

Spring 2017

CE 660 Syllabus: Counseling Theory and Practice

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Winona State University Counselor Education Department CE 660 Counseling Theory and Practice Semester Hours: 3		
Course Location	This class meets face-to-face weekly; Wednesday evenings from 5pm to 8pm on the WSU Winona Campus, in Gildemeister Hall, Room 327.	
Instructor	Mary Fawcett, Ph.D.	
Instructor Phone & E-Mail	(507) 457-5338; mfawcett@winona.edu	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	Gildemeister Hall, Room 117A	
Instructor Office Hours:	Mondays, Tuesdays, Wednesdays 2:00pm—5:00pm; and by appointment	

Course Description:

This course exposes students to theories of personality development and change, theories of counseling, and counseling techniques. Students practice application of counseling theories in a laboratory setting with simulated situations. Students are encouraged to identify and develop a tentative theory of personality as it relates to an effective counseling approach. A strong emphasis is placed on the ethical standards of the counseling profession and on multicultural issues. Prerequisites: [CE 601 - Foundations of Counseling](#), completion of or concurrent registration in [CE 658 - Microskills](#) and CE 660 permission of instructor. In general, students are not eligible for enrollment in 660 until they have successfully completed approximately 12 semester credits in the CE department and have satisfied all relevant course prerequisites. Students should consult with their faculty adviser and refer to the detailed enrollment procedures in the CE Program Handbook. Grade only. 3 credits

Required Texts and/or Materials:

Sharf, R. S. (2008). *Theories of psychotherapy and counseling* (4th Ed). Belmont, California: Brooks/Cole Publishing Co. ISBN: 0-495-12745-0

Additional reading assignments including current literature will be assigned throughout the semester.

Course Objectives:

The purpose of this course is to expose students to a wide variety of theories in personality and counseling and to apply those approaches to practices in counseling. The course provides the student with the opportunity to practice those various approaches to

counseling in simulated developmental settings and role-playing situations. The purpose is also to provide the opportunity for the student to develop a personal theory of counseling, a unique style of counseling, effective techniques of counseling, special awareness and particularly multicultural awareness. All practice is done within a safe setting to give and receive critical feedback relating to the student's person, mannerisms, style, counseling techniques and effectiveness.

Upon completion of this course the student will be able to:

- a. Understand personality theory as it relates to human development and how this understanding enables one to work effectively with clients from a variety of populations
 - b. Demonstrate counseling competence with the counseling theories of Rogers, Adler, Glasser, Perls, cognitive behaviorists (Ellis, Beck, Michenbaum) and various behaviorists (skills)
 - c. Understand the pros and cons of each theory as it relates to multicultural perspectives (knowledge, professionalism)
 - d. Recognize and practice interventions for issues related to a variety of populations (practice)
 - e. Formulate his/her own personal counseling philosophy which integrates several theories and produce a written theory paper (knowledge)
 - f. Demonstrate personality and counseling theoretical knowledge as it applies to specific cases (skills, knowledge)
 - g. Understand the ethical knowledge as it applies to specific cases (skills, knowledge)
 - h. Understand the basics of family therapy (knowledge)
 - i. Demonstrate the ability to integrate several theoretical perspectives into a counseling session (skills, practice)
2. Course outline of major topics and subtopics
- I. Microskills Review
 - A. Physical and Psychological Attending Behaviors
 - B. Encouraging/ Paraphrasing/Summarizing
 - C. Probing and developmental questioning skills
 - D. Reflecting feeling and meaning
 - E. Caring confrontation
 - F. Influencing skills (relevant to various theories)
 - G. Facilitative skills
 - H. Using metaphors in counseling
 - I. Client observation skills
 - J. Integrating microskills in a counseling session
 - II. The counselor as a Person and a Professional
 - A. Self as instrument
 - B. Professional dispositions
 - III. Ethical Issues in Counseling
 - A. Review of ethical codes
 1. Confidentiality
 2. Client rights

