



Chaminade University of Honolulu
Master of Science in Counseling Psychology
Course Syllabus

[Chaminade University Honolulu](https://www.chaminade.edu/)

3140 Waialae Avenue - Honolulu, HI 96816

Course Number: PSY 729

Course Title: Advanced Counseling Techniques

Term: Summer Graduate 2023 (SSM23)

Class Meeting Days: Monday

Class Meeting Hours: 5:30 pm – 9:20 pm

Location: Brogan 101

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

Instructor Name: Darren Iwamoto, EdD, LMHC

Email: diwamoto@chaminade.edu

Phone: (808) 739-4604

Office Location: Behavioral Sciences 111A

Office Hours: Monday & Thursday 4:30 pm – 5:20 pm

Instructor Availability

I will respond to emails within 24 hours. If you leave me a question in an assignment comment in the Canvas classroom, I will need up to 48 hours to respond because Canvas sends me a notification that a comment has been made once a day. I will respond as quickly as possible.

Discussion and assignment feedback will be posted no later than 48 hours after its respective due date. Exam scores will be made available to you once you have completed it in Canvas.

Text

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2018) Counseling and Psychotherapy 7 Theories in Context and Practice: Skills, Strategies, and Techniques 3rd Edition New Jersey: Wiley ISBN: 978-1119473312

Additional Learning Materials

Refer to the Canvas classroom for the additional learning materials.

University Course Description

This course provides an experiential, in-depth, and comprehensive exploration of the theoretical background and practical application of selected best-practice contemporary approaches to counseling in community mental health settings. Prerequisites: PSY 636.

Course Overview

This course is designed for persons working in a mental health setting. This course provides applied learning that links counseling theory to practice based on the current best-practice literature.

Course Approach

We will be utilizing an in-person and online seminar approach; thus, we will be incorporating class discussions in-person and via our online format in Canvas and/or Zoom. Students must complete the readings prior to posting any discussion material; otherwise, the discussions will not be informed ones. Due to the nature of the material we are discussing, there is likely to be some lively discussion and some disagreement on issues. In addition, some people may feel uncomfortable or upset by some of the material. As such, we want to make sure to follow these ground rules:

- Acknowledge that people in our culture have different experiences based on race, ethnicity, class, sex, age, and sexuality.
- Think psychologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
- 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.

In terms of general participation, students are responsible for all material posted each week. This course will require a fair amount of reading and video viewing, so do make sure to plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material such that they are prepared with questions and reflections. This allows for more coherent participation in the course discussions. Although specific readings and videos will be assigned for each week, students are encouraged to consider and discuss comparisons and disparities among the readings and videos.

ACA 2014 Code of Ethics

Section C: Professional Responsibility

Introduction

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.2.g: Impairment

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

MSCP Core Program Learning Outcomes (PLOs)

Upon completion of the M.S. in Counseling Psychology, students will be able to:

1. identify core counseling theories, principles, concepts, techniques and facts.
2. Identify counseling theories, principles, concepts, techniques and facts in (Mental Health, Marriage/Family or School) counseling.
3. Students will demonstrate the ability to facilitate the counseling process with clients.
4. Students will identify the relationship between adaptation and change and the counseling process.

Course Learning Outcomes

Upon completion of this course, students will be able to:

1. Synthesize critical thinking when analyzing professional, legal, and ethical issues in counseling. Assessment method: Short answer exam. (PLO 2)
2. Evaluate and compare different counseling approaches, including their underlying assumptions and evidence-base, and assess their applicability to community mental health settings. Assessment Method: Conceptual Framework paper. (PLO2).
3. Implement advanced skills in implementing best-practice counseling approaches in community mental health settings. Assessment method: In-class observation and feedback. (PLO3).
4. Plan, develop, and facilitate individual and group counseling sessions, to include progress notetaking, treatment planning, and theoretical and applied perspectives in mental health counseling. Assessment method: Case Conceptualization presentation. (PLO 2)
5. Engage in self-reflection and reflexivity, considering the impact of personal values, biases, and assumptions on the counseling process and the therapeutic relationship Assessment method: Reflective journaling. (PLO3, 4).

