



PSY 406 Counseling Psychology
Spring 2023

Class Time: MWF 1:30pm – 2:20pm
Location: Henry Hall 102

Instructor: Sheena Galutira
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Office Hours: By appointment

Required Text

Corey, G. (2013). *Theory and Practice of Counseling and Psychotherapy* (10th Ed.). Belmont, CA.: Brooks/Cole.

Catalog Course Description

This course presents counseling approaches and techniques used in helping relationships. The course combines experiential and didactic instruction, giving the student an opportunity to explore helping strategies and develop a philosophy of counseling.

Psychology Program Learning Outcomes (PLO)

1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

General Education Learning Outcomes (GLO)

1. Critical Thinking
 - Students will systematically acknowledge and challenge diverse evidence, concepts, assumptions, and viewpoints.
2. Information Literacy
 - Students will define, identify, locate, evaluate, synthesize and present or demonstrate relevant information.

Program Linking Statement

This course develops and assesses the skills and competencies for the Psychology program student learning outcome 1) Students will identify key concepts, principles, and overarching themes in psychology (PLO 1), 2) Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research (PLO 2), 3) Students will exhibit effective writing and oral communication skills within the context of the field of psychology (PLO 3), and 4) Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences (PLO 4).

This course develops and assesses the skills and competencies for the General Education Core requirement of 1) critical thinking and 2) information literacy.

Course Description

This course allows students an opportunity to obtain an overview of theory, practice, methods, basic principles, and concepts used in educational settings and community agencies by counselors. The purpose of this course is to have students gain an overview of the counseling profession through readings, class discussion, experiential activities and site visits. By the end of the course students will have a clear understanding of what it entails to be a counselor and be able to

distinguish a counselor from related mental health professions. In addition, students will begin to see themselves as having taken their first step toward being a professional counselor.

Articulation of Characteristics and Values

PSY 406 Counseling Psychology is guided by the Marianist educational value of Educate for Adaptation to Change. Through counseling psychology we learn decision making based on counseling theories, modalities, and concepts. Marianist universities readily adapt and change their methods. PSY 406 Counseling Psychology focuses on the development of:

1. Flexible thinking;
2. Being respectful of differences;
3. Critical thinking; and
4. Open-mindedness.

Through assignments, discussions, projects, and presentations, the attributes above will be demonstrated.

Course Learning Outcomes (CLO)

At the conclusion of this course, students will be able to:

1. Examine and apply major contemporary counseling theories, methods of assessment, and treatment representative of various empirically validated counseling theories. Multiple course tests are used to assess this CLO (PLO 1).
2. Evaluate how empirically validated interventions, personal characteristics, professional and ethical issues, and culture impacts assessment and treatment of behavioral problems and situational determinants; and how methods of assessment and treatment may be adapted, supplemented, or replaced by professional ethical, and culturally appropriate assessment and treatment methods. Research, reflections, and dyads are used to assess this CLO (PLO 1, PLO 4).
3. Analyze information from peer-reviewed professional journals and formulate ideas around research to evaluate the efficacy of several psychotherapies. Research and written papers are used to assess this CLO (PLO 2, PLO 3).

Course Approach:

This is an in-person class that primarily requires students to work in Learning Groups (two or more students). The class will consist of in class assignments to include but not limited to case studies, videos, presentations, and discussions. There is likely to be lively discussions which may include disagreement on issues due to the nature of the class material. Some people may feel uncomfortable or upset by some of the material so we want to make sure to follow these ground rules:

1. Acknowledge that people in our culture have different experiences based on race, class, sex, age, sexuality, etc.
2. Think sociologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
3. Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated. No attacks that might be deemed personal should be made on the discussion boards. However, healthy discussion and debate is welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

Students are responsible for all material each week and participating and engaging in the in-class assignments to obtain Class Participation points.

Course Website Address (Canvas): <https://chaminade.instructure.com/>

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection.

Software Requirements: You might need to have some ability to watch videos, listen to audio files, and/or read .pdf files.

Assessment

Assignments	Points	CLO
Video Reflections	25 points (5 * 5pts each)	1, 2, 4
Counseling Theories Presentation	25 points	1, 2, 3, 4, 5, 6, 7
Emotional Support AI & Presentation	35 points (25 written + 10 present)	2, 3, 4, 5, 6, 7
Counseling and Media Paper	35 points (25 written + 10 present)	1, 2, 3, 4, 5, 6, 7
Class Participation	130 points (13 * 10 points each)	2, 3, 4, 5
Final Exam	200 points	1, 2, 3, 4, 5
Total Possible Points	450 points	

Grading Scale

A = 90 - 100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

F = 59% and below

The instructor will determine the final grade for all students based on the above Grading Scale. The instructor will enforce the following class policies:

All assignments will be due in Canvas by 11:59 pm on the due date as specified in this syllabus and/or on Canvas. Late submissions of assignments will be accepted up until the last day of class. Regardless of the reason, all late assignments will receive a 50% point deduction irrespective of how late it is submitted.