- 3. Professional relationships
- 4. Psychological risks for clients
- 5. Recognizing competence and learning to refer
- 6. Malpractice in the helping professions
- B. Practice with cases
- IV. Personality Theoretical Approaches
 - A. To familiarize students with the properties of and uses for theories in the study of personality.
 - B. To provide various theoretical frameworks of personality for students to investigate their own personality and development.
 - C. To compare and contrast differences between and within various theoretical orientations to the definition of personality and its structure development.
 - D. To identify the implications of various theories for teaching and helping relationships.
- V. Counseling Theoretical Approaches
 - A. Person-Centered Counseling (Rogers)
 - B. Existential Counseling
 - C. Gestalt Therapy (Perls)/ Using Metaphors in Counseling
 - D. Behavioral Approaches
 - E. Cognitive Behavioral Therapy
 - F. Reality Therapy (Glasser)
 - G. Psychoanalysis (Freud)
 - H. Individual Psychology (Adler)
 - I. Family Therapy Approaches
- VI. Multicultural Issues related to theoretical approaches
 - A. Contributions of theories
 - B. Limitations of theories
- VII. Integration of Theoretical Approaches in the Counseling Session

Core

COURSE CONTENT AREAS

The course meets the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2009) Standards for Clinical Mental Health Counseling.

CACREP 2009 Standards	Location of evaluation for CACREP Standard
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Clinical Mental Health Counseling	Student attendance and participation during instructor lecture and group discussions and role plays	Personal Theory Paper	Final Exam	Theory Tapes (6)
FOUNDATION				
A. KNOWLEDGE				
A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.	X	X	X	X
A5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.	X	X	X	X
A6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.	X			X
A7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).	X			X
COUNSELING, PREVENTION, AND INTERVENTION				
C. Knowledge				
C9. Understands professional issues relevant to the practice of clinical mental health counseling.	X			
DIVERSITY AND ADVOCACY				
E. Knowledge				
E1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	X			
E3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.	X			
E5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.	X			
ASSESSMENT				
G. Knowledge				
G1. Knows the principles and models of assessment, case	X	X	X	X

conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.				
G2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.	X	X	X	X
DIAGNOSIS K. Knowledge				
K3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.	X			X
K4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.	X			X

CACREP 2009 Standards School Counseling	Location of evaluation for CACREP Standard			
	Student attendance and participation during instructor lecture and group discussions	Personal Theory Paper	Final Exam	Theories Tapes (6)
FOUNDATION				
A. KNOWLEDGE				
A2. Understands ethical and legal considerations specifically related to the practice of school counseling.	X			
COUNSELING, PREVENTION AND INTERVENTION				
C. KNOWLEDGE				
C1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.	X	X	X	X
C3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.	X			X
DIVERSITY AND ADVOCACY				
E. KNOWLEDGE	X			

E1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.				
E2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.	X			
E4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.	X	X	X	X
ASSESSMENT				
G. KNOWLEDGE				
G1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.	X			
G2. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.	X			
J. SKILLS AND PRACTICES				
J1. Applies relevant research findings to inform the practice of school counseling.				X
LEADERSHIP				
O4. Understands the important role of the school counselor as a system change agent.	X			

Course Expectations and Requirements:

Methods of Instruction:

Methods of instruction include lecture, role-play, small and large group discussion and experiential activities.

Assignments will be submitted in the Desire-to-Learn drop boxes.

Grading:

100-93:	A
92-86:	B
85-79:	C
78-72:	D

Please note:

- Assignments received late will receive a grade reduction of 10% for every day it is late.
- Theories tapes that do not meet the minimum requirement of each respective assignment may be repeated for a grade as many times as necessary to meet the requirements of the assignment.
- All sessions will be taped outside of class; students should plan accordingly

CE 660 Preparedness/Assessment of Readiness for CE 680/CE 690

After the completion of CE 660, a decision will be made on your entrance into the practicum/internship sequence. Explanation of course grades is as follows:

Grade of “A” means you have done excellent work and are practicum-ready. Requires a minimum of 90% of total points.

Grade of “B” means you have done good work. With the assignment of a B you will either be given a practicum-ready rating or will be told specifically what needs to be done before practicum. Requires a minimum of 80% of total points.

Grade of “C” or below means you do not have the skill readiness that practicum requires. You may be asked to either retake CE 660 or switch program tracks to Professional Development.

