



Behavioral Sciences

## PSY 729 90-3 Advanced Counseling Techniques

Asynchronous Online Course

Credits: 3    Section: Accelerated    Term: Fall 2024

### Instructor Information



**Instructor:** Desrae Kahale

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**Phone:** (808) 722-2437 or (808) 235-7393

**Virtual Office:** <https://hawaii.zoom.us/j/98447870129>

**Virtual Office Hours:** 9-10am Fridays

### Communication

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.

### School & Department Information

#### School of Behavioral Sciences and Education

Office Location: [Academic Schools' website](#)

Phone: (808) 735-4711

If you have questions regarding the School of Behavioral Sciences & Education, reach out to your Instructor

## Course Description & Materials

### Catalog Course Description

An 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. This is a required course for the Mental Health emphasis. Prerequisites: PSY 636.

### Time Allocation

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.

### Required Materials

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

### Recommended Items

Refer to the Canvas classroom for the additional learning materials.

### 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](mailto:helpdesk@chaminade.edu) or (808) 735-4855.

**Technical Assistance for Canvas Users:**

- Canvas Support Hotline for students: +1-833-209-6111
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

## Learning Outcomes

### Program Learning Outcomes (PLOs)

Upon completion of [degree program name], the student 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 (CLOs)

Upon completion of [course, e.g., ICS 170], the student will be able to:

1. Synthesize critical thinking when analyzing professional, legal, and ethical issues in counseling.  
Assessment method: Short answer exam.
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.
3. Implement advanced skills in implementing best-practice counseling approaches in community mental health settings. Assessment method: In-class observation and feedback.
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.
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.

### 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. Education 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 integral, quality 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

4. Educate for service, justice and peace, and integrity of creation.

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 and 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.

### 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

### Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
<b>Marianist Values</b>	1,5	2	4	2,3
<b>PLOs</b>	2	2	3	2
<b>Native Hawaiian Values</b>	2	3	4	1
<b>Gen Ed Learning Outcomes (if applicable)</b>				

## Course Activities

### Assignments Chart

Literature Review	100 pts
Theory Pre-Test (10)	10 (1pt ea)
Theory-Based Intervention Design	100 pts
Group Presentation on Counseling Modalities	50 pts
Counseling Session DYADS/Role-Plays (9)  Tx plans & DAP notes (9)	135 pts <ul style="list-style-type: none"><li>• 5 pts ea. Dyad</li><li>• 5pts ea. DAP</li><li>• 5pts ea. Tx plan</li></ul>
In-Depth Case Analysis Report (5)	100 pts (20 pts each x 5 )
Final Exam	100 Pts
Total points possible	A = 595 -535 or 100 – 90% B = 534– 474 or 89 – 79% 473 and below = repeat the course

### Homework

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. 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 material. 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.

## Exams

The exam is a comprehensive 100-point test designed to assess the your' understanding and proficiency in a variety of therapeutic methods essential for effective counseling. This exam encompasses a range of questions - from multiple-choice and true/false to short essay responses - aimed at evaluating the students' knowledge of different counseling theories, communication skills, ethical considerations, and their ability to apply these techniques in real-life scenarios. It covers essential topics such as active listening, empathy expression, the utilization of open-ended questions, boundary setting, and the implementation of specific strategies tailored to diverse client needs. The exam is devised to challenge you to critically analyze case studies, demonstrate problem-solving skills, and articulate your reasoning behind choosing particular counseling approaches.

Some guidelines:

- Students are responsible for ensuring they have a reliable internet connection and compatible hardware/software to take the exam.
- Any deviations must be approved in advance, typically for accommodations.
- In the event of technical difficulties, students should contact the instructor or technical support immediately

## Team Projects

(refer to assignment #4)

When participating in counseling DYAD activities, it is essential to adhere to etiquette that fosters a supportive and respectful learning environment. Both participants should approach each session with professionalism, demonstrating punctuality, preparedness, and a commitment to active engagement. Confidentiality is paramount; what is shared in the DYAD stays within the confines of the exercise to ensure a safe space for personal growth and learning. Listening attentively, being present, and providing thoughtful feedback are key components of effective communication. It is also crucial to maintain a positive and open-minded attitude and to show empathy towards your dyad partner's perspective. Any feedback should be offered with sensitivity and the intent to support, rather than criticize. Furthermore, technical preparedness, such as ensuring your equipment functions correctly and that you are free from distractions, contributes significantly to the smooth conduct of the session. In sum, the observance of proper DYAD etiquette helps to create a productive and mutually beneficial learning experience for both counseling students.