Description of the Assessments:

Assessment	Description	Points
Class Participation	<p>In the beginning of the course, students will be forming learning groups that they will be part of for the duration of the semester. Each week students will be participating in class and group activities that include, but are not limited to, dyads, case studies, and class discussions to apply various counseling theories, techniques, and modalities.</p> <p>In order to obtain full credit of 10 points for the week, students must attend class and participate in the group activities.</p>	130 pts (13 * 10 pts each)
Video Reflections	<p>During this course, you'll be asked to watch 5 counseling videos on Canvas. Upon conclusion of each video, you will write a reflection responding to the following questions:</p> <ol style="list-style-type: none"> 1. What are your thoughts about the counseling approach? 2. Did you think the therapist was effective? Why or why not? 3. What were your overall thoughts on the video? 4. Would you see this therapist if you wanted to see a therapist? Why or why not? <p>The reflection at minimum should be 1 double-spaced page in length using a 12 pt font. Typing the questions in large and bold font will not count towards page length.</p>	25 pts (5 @ 5 points each)
Counseling Theories Presentation	<p>The purpose of this assignment is to introduce you to the various theories used when counseling.</p> <ol style="list-style-type: none"> 1. Psychoanalytic 2. Person-Centered (Humanistic) 3. Behavioral 	25 pts

	<ol style="list-style-type: none"> 4. Cognitive Behavioral 5. Reality Therapy & Choice Theory 6. Acceptance and Commitment Therapy 7. Dialectical Behavior Therapy 8. Motivational Interviewing <p>For each theory the following questions need to be answered:</p> <ol style="list-style-type: none"> 1. What is the historical background? 2. Who are the key figures? 3. What are the key concepts? 4. What are the therapeutic goals? 5. What is the role and function of the therapist? 6. What does the client experience in therapy? 7. How does culture influence this approach? 8. What types of clients would benefit the most from this approach? 9. What do empirical studies say about this approach? 10. What are the critical comments/limitations of this approach? 11. What is your personal opinion of this approach? <p>A minimum of three (3) credible sources showing empirical evidence of the effectiveness of the approach is required.</p> <p>Students will be grouped into 8 groups. Each group will be assigned one of the Counseling Theories (Psychoanalytic, Person-Centered, Behavioral, Cognitive-Behavioral, Reality Therapy & Choice Theory, Acceptance & Commitment Therapy, Dialectical Behavioral Therapy, or Motivational Interviewing).</p> <p>As noted in the syllabus, the assigned group will present on their findings addressing the questions listed in the Counseling Theories assignment. The presentation should also include an example of the assigned theory as it applies to counseling. The example can be in the form of a role-play, or media (YouTube video, movie clip, etc.). The presentation should be at least 40 minutes and groups must prepare material for discussion after the presentation. Material can be a case study, scenario, posing questions to the class, etc.</p> <p><i>This assignment is graded as a group.</i></p>	
Emotional Support AI + Presentation	<p>Written Report</p> <p>Recently, the demand for emotional support animals is increasing. The challenge is that many locations do not allow live animals onto their property. The exception is usually for service animals, not emotional support animals. This challenge will be the focus of this project.</p> <p>Your two deliverables will be a written report and class presentation of your emotional support AI (Artificial Intelligence).</p> <p>Your report and presentation should, at minimum, address the following:</p> <p>Literature Review</p> <ul style="list-style-type: none"> • What are emotional support animals? • What is the current demand/need for emotional support animals? • What are the current issues and/or challenges with getting and having an emotional support animal? • How do emotional support animals support people suffering from stress, anxiety, depression, and loneliness? <p>AI Design</p> <ul style="list-style-type: none"> • What will your AI look like? Be as specific as you can. Why? 	<p>Written Report – 25 pts</p> <p>Presentation – 10 pts</p>

- What size (dimensions including weight) will your AI be? Why?
- What will your AI be able to do? Why?
- How much interaction is needed between person and AI? Why?
- How will your AI replace emotional support animals by providing support to those that suffer from stress, anxiety, depression, and loneliness? How do you know it will work?
- How will you get people to use your AI in public? How do you know?
- Will the features change depending on Internet connectivity and/or location? (e.g., biofeedback response, health monitoring, communication/verbal/physical interaction, etc...)
- What demographic will you be focusing on? (children, adolescents, young adults, professionals, elderly, or all)

Marketing Pitch

- In one paragraph (think of something that can go on your AI's packaging) describe the features of your AI and why it will be able to replace emotional support animals.