Assignments and Rubrics

Dispositions Assessment – WSU Counselor Education uses the Counseling Competencies Scale (CCS) for their Dispositions Survey. The CCS assesses counseling students’ skills development and professional competencies. Additionally, the CCS provides counseling students with direct feedback regarding their counseling skills and professional dispositions (dominant qualities), offering the students practical areas for improvement to support their development as effective and ethical professional counselors. A link to the WSU CED Dispositions Survey will be emailed to you around midterm of each semester in the following courses: CE 534, CE 601, CE 615, CE 633, CE 660, CE 680, CE 690. You are required to complete a self-assessment of your own dispositions by completing this assessment. Simultaneously, your instructor for the courses previously listed will be completing one of you as well. Your advisor will share

any concerns that show up consistently on these assessments. If you do not hear about concerns from your advisor, assume there are none.

Assignment (Description and Number)		Percentage of Total Grade	CACREP Standards Assessed
1	Attendance and Participation in lectures and small group discussions, role plays	10%	CMHC: A2,A5, A6, A7, B1, C9, D2, D3, D5, D6, D8, D9, E1, E3, E5,G1, G2, K3, K4 SC:A1, B1, C1, C3, D5, E1, E2, E4, F1, F2, G1, G2, O4 CORE: G1D, G2B, G2C, G3D, G3E, G3F, G3H, G4G, G5A, G5B, G5C, G5D, G8E
2	Personal Theory Paper	25%	CMHC: A2, A5, D2, G1, G2 SC: B1, C1, D1, E4 CORE:G1D, G2C, G3H, G5A, G5B, G5C, G5D
3	Final Exam	25%	CMHC: A2, A5, B1, G1, G2 SC: B1, C1, E4 CORE: G3D, G3H, G5A, G5B, G5C, G5D
4	Theories Tapes (7 total)	40% (tapes 1-6: 5% tape 7: 10%)	CMHC: A2, A5, A6, A7, B1, D2, D3, D5, D6, D8, D9, F3, G1, G2, K3, K4 SC: B1, C1, C3, D1, D2,D5, E4, F2, H1, H4, H5, J1 CORE: G4G, G5A, G5B, G5C, G5D, G8E

Grading Scale (Course):

Attendance and Participation: students are required to attend all class sessions, but one absence is allowed with permission from instructor. It is expected that the student will contact the instructor before the missed class, and student is responsible for fulfilling all work for missed class. If it is necessary to miss more than one class **for any reason**, the student should consider withdrawing from the course.

Students are expected to be present in class and to contribute to discussions, ask questions and engage in meaningful ways with each other and Dr. Fawcett.

Personal Theory of Counseling Paper should include the following:

1. Important distinctive elements about theories which have meaning for you and your potential clients

2. How they mesh well together and complement each other
3. How you intend to combine technique and philosophy of each of the theories
4. And how you plan to integrate multicultural issues and concerns with these theories

Finally, students will discuss the *self-as-instrument* concept (how counselors are the “change agent” or “tool” in the relationship) in relation to their chosen theories. Students will also outline a self-care plan for their counseling careers.

<i>Points possible</i>	<i>93-100 pts.</i>	<i>92-86 points</i>	<i>85-79 points</i>	<i>Fewer than 79 points</i>
<i>Content</i>	Paper clearly concerned with counseling theory. All aspects of assignment addressed and discussed, and complex thinking skills utilized	Paper clearly concerned with counseling theory. Most aspects of assignment addressed and discussed, and complex skills utilized.	Counseling theories chosen do not integrate well, or explanation of integration is lacking. Some aspects of assignment missing.	Counseling theories chosen do not integrate well, or explanation of integration is lacking. Some aspects of assignment missing. No evidence of complex thinking skills.
<i>Format</i>	Exceptional Writing (excellent grammar, strong APA style, flow, structure, & strong synthesis of ideas). A minimum of 5 scholarly references, including the text.	Strong writing (excellent grammar, APA mostly correct, synthesis of ideas). Minimum of 3 scholarly references, including the text.	Marginal writing skills utilized, several errors in formatting, grammar, or synthesis of ideas. Minimum reference requirement not met.	Poor writing skills utilized, several errors in formatting, grammar, or synthesis of ideas. Minimum reference requirement not met.
<i>Depth of Understanding</i>	Synthesis of relevant theories and ideas from assigned course readings. Inclusion and analysis of material from outside readings specifically related to chosen theories.	Synthesis of relevant theories and ideas from assigned course readings. Material included from outside readings specifically related to chosen theories, however, a depth of understanding	Theories and ideas are presented but not synthesized. Material included from outside readings specifically related to chosen theories, however, a depth of understanding is not	Theories and ideas are presented but not synthesized. Limited material included from outside readings specifically related to chosen theories, and a depth of understanding is not demonstrated.