## Individual Projects

**#1 Literature Review:** The purpose of this assignment is to conduct a comprehensive literature review on counseling theories. The review should examine various theoretical frameworks used in the counseling process, their foundational concepts, the context in which they were developed, and the evidence supporting their efficacy. This assignment will help you develop a deeper understanding of the different approaches to counseling and their practical applications.

## Objectives

- To understand the main counseling theories and their underlying principles.
- To critically evaluate the strengths and limitations of each counseling theory.
- To explore the empirical evidence supporting the effectiveness of the theories.
- To compare and contrast the theories in terms of their practical application in counseling settings.
- To reflect on the cultural and ethical considerations associated with each theory.

## Rubric for Assignment #1

Criteria	Points Possible	Description
Abstract	10	Conciseness and Clarity (5 points): Brief summary that is concise and clear. Completeness (5 points): Includes scope and covered theories.
Introduction	10	Introduction of Topic (5 points): Clear definition and relevance. Presentation of Structure (5 points): Effective outline of structure and scope.
Body	50	Historical Context and Development (5 points) Key Concepts and Principles (10 points) Therapeutic Process and Techniques (10 points) Application to Diverse Populations (5 points) Empirical Evidence (10 points) Critique (5 points) Comparison and Contrast (5 points)
Conclusion	10	Summary of Findings (5 points): Effective summary of main points and implications. Future Research Directions (5 points): Insightful suggestions for future studies.
References	10	APA Formatting (5 points): Adherence to APA format. Comprehensiveness (5 points): Inclusion of all sources cited, demonstrating thorough research.
Formatting	10	General Formatting (5 points): Adherence to specified formatting guidelines. Quality of Writing (5 points): Clarity, coherence, and professionalism.
Total	100	

***\*Deductions for Lateness: -5 points per day late.***



**\*Plagiarism: Zero tolerance, resulting in a score of zero for the assignment.**

## **#2 Theory-Based Intervention Design Assignment**

- Select a specific population or issue (e.g., adolescents with anxiety, aging and addiction) and design a detailed counseling intervention based on a theory studied in the course. This assignment should pair with your literature review supporting the choice of theory, a session-by-session breakdown of activities, and anticipated outcomes.
- Example in CANVAS

## **#3 Counseling Modalities Presentation**

Prepare a PowerPoint presentation with 4-6 slides not including reference slide. Be as creative as you like. Choose a counseling theory in which will be applied in group therapy. Start by defining what you want the audience to learn or achieve by the end of your presentation. For example, to understand specific group counseling techniques and how to apply them effectively.

Gather Content using the following prompts:

- Introduction to the theory used in the group counseling exercise:
- Briefly explain the theory and how it applies to group counseling and its benefits.
- Core Techniques: Discuss key techniques as it applies to the theory technique such as active listening, empathy, group dynamics, conflict resolution, and others. Provide definitions and examples for each.
- Application: Show how these techniques are used in context of the theory you chose.
- Challenges and Solutions: Talk about common challenges in group counseling and offer solutions or strategies to overcome them with the emphasis of the theory you are demonstrating.
- No duplicated presentations. Access shared google drive to declare your choice of theory:
  - Chapter 2: Psychoanalytic Approaches
  - Chapter 3: Individual Psychology and Adlerian Therapy
  - Chapter 4: Existential Theory and Therapy
  - Chapter 5: Person-Centered Theory and Therapy
  - Chapter 6: Gestalt Theory and Therapy
  - Chapter 7: Behavioral Theory and Therapy
  - Chapter 8: Cognitive Behavioral Theory and Therapy
  - Chapter 9: Choice Theory and Reality Therapy
  - Chapter 10: Feminist Theory and Therapy
  - Chapter 11: Constructive Theory and Therapy
  - Chapter 12: Family Systems Theory and Therapy

## **#4 Counseling Session Role-Plays Assignment**

You will be engaging in a unique DYAD placement, where each student is paired with a peer for the entire term. This method is designed to foster collaborative learning and peer-to-peer interaction even outside the traditional classroom setting.

