 tape 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 Specific Theory**. 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 minority status within the culture in which you live. 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 tape 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**. 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. 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 tape 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 \_\_\_\_\_ **techniques**. This means we'll be focusing on \_\_\_\_\_. 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 Taping and Transcript**

- (1) Assume your client has already signed a release for taping (and mention this) at the beginning of the session.
- (2) 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.
- (3) Always use opening and closing summaries, and set goals for session where appropriate (for all theories except PC).

### **After Taping:**

- (1) Check out with client if there are any portions they do not wish shown to the class;
- (2) Make a transcript of the tape, using the TRANSCRIPT FORMAT and identify microskills;
- (3) Write one paragraph about your strengths, one paragraph about your areas needing improvement, and a final paragraph about your goals for the future sessions;
- (4) Be prepared, if asked by the instructor, to show part of your recorded session to the class.

**Transcribe each tape according to the attached TRANSCRIPT FORMAT. 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'S NAME ANYWHERE ON THE TRANSCRIPT.

Keep **confidential** what is discussed in sessions.

### **TRANSCRIPT FORMAT TO BE FOLLOWED**

**Tape #1**

**January 21, 2020**

**Person-Centered**

| Statement                                    | Skill/observation |
|--|-------------------|
| CI #1: I'm just really confused about....    | looking down      |
| CO#1: You sound concerned and angry...       | RF                |
| CI #2: I am, I really worry...               | crying            |
| CO#2: Tell me more                           | Enc               |
| CI#3: I just don't know what...              |                   |
| CO#3: You are worried that...                | RF                |
| 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.**

**Three paragraphs:**

Strengths

Areas to Improve

Goals for Next Tape/Practicum

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### **Additional Resources**

10 Virtual Reality Applications for Mental Health:

<https://www.nanalyze.com/2019/04/virtual-reality-mental-health/>