		is not demonstrated.	demonstrated.	
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Final Exam

The final exam will be multiple-choice format and will evaluate a student’s knowledge of the various theories learned over the course of the term. The exam will be taken online via D2L. The exam is NOT open book and students may NOT use each other, the Internet, or other resources while taking this exam. Students will be allowed one attempt only.

Theory-specific Tapes

Your videotapes should be made with a partner from this class who becomes your “client”. Students find it difficult to remember details if they are making up material, however they also feel uncomfortable presenting real issues. Two options are: 1) use a real scenario from your history and/or 2) use presenting issues from someone you know well.

You may use electronic devices that enable you to turn in a final product on a flash drive. Please ensure the following:

1. The microphone is working and voice can be heard distinctly (if session is not clearly audible, it will not be considered for grade)
2. Record your session with audio-tape simultaneously every time, for back-up
3. light source at rear or side does not interfere with picture
4. faces and bodies of counselor (and client) can be seen
5. make adjustments for outside interruptions during taping if necessary (noise, rain, pets, etc.)

Tapes should clearly demonstrate the theory and techniques. The length of the practice tapes should be about 20-25 minutes, as needed for a worthwhile demonstration. DO NOT RUSH, even if tape runs to 30 minutes, the maximum allowed.

<i>Points Possible</i>	<i>5 points</i>	<i>4 points</i>	<i>2-3 points</i>	<i>1 or fewer</i>
<i>Demonstration of Theory</i>	Exemplary tape illustrating theory.	Above average tape illustrating theory.	Average tape illustrating theory.	Tape does not illustrate theory.
<i>Therapeutic Presence</i>	Student demonstrates empathy, exemplary	Student demonstrates empathy, good listening skills,	Student lacks empathy, demonstrates marginal listening	Student lacks empathy, poor listening skills, and no microskills.

	listening skills, and a variety of microskills.	and some microskills.	skills, and few microskills.	
<i>Structure of Session</i>	Session is within appropriate time limits – not too long or too short. Student introduces client to session and maintains structure of session throughout. Transcript is completed correctly, with weak statements replaced with preferred statements. Case note is professionally written and follows case note format.	Session is either too long or too short. Student maintains structure of session throughout. Transcript is mostly correct – few errors – with weak statements replaced with preferred statements. Case note is professionally written, but formatting is not correct, or format is correct, but not well-written.	Session is either too long or too short. Student does not maintain structure of session throughout. Transcript has several errors – with weak statements replaced with preferred statements. Case note is not well-written or formatted correctly.	Session is either too long or too short. Student does not maintain structure of session throughout. Transcript has several errors – weak statements are not replaced with preferred statements. Case note is incomplete. Requirements not met.

Final Integration Tape

Your final tape should demonstrate your ability to integrate SEVERAL (at least 2) of the theories you noted in your “Personal Theory Paper”. With the characteristics of Person Centered Therapy as your foundation, you should be “REAL” in the relationship. A mastery of Basic Counseling Skills should be evident through integrated responses combining reflected content, feelings, and meanings, caring confrontations, and influencing skills.

The length of the tape will be 40-45 minutes. Check your video equipment to make sure the sound and picture are good.