After every DYAD session, participants will be required to provide feedback to each other, using predefined guidelines as prompts to ensure structured and relevant responses. The emphasis will be on ethical and constructive feedback, aimed at promoting growth and understanding rather than criticism. However, should any issues arise during these collaborative sessions, students are encouraged to reach out to me immediately to address and resolve the concerns. After each session, you will also complete a DAP note and Tx plan referencing the assigned theory for each DYAD. Templates for Feedback, DAP and Tx plan are accessible in CANVAS

## Course Policies

### Attendance

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.

### Late Work

As part of academic integrity and commitment to fairness, a 5% deduction from the total achievable score of the assignment will be applied for each day an assignment is submitted past the due date. This penalty is put into effect immediately after the deadline has passed and will accumulate daily to a maximum of 25%. Please be aware that after a period of five days, no further deductions will be imposed; however, the maximum late penalty will have been reached. This measure is in place to encourage punctual submissions and ensure that all students are provided with an equitable opportunity to demonstrate their understanding of the course material within the intended timeframe.

### Extra Credit

Extra credit opportunities in this class are offered on a random basis and are not a guaranteed component of the course. These opportunities are designed to encourage students to engage more deeply with the material and to reward exceptional effort. The specifics of each extra credit assignment will vary and are to be discussed in detail during class sessions. Students are

encouraged to stay attentive and participate actively in class discussions to ensure they are aware of these chances to enhance their grade. It's important to note that while extra credit can provide a boost, it should not be relied upon as a primary means of achieving your desired grade in the course.

### Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

### Grades of Incomplete

In the context of course grades where work is incomplete, it is imperative that both instructor and student engage in a constructive dialogue to assess the situation and arrive at a feasible solution. This collaboration aims to find a balance between academic rigor and accommodating unforeseen circumstances that may have prevented the student from completing their work on time. The instructor, cognizant of the student's individual circumstances, will delineate the specific criteria for the extended deadline, detailing what assignments are expected to be completed. This agreement will be transparent and mutually understood to ensure that the student is fully aware of the requirements they must meet. It should be noted that there is a firm boundary regarding the time frame for such extensions; no extensions will be granted that exceed the commencement of the next academic term. This ensures that all course work is concluded by a definitive cutoff point, which is the first day of the subsequent term, maintaining the integrity and orderly progression of the academic calendar.

### Final Grades

A = 595 -535 or 100 – 90%

B = 534– 474 or 89 – 79%

473 and below = repeat the course

## Important Information

### 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, in addition to more obvious dishonesty.

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 Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### **Title IX and Nondiscrimination Statement**

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

### **Nondiscrimination Policy & Notice of Nondiscrimination**

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University’s Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade

University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### **Assessment for Student Work**

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### **Student with Disabilities Statement**

Chaminade University of Honolulu offers accommodations for all actively enrolled 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).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### **Kōkua 'Ike: Tutoring & Learning 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 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 on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

## Readings & Due Dates

Week	Theme	Info	Due Dates
1 – Sept. 30	Psychoanalytic Theory	Review Syllabus, Watch Video in CANVAS; Read Ch.1 : Psychotherapy and Counseling Essentials, Ch.2 Psychoanalytical Approaches ; Ch 13 Developing Multicultural Orientation and Skills.	Oct 6 <ul style="list-style-type: none"> <li>Theory/Technique presentation selection</li> <li>Complete Pre-test in CANVAS</li> </ul>
2 – Oct 6	Individual Psychology Adlerian Therapy	Watch Video in CANVAS; Read/review Ch.3 : Individual Psychology and Adlerian Therapy, Read Ch 14 Psychotherapy and counseling integration; Tx planning and DAP notes review; Review Theory Based Intervention and instruction. USE Templates for DYAD, DAP and TX Plan in CANVAS.	Oct 13 <ul style="list-style-type: none"> <li>Complete Pre-test in CANVAS</li> <li>Complete DYAD</li> <li>Complete DAP</li> <li>Complete Tx Plan</li> </ul>
3 – Oct 13	Existential Theory and Therapy	Watch Video; Read /review Ch. 4 : Existential Theory and Therapy; Review and prep for case analysis. USE Templates in CANVAS for DYAD, DAP, Case Analysis and TX Plan.	Oct 20 <ul style="list-style-type: none"> <li>Complete Pre-test in CANVAS</li> <li>Complete DYAD</li> <li>Complete DAP</li> <li>Complete Tx Plan</li> <li>Case Analysis 1 due</li> </ul>
4 – Oct 20		Watch Video; Read /review Ch. 5 Person Centered Theory and Therapy; Case analysis 2 prep; USE Templates in CANVAS for DYAD, DAP, Case Analysis and TX Plan.	Oct 27 <ul style="list-style-type: none"> <li>Complete Pre-test in CANVAS</li> <li>Complete DYAD</li> <li>Complete DAP</li> <li>Complete Tx Plan</li> </ul>

