The University of St. Thomas
Clinical Mental Health Counseling Programs
CMHC 5310 Counseling Theories
Spring 2016

Instructor: Nevine Sultan, PhD, LPC, NCC
Office: School of Education Annex (1202 Colquitt Street)
Work Phone: 713-525-3194
Office Hours: Mondays, 3:45 pm – 5:00 pm; Thursdays, 3:45 pm – 5:00 pm; and by appointment
E-mail: sultann@stthom.edu
Course Home Page: On Blackboard
Class Meeting: Thursdays, 1:00 pm - 3:45 pm
Prerequisites: None

Course Description: This course introduces students to various personality theories and related counseling and psychotherapy approaches with the aim of helping students define their clinical paradigm. The manner in which these theories and approaches are used to facilitate change and growth in various therapeutic settings will be explored, along with the historical and philosophical foundations of each approach and applicability in multicultural contexts. Students will elucidate their personal core values and learn how to integrate them with traditional theoretical constructs to formulate an effective personal counseling approach. Fundamental to this course is students’ willingness to examine the impact of their thoughts, feelings, behaviors, body, and spirit on relationships with self, others, and the world.

Learning Outcomes: This course is designed to support students in mastery of the following CACREP (Council for Accreditation of Counseling and Related Educational Programs) (2016) competencies and areas:

PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM

2. SOCIAL AND CULTURAL DIVERSITY
   b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
   g. the impact of spiritual beliefs on clients’ and counselors’ worldviews
   h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
5. COUNSELING AND HELPING RELATIONSHIPS
   a. theories and models of counseling
   b. a systems approach to conceptualizing clients
   j. evidence-based counseling strategies and techniques for prevention and intervention
   n. processes for aiding students in developing a personal model of counseling

ENTRY-LEVEL SPECIALTY AREAS: CLINICAL MENTAL HEALTH COUNSELING

1. FOUNDATIONS
   b. theories and models related to clinical mental health counseling

3. PRACTICE
   b. techniques and interventions for prevention and treatment of a broad range of mental health issues

In addition to addressing the CACREP standards described above, this course is also designed to assist students in preparation for the National Counselor Examination (NCE) and licensure requirements for Licensed Professional Counselors (LPCs) in Texas (particularly in the area of Professional Orientation).

This course also addresses the following Catholic social justice dimensions:

The Principle of the Common Good: We promote the social conditions that allow people to reach their full human potential and to realize their human dignity.

The Principle of Solidarity: We are one human family; loving our neighbor has global dimensions in an interdependent world.

The Principle of Human Dignity: Every human being is invaluable and worthy of respect as a member of the human family.

Required Texts:


In addition to the required texts, course readings will include articles. These readings are listed under the “Required Articles/Readings Posted on Blackboard” section. Please bring these items to each class meeting, or bring a laptop or tablet to access the readings on Blackboard.

Required Articles/Readings Posted on Blackboard:

Theory Development (Southern & Devlin, 2010)
Recommended Texts:


Methods of Instruction and Conduct of the Course:

A combination of readings, lectures, class discussion, student research, experiential exercises, and videos will be used to advance students’ knowledge and skills. Students are expected to use Blackboard to access supplemental readings. Any additional required reading and links to websites that contain information about practice-related issues will be posted on the course’s Blackboard site.

Student Responsibilities:

Students are expected to:

1. Complete the assigned readings indicated on the “Schedule of Class Sessions” prior to each class meeting.
2. Complete and submit all assignments prior to class meeting on the deadline date.
3. Attend class regularly and participate actively, on a graduate student level, in all classroom activities (presentations, discussions, etc.). Your regular attendance and active participation in the class are critical to your own learning and to that of your peers, as well as to the overall success of the course.
4. Bring course textbooks and other required readings to each class meeting.
5. Check university email regularly for information and updates, etc. University email will be the instructor’s primary mode of communication with all students.
6. Communicate effectively and respectfully with instructor and with peers.

An Invitation:

This course is guided by the assumptions of dignity and respect for all persons in the classroom. Please schedule an appointment to speak with the instructor about any concerns related to learning styles and/or abilities, or any other issues that may impact your success in this course.