<i>Points Possible</i>	<i>15-14 points</i>	<i>13-12 points</i>	<i>7-11 points</i>	<i>Fewer than 7</i>
<i>Demonstration of Theory</i>	Exemplary tape illustrating theory.	Above average tape illustrating theory.	Average tape illustrating theory.	Tape does not illustrate theory.
<i>Therapeutic Presence</i>	Student demonstrates empathy, exemplary	Student demonstrates empathy, good listening skills,	Student lacks empathy, demonstrates marginal listening	Student lacks empathy, poor listening skills, and no microskills.

	listening skills, and a variety of microskills.	and some microskills.	skills, and few microskills.	
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INFORMED CONSENT

THIS WILL BE READ AT THE BEGINNING OF EACH SESSION FOR THE FIRST THREE TAPES. YOU WILL BE ABLE TO DO AN INFORMED CONSENT IN YOUR OWN WORDS BY YOUR THIRD TAPING.

Informed Consent:

I want to take a few minutes to go over (review) a few things. Thank you for signing the permission to tape form. I am taping this session for my training class to get feedback on my skills from my faculty person and peers in the class. Mostly they will be focusing on me, not you. But at any time if you want me to turn the tape off, let me know and I will.

I also want to mention that everything here is confidential unless you are sharing something with me that involves self-harm or harm to others (including child and elder abuse), or unless you sign something that allows me to tell someone else what we've talked about. I'm wondering if you have any questions so far.

Finally, I want to share with you the risks and benefits of counseling. Many clients report getting a better perspective on their issues when they get counseling and feeling overall a sense of relief after a few or several sessions because they are gaining support and figuring things out in their lives. At times some people may feel worse before they feel better because they are working through some hard stuff they've never shared with anyone and this can be hard work. You may find this to be true at times and if so, please let me know what's going on and we can work through the tough feelings together. Also, you may have some feelings that surprise you during the course of our work together, and this is common as you explore new ways of getting to know yourself better. I hope you

will let me know if you have any questions as we work together. Do you have any questions?



Today we are going to be using the **Person Centered approach**, where I will be acting as a partner with you, exploring some feelings you may be having. The focus is basically on you, your feelings, and where you want to take the session. I'm wondering if you have any questions about this. Last time we talked about... Tell me what you want to focus on today.

Today we are going to focus on **Motivational Interviewing**, where I will be acting as a guide with you. We will take a look at your behaviors and how you view yourself through your behaviors. I'm wondering if you have any questions about this. Last time we..... Tell me what your goal for today's session is.

Today I'll be using **cognitive/behavioral techniques**. We will focus on your thoughts/behaviors mostly and some of your feelings. As we talk about your work, you may find some new insights about your thoughts/behaviors as they relate to your current issue. I'm wondering if you have any questions about this. Tell me what your goal for today's session is.

Today, we'll be using **Adlerian techniques**. This means we will be focusing on family of origin issues and what you learned about yourself through your family. This may also mean that we explore the type of 'script' you have learned to live and how this relates to your current issues. I'm wondering if you have any questions about this. Last time we..... Tell me what your goal for today's session is.

Today we'll be using **Reality Theory techniques**. This means we'll be focusing on your current issues and your responsibilities related to them. We may explore problem solving options and make specific plans about your next few weeks. I'm wondering if you have any questions about this. Last time we..... Tell me what your goal for today's session is.

Instructions for Taping and Transcript

- (1) Assume your client has already signed a release for taping (and mention this) at the beginning of the session.
- (2) Begin by structuring with a confidentiality statement, and informed consent (what they can expect from you as a counselor, risks and benefits) **EVERY SESSION.**
- (3) Structure appropriately as the session proceeds, according to the techniques/theories you are using. Explain and give rationale where appropriate. If one technique does not work out, try another.
- (4) Close with a final summary of the session and a discussion with the client about how his/her new knowledge/learning/skill will be carried over to “real life”.

After Taping:

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

Transcribe each tape according to the attached TRANSCRIPT FORMAT. Write on one side of the page only and type. No handwritten transcripts will be accepted.
Please follow directions exactly.

Do **NOT** WRITE THE CLIENT’S NAME ANYWHERE ON THE TRANSCRIPT.

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

TRANSCRIPT FORMAT TO BE FOLLOWED

**Tape #1
January 14, 2015
Person-Centered**

Statement	Skill/observation
CI #1: I'm just really confused about....	looking down
CO#1: You sound concerned and angry...	RF
CI #2: I am, I really worry...	crying
CO#2: Tell me more	Enc
CI#3: I just don't know what...	
CO#3: You are worried that...	RF & Enc
CL#4: I want so much for...	
CO#4: You should just go ahead and marry him	Ugh! Advice!
PS: Tell me more about the relationship	Foc

Note: Preferred Statements are allowed on all tapes.