Assignments	Points	CLO
Conceptual Framework Final Paper	90	2
Class Participation (e.g., attendance, role play preparation and implementation of role plays)	90 (10 pts x 9 classes)	3
Case Conceptualization presentation	20	4
Clinical Journaling & Peer Feedback	Clinical Journaling 105 (5 x 21 points each) Peer Feedback 120 (5 x 24 points – 12 points for each peer feedback response – 2 responses are required)	5
Clinical Documentation	Assessment & Diagnosis – 10 points Treatment Plan & Progress Note 1 – 10 points Progress Note 2 – 5 points Progress Note 3 – 5 points Discharge Plan & Progress Note 4 – 10 points	4
Final Exam	100	1
Total Possible Points	565	

Grading

Total possible points = 565 points

A = 565 – 509

B = 508 – 452

C = 451 – 396 This is considered a non-passing grade

F = 395 – 0 This is considered a non-passing grade

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.

Assignment Descriptions

Assignment Title: Final Exam

This comprehensive exam consists of three sections: Section A (Short Answer Questions), Section B (Case Study), and Section C (Reflective Essay). All questions are required. Use critical thinking and provide evidence-based responses. Write your answers clearly and concisely.

Assignment Title: Conceptual Framework Paper

The purpose of this assignment is for students to construct their own conceptual framework for counseling, integrating their understanding of various counseling theories, their personal beliefs, and their insights about the counseling process.

Your Conceptual Framework will answer the following 7 prompts shown below and written in APA style:

1. Counseling Theories and Techniques: Briefly summarize at least three counseling theories that resonate with you and align with your beliefs. Discuss the key techniques from each of these theories that you find useful and explain why.
2. Understanding of Human Nature and Change: Reflect on your beliefs about human nature, how individuals develop problems, and how change occurs in the counseling process. How do these beliefs align with the theories you've selected?

3. **The Therapeutic Relationship:** Discuss your understanding of the therapeutic relationship. How do you plan to establish and maintain this relationship? How will your selected theories guide you in this process?
4. **Cultural Competence:** Discuss how you will incorporate cultural competence into your framework. How will you ensure that your approach respects and accommodates individual and cultural differences?
5. **Application in Practice:** Describe how your conceptual framework would be applied in a counseling session. You can create a hypothetical scenario and explain how you would proceed based on your framework.
6. **Ethical Considerations:** Discuss any ethical considerations that you need to account for within your framework. How will you uphold the ethical standards of the counseling profession?
7. **Self-Reflection and Reflexivity:** Reflect on how your personal values, biases, and assumptions may impact your conceptual framework and the therapeutic relationship. Discuss strategies you plan to use to manage these potential impacts.

Format: The assignment should be submitted as a written paper, that includes headings, and be no less than 10 pages in length, following APA formatting guidelines.

Assessment Criteria: You will be assessed on your understanding of counseling theories and their integration into your conceptual framework, your awareness and incorporation of cultural and individual differences, your strategies for establishing a therapeutic relationship, your consideration of ethical guidelines, and your self-reflection and reflexivity. Please refer to the respective rubric located in Canvas.

Assignment Title: Clinical Documentation

For each role play session, the mental health counselor will be required to submit the following documentation as stated in this syllabus. The documentation are: Psychosocial Assessment, Treatment Plan, Progress Notes, and Discharge Form.

Assignment Title: Weekly Clinical Journaling & Peer Feedback

The purpose of this assignment is to encourage students to engage in reflexivity as they develop their counseling skills through fictitious clinical counseling roles. Through weekly journaling, students will critically reflect on their experiences, thoughts, emotions, and reactions in the counseling process, and consider how these factors may impact their professional development and client interactions.

Students will participate in clinical counseling role plays and will be required to maintain a journal to document and reflect on their experiences. The journal entries should focus on reflexivity, which involves critical self-reflection on personal biases, values, beliefs, and emotional responses, and how these factors may influence the counseling process.

Directions for Peer Responses:

1. **Read Carefully:** Read at least two clinical journal submissions from your peers carefully.
2. **Be Constructive and Respectful:** Provide feedback in a constructive and respectful manner. Focus on helping your peers grow and learn.

In part, engaging in the process of counseling is dependent upon understanding and applying the scientific method and evidence based research

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.

The above quotes were taken directly from:

Research Design And 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.

The above quotes were taken directly from:

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.

The above quotes were taken directly from:

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.

The above quote was taken from:

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

Canvas

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact the Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

CUH Services and Policies

Chaminade Counseling Center:

Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. For more information regarding the Counseling Center services, please visit: <https://chaminade.edu/student-life/counseling-center/counseling-services/>

Email: counselingcenter@chaminade.edu

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ‘Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ‘Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu 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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

If you miss more than one class, you will be given a “C” and you must retake the class.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor’s discretion.

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook which is linked annually on the following webpage:
<https://chaminade.edu/current-students/>

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. 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.

2. 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.

3. 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.

4. 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.