Attendance Requirements:

This course covers crucial material that directly influences your future as a counselor. Class attendance and punctuality are necessary for you to gain maximum benefit. Students are expected to attend all classes. Please contact the instructor before an absence, or in case of an emergency, as soon after the absence as possible. Students are responsible for making up any missed work and for obtaining information presented in a missed class.

You are permitted to miss one class during the semester. Each absence thereafter will result in a two-percent (2%) deduction from your final grade. Two percent will also be deducted for students who consistently arrive to class late or leave class early (by 5 or more minutes). Two
late arrivals or early departures will constitute one unexcused absence, i.e., a two-percent deduction.

**Course Assignments:**

**Participation & Preparation (10%):** Attend class regularly, arrive on time, and stay for the duration of the class. Prepare for class through assigned readings and contemplation of topics. During class, actively and respectfully participate in discussions and activities, at a graduate student level. The richness of the class will depend on the unique life experiences, career plans, and contributions you bring. Empathy, active listening, open exploration, respectful dialogue, and multicultural competence are counseling skills that can be included in all courses.

**Counselor as a Person Reflection (7%):** In this three- to four-page paper, you will reflect on some of your core values, your philosophy of life, and your current view of personal growth and change. How might these factors impact your clinical practice, your efficacy, and your professional identity as a licensed counselor? Please focus on some of your personal characteristics, strengths, growth areas, biases, beliefs, and past experiences, and how they may facilitate or impede your ability to effectively work with clients in a counseling relationship. Include, in your reflection, any previous clinical training or work experience, any previous experience as a counseling client, and any counseling/psychotherapy theories to which you may be particularly drawn.

**Midterm Counseling Theory Reflection (8%):** This three-to four-page paper provides you an opportunity to expand on your Counselor as a Person Reflection. Draw your attention to how you are conceptualizing and internalizing the reading material and coursework towards developing your counseling skills. What are your personal assumptions about and reactions to some of the approaches we have studied, to date? Share your thoughts about some of the theorists’ views of: (a) client change; (b) the respective roles of therapist and client; (c) the role of the therapeutic relationship; and (d) the role of culture. How do these views and approaches align or clash with your expectations of how counseling “works” and with your core values? What, in your view, are some of the strengths and limitations of these theories? What have you discovered, realized, or learned about yourself as a potential new counseling professional as a result of reading about these first few theories and participating in class activities and discussions? It is not necessary for you to address every theory we have studied; two or three theories are sufficient. Please note that this is not a theory summary paper, but a personal reflection about your professional growth thus far.

**Final Counseling Theory Paper (25%):** Now that you have studied the major theories of counseling and psychotherapy and had a number of opportunities to explore and reflect on your experience of them, it is time for you to apply your knowledge in a focused and intentional way. The purpose of this 12- to 15-page paper is for you to demonstrate your developing skill with theoretical thinking, specifically considering an integrative perspective that acknowledges how thoughts, feelings, behaviors, mind, body, and spirit intersect to influence intrapersonal, interpersonal, and systemic experiences. Your reflective writing process will assist you as you continue to refine and further develop your personal counseling theory.
Please integrate some of the key lessons gleaned across the semester. Explain your philosophical paradigm by describing the following:

- Function and role of the counselor
- Function and role of the client
- Nature of the therapeutic relationship
- Goals and objectives of the counseling process
- Techniques/methods you might employ
- Strengths and limitations
- Cultural and diversity considerations

Document the following:

- The impact of your personal experience on your theoretical framework
- The impact of your family of origin on your theoretical framework
- Your foundational assumptions about human nature, motivation, behavior, and change
- The interplay among thoughts, feelings, behaviors, mind, body, and spirit
- The influence of context and your perception of it

Describe how you believe events become problems, how people develop personal struggles, and how people grow towards change.

Identify one or two theoretical frameworks that we studied and with which you resonate. Propose how you integrate your perspective based on foundational concepts from these particular theories. Explore your vision of future directions for developing your theoretical paradigm and addressing unanswered questions. **NOTE:** This project requires weekly attention or you may struggle with completing the assignment successfully.