This assignment should have a minimum of 15 credible sources cited.

APA formatting tutorial: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

The key to doing well on this assignment is finding evidence that supports your creativity. How do you know? and why? are the critical questions when you're developing new technology.

Hint: Talk to people (friends and family) to get evidence. Don't just rely on what you find in the library. Field research is a very powerful way of obtaining data/evidence. Also, don't just focus on the United States. For example, Japan is very much ahead of the United States when it comes to service and emotional support AIs.

Stress, anxiety, depression, and loneliness are very serious issues that counselors need to deal with on a daily basis with their clients. The purpose of this project is to see if other forms of therapy/treatment is possible beyond our traditional approaches.

Presentation

You will have the opportunity to share your findings and design with the class. You will present in person. The presentation should be approximately 7 minutes. Because this is your creation, you should be able to speak to the class versus reading from note cards or reading from your PowerPoint. Points will be deducted if excessive reading is observed. You must be present in class to receive the participation points.

This assignment can be completed as a group project if you choose.

Assignment Characteristics for Emotional Support AI Paper and Presentation:

Pedagogical Method - Experiential learning: Students will identify an area of need for emotional support, and develop an emotional support AI to gain a deeper understanding of applied knowledge for serious issues counselors deal with.

X Factor Element – Finding Happiness: Students will develop a deeper understanding on issues related to mental health that counselors encounter. They will discover the feeling of empowerment as they apply their knowledge of counseling theories, modalities, and techniques in the development of a AI. This

	will have an influence on their sense of being a student (academic), person (self-concept), and as a professional (opening their mind to various counseling styles).	
Counseling and the Media Paper	<p>Written Report</p> <p>For this paper you are going to utilize popular media to identify a client in need. This paper will include the following:</p> <ol style="list-style-type: none"> 1. Identify a character from a movie or book; 2. Diagnose that character with a psychological disorder based off of DSM-V criteria; 3. Explain why you feel the character should be diagnosed with that psychology disorder (use the DSM-V criteria); 4. Identify a counseling theory that would best meet the need for the character. Use best practice data to support your rationale; 5. Develop a minimum of two treatment goals for the character; and 6. Based on the counseling theory you will utilize, describe a 10-week counseling program that you would implement to assist this character. <ol style="list-style-type: none"> a. For each week you will state the following: <ol style="list-style-type: none"> i. Goal for the session ii. What techniques will you utilize to achieve your session goal? iii. What are your expected results from the session? <p>Presentation</p> <p>You will have the opportunity to share your analysis and counseling program with the class. You will present in person. The presentation should be approximately 5 minutes. Because this is your creation, you should be able to speak to the class versus reading from note cards or reading from your PowerPoint. Points will be deducted if excessive reading is observed. You must be present in class to receive the participation points.</p> <p><i>(Group work is not allowed for this assignment.)</i></p>	<p>Written Report – 25 pts</p> <p>Presentation – 10 pts</p>
Final Exam	The final exam will be a comprehensive exam covering the various counseling theories.	200 pts

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructor when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension or the Psychology program office (735-4751 or 739-8393). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Students with Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008), Chaminade University of Honolulu offers accommodations for individuals with disabilities. Effective August 1, 2020, Kōkua 'Ike: Center for Student Learning (Kōkua 'Ike), a unit within the Office of Advising and Career Development, provides academic and other accommodations for students with disabilities.

If one qualifies for ADA accommodations, the student will sign an ADA agreement. Each semester, the student will contact the ADA Coordinator to identify which instructors are to be notified.

Faculty will be sent a letter via email to inform them of the accommodations a student is to receive. However, the nature of a disability is confidential.

Once the appropriate documentation is received by the ADA Coordinator, please allow two to three weeks to process your paperwork. Processing time may vary pending the volume of requests received, and is compounded by the current challenges related to the mandatory stay-at-home order in Hawaii.

ADA Accommodation Contact Information: ada@chaminade.edu

Title IX Statement

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center: [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS**.

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design in Counseling
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

Provide an Excellent Education

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

****Tentative Course Schedule**

We will adjust the course schedule as necessary based on COVID limitations.