			<ul style="list-style-type: none"> <li>Case Analysis 2 due</li> </ul>
<b>5 – Oct 27</b>	Gestalt Theory and Therapy	Watch Video; Read/review Ch. 6 Gestalt Theory and Therapy; Case analysis 3 prep; Theory based Intervention prep; USE Templates in CANVAS for DYAD, DAP, Case Analysis, Theory Based Intervention and TX Plan.	<b>Nov 3</b> <ul style="list-style-type: none"> <li>Case Analysis 3 due</li> <li>Complete Pre-test in CANVAS</li> <li>Complete DYAD</li> <li>Complete DAP</li> <li>Complete Tx Plan</li> </ul>
<b>6 – Nov 3</b>	Behavioral Theory & Therapy Cognitive Behavioral Theory & Therapy	Watch Video; Read/review Ch. 7 Behavioral Theory and Therapy; Read Ch 8 Cognitive Behavioral Theory and Therapy; Case analysis 4 prep; Theory based Intervention : USE Templates in CANVAS for DYAD, DAP, Case Analysis, Theory Based Intervention and TX Plan.	<b>Nov 10</b> <ul style="list-style-type: none"> <li>Complete Pre-test in CANVAS</li> <li>Complete DYAD</li> <li>Complete DAP</li> <li>Complete Tx Plan</li> <li>Theory Group Therapy/Technique Presentation due; upload into google drive</li> </ul>
<b>7 – Nov 10</b>	Choice Theory Reality Therapy	Watch Video in CANVAS; Read/review Ch. 9 Choice Theory and Reality Therapy; Case analysis #5 prep; USE Templates in CANVAS for DYAD, DAP, Case Analysis, Theory Based Intervention and TX Plan.	<b>Nov 17</b> <ul style="list-style-type: none"> <li>Complete Pre-test in CANVAS</li> <li>Complete DYAD</li> <li>Complete DAP</li> <li>Complete Tx Plan</li> <li>Case Analysis 4 due</li> <li>Theory Based Interventions due</li> </ul>
<b>8 – Nov 17</b>	Feminist Theory & Therapy	Watch Video; Read/review Ch. 10 Feminist Theory and Therapy;; Pre-test in CANVAS; USE Templates in CANVAS for DYAD, DAP, Case Analysis, Theory Based Intervention and TX Plan.	<b>Nov 24</b> <ul style="list-style-type: none"> <li>Complete Pretest</li> <li>Complete DYAD</li> <li>Complete DAP</li> <li>Complete Tx Plan</li> <li>Case Analysis 5 due</li> </ul>
<b>9 – Nov 24</b>	Constructive Theory & Therapy	Watch Video; Read/review Ch. 11 Constructive Theory and Therapy; Solution Focused	<b>Dec 1</b> <ul style="list-style-type: none"> <li>Complete Pre-test in CANVAS</li> </ul>

		Read ch. 12 Case analysis 5 review	<ul style="list-style-type: none"><li>• DYAD</li><li>• DAP/Tx Plan in class</li><li>• Literature Review Paper Due</li></ul>
<b>10 – Dec 1</b>	Closure	Final Exam	Dec 8 <ul style="list-style-type: none"><li>• Family Systems Pre test</li></ul>