**Quizzes (10%):** You will have six (6) quizzes, consisting of ten (10) questions per quiz and one (1) point per question. Questions will be in multiple choice, true/false, and fill-in-the-blank format. Your totals from all quizzes combined will constitute 10% of your final grade. Unless otherwise indicated by the instructor, all quizzes will be completed in class on the date specified in the “Schedule of Class Sessions” section.

**Midterm Exam (20%):** The midterm exam will assess your comprehension of the material covered in the first half of the course. Exam questions will consist of multiple choice, true/false, and fill-in-the-blank questions, short answer questions, and an essay, taken from the readings, class activities and discussions, and handouts. Unless otherwise indicated by the instructor, the midterm exam will be completed in class on the date specified in the “Schedule of Class Sessions” section.

**Final Exam (20%):** The final exam will assess your comprehension of the material covered throughout the duration of the course. Exam questions will consist of multiple choice, true/false, and fill-in-the-blank questions, short answer questions, and an essay, taken from the readings, class activities and discussions, and handouts. Unless otherwise indicated by the
instructor, the final exam will be completed in class on the date specified in the “Schedule of Class Sessions” section.

Late Assignments:

All assignments are due at the beginning of class on the date identified in “Schedule of Class Sessions” section. Ten percent (10%) of your grade for the assignment will be deducted for handing in the assignment past the beginning of class on the due date. Twenty percent (20%) of your grade for the assignment will be deducted for each calendar day that an assignment is late. Exceptions to this policy will be made at the instructor’s discretion based on extenuating factors reported by the student, and are not guaranteed. Requests for extra time on an assignment should be made at least one week prior to the assignment due date or immediately after the due date in the case of a documented emergency that could not be anticipated. All extension requests must be made in writing and approved in writing.

Final Grade Distribution:

<table>
<thead>
<tr>
<th>Participation &amp; Preparation:</th>
<th>10%</th>
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<tbody>
<tr>
<td>Counselor as a Person Reflection:</td>
<td>7%</td>
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<tr>
<td>Midterm Counseling Theory Reflection:</td>
<td>8%</td>
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<tr>
<td>Final Counseling Theory Paper:</td>
<td>25%</td>
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<tr>
<td>Quizzes:</td>
<td>10%</td>
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<tr>
<td>Midterm Exam:</td>
<td>20%</td>
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<td>Final Exam:</td>
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Grading Scale:

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<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Grade Points</th>
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<tr>
<td>94% - 100%</td>
<td>A</td>
<td>4.0</td>
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<tr>
<td>90% - 93%</td>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>87% - 89%</td>
<td>B+</td>
<td>3.3</td>
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<td>84% - 86%</td>
<td>B</td>
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<tr>
<td>80% - 83%</td>
<td>B-</td>
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<tr>
<td>77% - 79%</td>
<td>C+</td>
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<tr>
<td>74% - 76%</td>
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<tr>
<td>70% - 73%</td>
<td>C-</td>
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<td>67% - 69%</td>
<td>D+</td>
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<td>60% - 66%</td>
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<td>0% - 59%</td>
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Grading:

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<tr>
<th>Assignment</th>
<th>Rating Criteria</th>
<th>Points Assigned</th>
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<tbody>
<tr>
<td>Participation &amp; Preparation</td>
<td>• Attends class regularly</td>
<td>10</td>
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<td>• Arrives on time and does not leave early</td>
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<td>• Demonstrates knowledge of readings</td>
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<td>• Actively participates in class discussion and other activities</td>
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<td><strong>CACREP 2. D.</strong></td>
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<tr>
<td>Counselor as a Person Reflection</td>
<td>• Thoughtful reflection on core values, philosophy of life, and current view of personal growth and change (1 pt.)</td>
<td>7</td>
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<tr>
<td></td>
<td>• Thoughtful reflection on role of personal characteristics, strengths, growth areas, biases, beliefs, and past experiences, and impact of all of the above on clinical practice, efficacy, and professional identity (2 pts.)</td>
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<td>• Thoughtful reflection on previous counseling-related training, experience as a client, or theoretical interests (2 pts.)</td>
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<td></td>
<td>• Appropriate use of APA 2010 style in a three- to four-page paper (2 pts.) <strong>CACREP 2. F. 2. g. &amp; h.; 2. F. 5. b.</strong></td>
<td></td>
</tr>
<tr>
<td>Midterm Counseling Theory Reflection</td>
<td>• Thoughtful self-analysis of process of conceptualizing and internalizing readings and coursework (2 pts.)</td>
<td>8</td>
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<td>• Thoughtful reflection on personal assumptions about approaches studied and alignment with counseling and with personal values (2 pts.)</td>
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<td>• Thoughtful reflection on your self-discovery process based on class activities and readings (2 pts.)</td>
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<td></td>
<td>• Appropriate use of APA 2010 style in a three- to four-page paper (2 pts.) <strong>CACREP 2. F. 2. g. &amp; h.; 2. F. 5. a., b., &amp; n.</strong></td>
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<tr>
<td>Assignment</td>
<td>Rating Criteria</td>
<td>Points Assigned</td>
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| Final Counseling Theory Paper | • Effective application of an integrative perspective acknowledging the intersection of thoughts, feelings, behaviors, mind, body, and spirit, and the influence on self, others, and systems (5 pts.)  
• Thoughtful contemplation of function/role of counselor & client, therapeutic alliance, goals of counseling, techniques used, strengths & limitations of approach, and cultural/diversity considerations (5 pts.)  
• Thoughtful reflection on impact of personal experience on theory; impact of family of origin on theoretical framework; assumptions about human nature, motivation, behavior, & change; interplay among multiple dimensions of experience; influence of context and perception of it (5 pts.)  
• Thoughtful reflection on how events become struggles/problems, and how people grow towards change (2 pts.)  
• Identification of theoretical frameworks to integrate with personal perspective, and vision of future directions (3 pts.)  
• Appropriate use of APA 2010 style in a twelve- to fifteen-page paper (5 pts.)  
*CACREP 2. F. 2. g. & h.; 2. F. 5. a., b., j., & n.; 5. C. 1. b.; 5. C. 3. b.*                                                                                                                                                                                                 | 25              |
| Quizzes               | • Multiple choice, true/false, & fill-in-the-blank questions  
• 6 in-class quizzes, 10 questions per quiz, 1 point per question  
*CACREP 4. B. & F.*                                                                                                                                                                                                                                                                       | 60              |
| Midterm Exam          | • Includes material covered in first half of course  
• Multiple choice, true/false, & fill-in-the-blank questions (12 pts.)  
• Short answer questions (5 pts.)  
• Essay (3 pts.)  
*CACREP 4. B. & F.*                                                                                                                                                                                                                                                                       | 20              |
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<tr>
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<th>Points Assigned</th>
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</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>• Includes material covered throughout course duration</td>
<td>20</td>
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<tr>
<td></td>
<td>• Multiple choice, true/false, &amp; fill-in-the-blank questions (12 pts.)</td>
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<tr>
<td></td>
<td>• Short answer questions (5 pts.)</td>
<td></td>
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<td></td>
<td>• Essay (3 pts.)</td>
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**Format and Submission of Assignments:**

All assignments required for this course are your personal and professional responsibility, and should reflect your highest effort and finest work. Correct spelling, proper grammar, and proper formatting are expected. Unless otherwise noted, all assignments should include a cover page and should be formatted in 12-point font with 1-inch margins following APA Style.

Unless otherwise indicated, please submit all assignments electronically on Blackboard in Word format. Please do not hand in assignments/documents in any other format unless you have secured prior approval from the instructor. Additionally, no assignments will be accepted through email or by hard copy unless specified by the instructor. All assignments should be submitted by the due date, by class meeting time.

**Academic Integrity and Standards of Conduct:**

**Academic Integrity**

As a Catholic, Basilian university, integrity and honesty are integral components of UST’s core values. We support open, civil discourse and careful, respectful listening where freedom of thought and expression are valued and protected. The University also supports honesty and integrity by striving in various ways to foster respect for oneself and one’s own work, as well as respect for others, their work, and their basic human rights.

Students are expected to conduct themselves honestly on all academic assignments. University-wide information about academic integrity as well as procedures for addressing alleged violations can be found in the Graduate Catalog. Violations of academic integrity include, but are not limited to, cheating, stealing, lying, forgery, and plagiarism. Ignorance of any of these offenses is not a valid reason for committing an act of academic dishonesty.