5. 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 are integrated, to varying degrees, in this course.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school

Tentative Course Schedule

Week #	Class Schedule / Activities / Assignments	Due Dates
1 (7/3)	Preparation for class: Review syllabus and Canvas classroom; Read Chapter 1 An Introduction; Read Chapter 13 Developing Your Multicultural Orientation and Skills In class Activities: Review syllabus, Introductions, Role play client selection; create dyads Assignments that are due this week Sunday at 11:59 pm <ul style="list-style-type: none"> • Select dyad partner • Select role play case 	7/9
2 (7/10)	Preparation for class: Read Chapter 14 Psychotherapy and Counseling Integration In class Activities: Review Stress Response System, Burnout, Review the Dynamics of the Therapeutic Relationship Assignments that are due this week Sunday at 11:59 pm <ul style="list-style-type: none"> • Research your respective role play case (e.g., gain a deep understanding of the dynamics of their clinical symptoms) 	7/16
3 (7/17)	Preparation for class: Read Chapter 4 Existential Theory and Therapy; Read Chapter 5 Person-Centered Theory and Therapy; Read Chapter 6 Gestalt Theory and Therapy In class Activities: Review Clinical Documentation; Review Ethical Concerns Related to the Counseling Relationship; Humanistic-Existential Theories (e.g., Client-Centered, Maslow Hierarchy of Needs, Logotherapy) Assignments that are due this week Sunday at 11:59 pm	7/23

	<ul style="list-style-type: none"> Review and prepare for in class role play 	
4 (7/24)	<p>Preparation for class: Read Chapter 12 Family Systems Theory and Therapy In class Activities: Review Developing a Psychosocial Assessment & Diagnosing Protocol; Dyads – Assessment and diagnosing Session Assignments that are due this week Sunday at 11:59 pm</p> <ul style="list-style-type: none"> Intake assessment documentation, diagnosis, and rationale Journal 1 entry 	7/30
5 (7/31)	<p>Preparation for class: Read Chapter 8 Cognitive Behavioral Theory and Therapy In class Activities: CBT Theories (e.g., CBT, ACT, and DBT); Review Developing a Treatment Plan; Dyads – Session 1 including Treatment Planning Assignments that are due this week Sunday at 11:59 pm</p> <ul style="list-style-type: none"> Treatment plan Progress Note 1 Journal 2 entry Feedback to peers' journal 1 entry (minimum of 2 responses) 	8/6
6 (8/7)	<p>Preparation for class: Read Chapter 7 Behavioral Theory and Therapy; Read Chapter 9 Choice Theory and Reality Therapy In class Activities: Review Developing Progress Notes; Systems Theory, Reality Therapy/Choice Theory, ABA; Dyads – Session 2 Assignments that are due this week Sunday at 11:59 pm</p> <ul style="list-style-type: none"> Progress Note 2 Journal 3 entry Feedback to peers' journal 2 entry (minimum of 2 responses) 	8/13
7 (8/14)	<p>Preparation for class: Read Chapter 2 Psychoanalytic Approaches; Read Chapter 3 Individual Psychology and Adlerian Therapy In class Activities: Assignments that are due this week Sunday at 11:59 pm</p> <ul style="list-style-type: none"> Progress Note 3 Journal 4 entry Feedback to peers' journal 3 entry (minimum of 2 responses) 	8/20
8 (8/21)	<p>Preparation for class: Read Chapter 10 Feminist Theory and Therapy In class Activities: Review Termination (Discharge) of Treatment Protocol; Dyads – Session 3 (final session, aftercare planning, termination of treatment) Assignments that are due this week Sunday at 11:59 pm</p> <ul style="list-style-type: none"> Progress Note 4 Discharge Form Journal 5 entry Feedback to peers' journal 4 entry (minimum of 2 responses) 	8/27
9 (8/28)	<p>Preparation for class: Read Chapter 11 Constructive Theory and Therapy; Complete Case Conceptualization Presentation and Prepare for In Class Presentation. In class Activities: Case Conceptualization Presentation Assignments that are due this week Sunday at 11:59 pm</p> <ul style="list-style-type: none"> (In-Class) Case Conceptualization Presentation Feedback to peers' journal 5 entry (minimum of 2 responses) 	9/3
10 (9/4)	<p>Preparation for class: Work on the Final Exam and the Conceptual Framework Paper In class Activities: Final Exam, Conceptual Framework Paper Due Assignments that are due this week Sunday at 11:59 pm</p> <ul style="list-style-type: none"> Final Exam Conceptual Framework Paper 	9/10