Date	Class Activity	Readings Due:	Assignments Due:
Week 1: 1/9 Monday	Welcome Review Course Syllabus Class Introductions		
Week 1: 1/11 Wednesday	What is Counseling? Chapter 1 Introduction and Overview Chapter 2 The Counselor: Person and Professional Video Case – Stan, Gwen, or Ruth Review Requirements for the Counseling Theory Presentation Assignment and Emotional AI Project	Chapter 1	Create Learning Groups Assign Counseling Theory Presentations to learning groups.
Week 1: 1/13 Friday	Active Learning – Diversity and Brenda Case Study	Chapter 2	Class Participation 1
Week 2: 1/16 Monday	Martin Luther King Jr. Day NO CLASS		
Week 2: 1/18 Wednesday	Chapter 3 Ethical Issues in Counseling Practice Informed Consent Ethical Dilemma Case Studies	Chapter 3	

<p>Week 2: 1/20 Friday</p>	<p>Active Learning Ethical Dilemma</p>		<p>Class Participation 2</p>
<p>Week 3: 1/23 Monday</p>	<p>Stan Video – Intake/Assessment</p> <p>Active Learning – Introduction to Counseling Skills</p> <p>Key Concepts: Active listening, Attending Behavior, Observation, Encouraging, Paraphrasing, Summarizing, Reflection of Feeling, Reflection of Meaning, Questioning, Counselor’s Personal Response, Confrontation, and Openness to Feedback.</p> <p>Video on Canvas – Practical Psychotherapy with Adolescents (Alice K. Rubenstein, Ed.D.)</p>		
<p>Week 3: 1/25 Wednesday</p>	<p>Discussion – What is the mind-body connection? How does your stress response system work? What is anxiety and depression?</p> <p>Key concepts: Yerkes- Dodson Law, Sympathetic Nervous System, Parasympathetic Nervous System, Pre-Frontal Cortex, Limbic System, Hippocampus, Amygdala, PH Level, Carbon Dioxide, Cortisol, Serotonin, and Dopamine.</p> <p>Key concepts: Aerobic Exercise, Anaerobic Exercise, Oxytocin, Brain- Derived Neurotropic Factor, Restorative Exercise, Mindfulness, Belly Breathing, and psychotropic medication</p>		

Week 3: 1/27 Friday	Active Learning Dyad – “How has your semester been going so far?”, “Develop a self-care plan for the rest of the semester.”		Class Participation 3 Rubenstein Video Reflection Due
Week 4: 1/30 Monday	Chapter 5 Adlerian Therapy Stan Video – Adlerian Therapy Video on Canvas – Family Systems Counseling Session		
Week 4: 2/1 Wednesday	Chapter 5 Adlerian Therapy Active Learning Case Studies		
Week 4: 2/3 Friday	Chapter 14 – Family Systems Therapy Case Studies Active Learning – Special populations/topics Genogram		Class Participation 4 Family Systems Video Reflection Due
Week 5: 2/6 Monday	Chapter 4 Psychoanalytic Therapy Psychoanalytic Presentation Discussion – Psychoanalytic Theory and how it is applied in counseling	Chapter 4	Psychoanalytic Presentation Due
Week 5: 2/8 Wednesday	Chapter 4 Psychoanalytic Therapy Case Studies		
Week 5: 2/10 Friday	Chapter 4 Psychoanalytic Therapy Active Learning – Special populations/topics		Class Participation 5

Week 6: 2/13 Monday	Chapter 7 Person-Centered Therapy Person-Centered Presentation Discussion – Person-Centered Theory and how it is applied in counseling Video on Canvas – Gloria Tapes (Person-Centered)	Chapter 7	Person-Centered Presentation Due
Week 6: 2/15 Wednesday	Chapter 7 Person-Centered Therapy Active Learning Case Studies		
Week 6: 2/17 Friday	Chapter 6 – Existential Therapy Stan Video – Existential Therapy Active Learning – Dyad Practice Activity – “Working with an anxious client”		Class Participation 6 Person-Centered Video Reflection Due
Week 7: 2/20 Monday	President’s Day NO CLASS		
Week 7: 2/22 Wednesday	Chapter 8 – Gestalt Therapy Video on Canvas – Gloria Tapes (Gestalt)		
Week 7: 2/24 Friday	Chapter 8 – Gestalt Therapy Active Learning Case Studies		Class Participation 7 Gestalt Video Reflection Due
Week 8: 2/27 Monday	Emotional Support AI Presentations		