**Blackboard**

Course materials are placed on UST’s content management system, Blackboard.

**Recording Class Lectures**

With the instructor’s permission, students may record class lectures for their private use only. No clinical case presentations or case studies offered in class may be recorded. The materials
may not be given, loaned, or sold to others without the consent of the instructor. In addition, class lectures must be appropriately cited when used (see APA Manual).

**Weather-Related Cancellations or Changes to Schedule**
When UST closes due to a weather event, the University will place this information on local television and radio channels, and the university’s website. Missed classes will be made up, either through the rescheduling of the class time, or through a supplemental academic activity.

**Learning Disabilities or Differences**
To request academic accommodations due to a disability or difference, contact Counseling and Disability Services (713-525-2169). If you have a letter from Counseling and Disability Services indicating that you are eligible for academic accommodations, please present the letter to the instructor to arrange for the use of your accommodations. To ensure fairness to all students and maintain appropriate professional boundaries, instructors follow the guidance of the Counseling and Disability Services office in the provision of accommodations.

**Writing Center**
To request assistance with writing papers, contact UST’s Tutorial Services office, located on the second floor of Crooker Center.

**Communication Devices**
To avoid distracting the instructor and other students from their class work, please turn off all cell phones or other communication devices during class time. Please refrain from text messaging, e-mailing, or surfing the web in class.

**Incomplete Grades**
Incomplete grades will only be given for extreme emergencies, at the discretion of the instructor. A death in your family, extreme illness (not colds and flu), military activation, or other significant events outside of your control may be grounds for an Incomplete grade.

**Withdrawal from Course**
To withdraw from the course with a grade of ‘W’, the student must withdraw by the date reflected in the University’s academic calendar. Please consult the graduate catalog for more information.