Three paragraphs:

Strengths

Areas to Improve

Goals for Next Tape/Practicum

DATE	TOPICS	READINGS ASSIGNED	ASSIGNMENTS DUE	CMHC	SC	Core
				CACREP Standards		
1/11	Introductions, syllabus, review of microskills, partner selection, Person-Centered Therapy	Chapt.6, Person-Centered Theory	(make tape)	A2, A5, A6 G1, G2, K3, K4	A1, B1, G2, O4	G1D, G2B, G2C, G3E, G4G,
1/18	Review of Person-Centered, Motivational Interviewing	MI Handout (D2L)	Person-Centered Tape Due	A5, G1	A1, B1, D5, E1	
1/25	MI continued		(make tape)	D3, D5, E5, G1,	A1, B1, C1, C3,	G1D, G2B, G8E
2/1	Review MI Behavioral Theory	Chapt. 8, Behavior Theory	MI Tape Due	A5, G1	A1, B1, C1,	G1D, G2B,
2/8	Chapt. 10, Cognitive Theory	Chapter 10, Cognitive Theory	(make tape)	A2, A5, A6, G2, K3, K4	F2, G2, O4	G5D, G8E
2/15	Review CBT go over lifestyle summary		Cognitive/ Behavioral due	A5, G1	A1, B1, C1, C3,	G1D, G2B, G8E
2/22	Chapt 4, Adlerian Theory	Chapt 4, Adlerian Theory	Lifestyle summary due (hard copy in class), (make tape)	A5, G1	A1, B1, C1, C3,	G1D, G2B, G2C,
3/1	Review Adlerian Feminist Theory	Feminist Theory, Chapter 13	Adlerian Theory due	A5, G1	A1, D5, E1, E2, G2, O4	G1D, G2B, G2C, G3D, G3E, G8E
3/15	Racial Identity Models (handout, D2L) Counseling Specific Minority Groups	(handout, D2L)	(do multicultural competency activities and rehearse minority client stories)	G1, G2, K3, K4	A1, E1, E2, E4,	G5C, G5D, G8E

3/22	Herring and Walker's Cross-Cultural Specific Model (handout, D2L)	(handout, D2L)	(make tape)	A2, A5, E5, G1, G2, K3, K4	A1, B1, C1, F2, G1, G2, O4	G5A, G5B, G5C, G5D, G8E
3/29	Review CCC REBT	REBT, Chapter 9	Cross-Cultural Counseling Due	A5, G1	D5, E1, E4, F1, F2,	G1D, G2B, G2C,
4/5	Chapt. 11, Reality Theory	Chapt. 11, Reality Theory, Using Metaphors in Counseling	(make tape)	A2, G1, G2, K3, K4	A1, B1, C1,	G1D, G3D, G3E,
4/12	Review Reality Theory, Psychoanalytic Theory, Existential Theory	Psychoanalytic Theory, Chapter 2, Existential Theory, Chapter 5	Reality Theory tape due	A5, G1	A1, C1, C3, D5,	G1D, G2B,
4/19	Reality feedback, Existential theory cont., Gestalt Theory	Gestalt Theory, Chapter 7		A2, A5, K3, K4	A1, B1, C1, C3,	G1D, G5D, G8E
4/26	Final Exam, 5-8pm, D2L		Personal Theory Paper due, Final tapes due: Turn flashdrives or upload video and submit transcripts to D2L			

Academic Integrity: The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

Accommodations: According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment To Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities

are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students:

<http://www.winona.edu/diversity/estatement.asp>.

Graduate Student Resources:

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, (www.winona.edu/rochester/):

- RCTC Counseling Center, UCR Room SS133; 285-7260 (www.rctc.edu/counseling_career_center/)
- UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties. WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources. The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here: <http://www.winona.edu/diversity/22.asp>.

- *UCR Learning Center - Rochester* - For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.
- *Writing Center - Winona:* The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at:

<http://www.winona.edu/sld/studentgrievance.asp>