Week 8: 3/1 Wednesday	Emotional Support AI Presentations (Overflow)		
Week 8: 3/3 Friday	Emotional Support AI Presentations (Overflow)		Emotional Support AI paper is Due
Week 9: 3/6 Monday	Chapter 9 Behavior Therapy Behavior Therapy Presentation Discussion – Behavior Therapy and how it is applied in counseling Video on Canvas – Gloria Tapes (REBT)	Chapter 9	Behavior Therapy Presentation Due
Week 9: 3/8 Wednesday	Chapter 9 Behavior Therapy Active Learning – Dyad Practice Activity – “Working with a depressed client” Activity – “Working with an overly controlling client”		
Week 9: 3/10 Friday	Chapter 9 Behavior Therapy Active Learning – Special populations/topics	Chapter 10	Class Participation 8 REBT Video Reflection Due
Week 10: 3/13 Monday	Chapter 10 Cognitive-Behavior Therapy Cognitive-Behavior Therapy Presentation Discussion – Cognitive-Behavior Therapy and how it is applied in counseling		Cognitive-Behavioral Presentation Due

Week 10: 3/15 Wednesday	Chapter 10 Cognitive-Behavior Therapy Active Learning – Dyad Practice Activity – “Working with an angry client” Case Studies		
Week 10: 3/17 Friday	Chapter 10 Cognitive-Behavior Therapy Activity – “Working with a client suffering from guilt”		Class Participation 9
Week 11: 3/20 Monday	Spring Recess NO CLASS		
Week 11: 3/22 Wednesday	Spring Recess NO CLASS		
Week 11: 3/24 Friday	Spring Recess NO CLASS		
Week 12: 3/27 Monday	Chapter 11 Choice Theory & Reality Therapy Choice Theory & Reality Therapy Presentation Discussion – Choice Theory & Reality Therapy and how it is applied in counseling	Chapter 11	Choice Theory & Reality Therapy Presentation Due
Week 12: 3/29 Wednesday	Active Learning – Dyad Practice Activity – “Working with a client who is struggling adapting to adulthood” Active Learning – Dyad Practice		

	Activity – “Working with infidelity doing couples counseling”		
Week 12: 3/31 Friday	Active Learning – Dyad Practice Activity – “Working with the loss of trust in couples counseling” Activity – “Working with a client who suffered a loss in his/her life (not death-related – a break-up, loss of a job, etc.)”		Class Participation 10
Week 13: 4/3 Monday	Chapter 9 Acceptance & Commitment Therapy Acceptance & Commitment Therapy Presentation Discussion – Acceptance & Commitment Therapy and how it is applied in counseling		Acceptance & Commitment Therapy Presentation Due
Week 13: 4/5 Wednesday	Active Learning – Dyad Practice Activity – “Working with the divorce of client’s parents” Activity – “Working with a grieving client”		Class Participation 11
Week 13: 4/7 Friday	Good Friday NO CLASS		
Week 14: 4/10 Monday	Chapter 9 Dialectical Behavior Therapy Dialectical Behavior Therapy Presentation Discussion – Dialectical Behavior Therapy and how it is applied in counseling		Dialectical Behavior Therapy Presentation Due
Week 14: 4/12 Wednesday	Chapter 10 Motivational Interviewing Motivational Interviewing Presentation Discussion – Motivational Interviewing and how it is applied in counseling	Chapter 10	Motivational Interviewing Presentation Due

Week 14: 4/14 Friday	Chapter 10 Motivational Interviewing Active Learning – Dyad Practice Activity – “Working with a substance abuse client”		Class Participation 12
Week 15 4/17 Monday	Active Learning – Dyad Practice Activity – “Working with a client suffering from social anxiety”		
Week 15 4/19 Wednesday	Active Learning – Fishbowl Exercise (half the class in dyads & and the other half observing) Activity – “Working with a client who suffers from panic attacks” Activity – “Working with someone who is depressed and feels his/her life is meaningless”		
Week 15 4/21 Friday	Active Learning – Fishbowl Exercise (half the class in dyads & and the other half observing) Activity – “Working with childhood trauma as an adult client” Activity – “Working with a client suffering from post- traumatic stress disorder”		Class Participation 13
Week 16 4/24 Monday	Media Paper Presentation		
Week 16 4/23 Wednesday	Media Paper Presentation		
Week 16 4/28 Friday	Media Paper Presentation (overflow day)		Media Paper Due
Week 17 5/1 Monday	Finals Week Final Exam		Final Examination Due