**Course Evaluation at the End of the Semester**
Students are asked to evaluate the course and instructor at the end of each semester. This evaluation is extremely helpful in the improvement of our courses. Please participate in this important process.
## Schedule of Class Sessions:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Session Outline</th>
<th>Reading Required Prior to Class Meeting</th>
<th>Assignment Due by Class Time</th>
<th>CACREP Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/21</td>
<td>• Welcome, introductions, course overview&lt;br&gt;• Syllabus review&lt;br&gt;• Questions re: assignments &amp; expectations&lt;br&gt;• Role of theory in counseling&lt;br&gt;• Choosing a theoretical orientation&lt;br&gt;• Discussion</td>
<td>• Syllabus (in class)&lt;br&gt;• Ch. 1. (J-S) (in class)&lt;br&gt;• Theory Development (Southern &amp; Devlin, 2010) (in class) (BB)</td>
<td></td>
<td>CACREP 2. D.&lt;br&gt;2. F. 2. b., g., &amp; h.&lt;br&gt;2. F. 5. a., j., &amp; n.&lt;br&gt;5. C. 1. b.</td>
</tr>
<tr>
<td>2</td>
<td>1/28</td>
<td>• First force in psychotherapy&lt;br&gt;• Psychoanalytic &amp; psychodynamic theories&lt;br&gt;• Adlerian psychotherapy&lt;br&gt;• Discussion</td>
<td>• Part I (J-S)&lt;br&gt;• Ch. 2 &amp; 3 (J-S)</td>
<td></td>
<td>CACREP 2. F. 5. a. &amp; j.&lt;br&gt;5. C. 1. b.&lt;br&gt;5. C. 3. b.</td>
</tr>
<tr>
<td>3</td>
<td>2/4</td>
<td>• Second force in psychotherapy&lt;br&gt;• Behavior therapy &amp; integrated psychopharmacology&lt;br&gt;• Cognitive approaches to psychotherapy&lt;br&gt;• Reality/Choice therapy&lt;br&gt;• Discussion</td>
<td>• Part II (J-S)&lt;br&gt;• Ch. 4, 5, &amp; 6 (J-S)</td>
<td>Quiz 1 (in class)</td>
<td>CACREP 2. F. 5. a. &amp; j.&lt;br&gt;5. C. 1. b.&lt;br&gt;5. C. 3. b.</td>
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<tr>
<td>4</td>
<td>2/11</td>
<td>• Third force in psychotherapy&lt;br&gt;• Existential therapy&lt;br&gt;• Person-centered therapy&lt;br&gt;• Discussion</td>
<td>• Part III (J-S)&lt;br&gt;• Ch. 7 &amp; 8 (J-S)</td>
<td></td>
<td>CACREP 2. F. 5. a. &amp; j.&lt;br&gt;5. C. 1. b.&lt;br&gt;5. C. 3. b.</td>
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| 5    | 2/18 | ● Gestalt therapy  
● Expressive arts therapies  
● Discussion                        | ● Ch. 9 & 11 (J-S)                      | Quiz 2 (in class)  
COUNSELOR AS A PERSON REFLECTION DUE                | CACREP  
2. F. 5. a. & j.  
5. C. 1. b.  
5. C. 3. b. |
| 6    | 2/25 | ● Motivational interviewing  
● Stages of change theory  
● Discussion                        | ● Ch. 10 (J-S)                           |                                                      | CACREP  
2. F. 5. a. & j.  
5. C. 1. b.  
5. C. 3. b. |
| 7    | 3/3  | ● Fourth force in psychotherapy  
● Multicultural theories  
● Transcultural therapy  
● Discussion                        | ● Part IV (J-S)  
● Ch. 12 & 13 (J-S)                   |                                                      | CACREP  
2. F. 2. b., g., & h  
2. F. 5. a., b., & j  
5. C. 1. b.  
5. C. 3. b. |
| 8    | 3/10 | ● Integrating spiritual/religious issues in psychotherapy  
● Strengths-based therapy  
● Discussion                        | ● Ch. 17 & 18 (J-S)                     | Quiz 3 (in class)  
MIDTERM COUNSELING THEORY REFLECTION DUE            | CACREP  
2. F. 2. g.  
2. F. 5. a. & j.  
5. C. 1. b.  
5. C. 3. b. |
| 9    | 3/17 | MIDTERM EXAM IN CLASS                                                           |                                        | Midterm exam (in class)                              | CACREP 4. B. & F.             |
| 10   | 3/24 | NO CLASS                                                                        |                                        |                                                      |                               |
| 11   | 3/31 | ● Feminist therapy  
● LGBT therapy  
● Discussion  
(I will be attending the ACA Conference & Expo in Canada; Dr. Elizabeth Maynard will teach class) | ● Ch. 14 (J-S)                          |                                                      | CACREP  
2. F. 2. b. & h.  
2. F. 5. a., b., & j  
5. C. 1. b.  
5. C. 3. b. |
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</table>
| 12   | 4/7   | • Solution-focused therapy  
  • Narrative therapy  
  • Discussion | • Ch. 15 & 16 (J-S) | Quiz 4 (in class) | CACREP  
  2. F. 5. a. & j.  
  5. C. 1. b.  
  5. C. 3. b. |
| 13   | 4/14  | • Family therapy approaches  
  • Discussion | • Ch. 19 (J-S) | Quiz 5 (in class) | CACREP  
  2. F. 5. a., b., & j  
  5. C. 1. b.  
  5. C. 3. b. |
| 14   | 4/21  | • Fifth force in psychotherapy  
  • Neuroscience, psychotherapy, & neuropsychotherapy  
  • Discussion | • Part V (J-S)  
  • Ch. 20 (J-S)  
  • | FINAL COUNSELING THEORY PAPER DUE | CACREP  
  2. F. 5. a. & j.  
  5. C. 1. b.  
  5. C. 3. b. |
| 15   | 4/28  | • Comparing & contrasting theories of psychotherapy  
  • Integrative psychotherapy: Constructing your own integrative counseling approach  
  • Discussion  
  • Final exam review | • Ch. 21 & 22 (J-S)  
  • | Quiz 6 (in class) | CACREP  
  2. F. 5. a., b., j., & n.  
  5. C. 1. b.  
  5. C. 3. b. |
| 16   | 5/5   | FINAL EXAM IN CLASS | | Final exam (in class) | CACREP  
  4. B. & F. |

**Key:**

J-S: Jones-Smith textbook  
BB: On Blackboard