



## James Madison University PSYC: 660 Counseling Theories

**Office Hours:** Appointments may be arranged at mutually convenient hours. You may contact me by email.

**Welcome!** You as a member of this class are about to embark on an intellectually exciting and experiential journey. We will maintain a classroom atmosphere which is as inclusive, engaging, and informational as possible while upholding the principles of ethical teaching and learning.

**Active Teaching and Learning!** With your full participation in this experiential class, your personal and professional knowledge about counseling theories, as well as your experience with elements of the various theories, should be greatly enhanced. As a life-long learner, I am committed to the integrity of the material taught, by including current research and practices, as well as the process of experiential engagement with the material for optimal learning.

**Course Description:** A study of the philosophy and principles of various schools of counseling, and the techniques employed in the counseling process by practitioners in each of these schools.

### **Course Objectives:**

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

1. Understand the major tenets of the major theories that underlie the counseling profession
2. Describe the differences, similarities, and history of each of the major theories that underlie the counseling profession
3. Articulate the strengths and weaknesses of each theory as related to application for diverse populations
4. Apply appropriate theoretical orientation and intervention plan to case studies involving diverse client populations
5. Apply the biopsychosocial case conceptualization approach and describe relevant treatment planning interventions based on this conceptualization
6. Articulate their own philosophy of counseling, citing the varied causes of psychological dysfunction and the types of intervention which may be effective with people who are experiencing emotional, social, relational, cognitive, and behavioral difficulties

7. Clinical Mental Health counseling students will explain the history of various counseling theories and their current relevance to mental health interventions for diverse clients

8. School counseling students will explain how their chosen approach to counseling examines the connections between social, familial, emotional, and behavior problems and academic achievement for K-12 students

## **II. CACREP Standards Addressed in this Course:**

Students who successfully complete this course will demonstrate knowledge in the following CACREP 2016 Standards:

### **SECTION 2: PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM**

#### **5. COUNSELING AND HELPING RELATIONSHIPS**

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients

### **SECTION 5: ENTRY-LEVEL SPECIALTY AREA C: CLINICAL MENTAL HEALTH COUNSELING**

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS
  1. history and development of clinical mental health counseling
  2. theories and models related to clinical mental health counseling
  3. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
2. CONTEXTUAL DIMENSIONS
  - j. cultural factors relevant to clinical mental health counseling

### **SECTION 5: ENTRY-LEVEL SPECIALTY AREA G: SCHOOL COUNSELING**

3. PRACTICE
  - h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

## **COURSE CACREP STANDARDS and KPI CHART for CMH and School Specialization Areas**

CACREP STANDARDS INCLUDED IN COURSE	5a	5b	CMHC Foundations	a	b	c	Contextual Dimensions	j
Overall Standards	x	x		x	x	x	x	x
Assignment: Quiz and Canvas Applications KPI 5=I KPI 5 Helping Relationships: Establishes and maintains effective counseling relationships.								
Level of KPI indicated by: I = Introductory R= Reinforcement M= Mastery								

CACREP STANDARDS INCLUDED IN COURSE	5a	5b	SC Practice	h
Overall Standards	x	x		x
Assignment: Theories Application, Key Assignments #2a, 2b, & 2c KPI 5=R KPI 5 Helping Relationships: Establishes and maintains effective counseling relationships.				
Level of KPI indicated by: I = Introductory R= Reinforcement M= Mastery				

### III. Required Text and Active Learning Materials:

Neukrug, E. (2023). Counseling theory and practice (3<sup>rd</sup> ed.). Cognella.

### IV. Recommended Supplemental Text:

Publication Manual of the American Psychological Association (6<sup>th</sup> edition). Washington, DC: American Psychological Association.

### V. Methods of Instruction:

**The textbook is a key resource for this class, as is the online learning system that houses the counseling videos.** While the professor will provide didactic presentations as part of the course, she will also serve as a facilitator of the learning experience--rarely "telling" students what they should know, but probing, questioning, hypothesizing, challenging, and modeling, in an effort to help them analyze and understand. Consequently, we will expect more from one another than mere presence in the classroom. The technique focuses on issues and the development of the student's own theoretical position of counseling, rather than just borrowing concepts and

techniques from the most contemporary therapeutic models and assumes that the course of therapy consists of questions as well as answers.

## **VI. Class Participation:**

The course is graduate seminar oriented and the focus is on the process of discovery learning. This teaching approach includes the belief that each student can contribute to the understanding of everyone else. Each student's experiential background, value systems, perceptions and knowledge are all valuable assets for understanding course content. As a graduate student, each class member is expected to fully participate in the assimilation and integration of knowledge concerning issues essential to functioning as an effective counselor. When discussion of the assigned chapters and reviews of the various counseling perspectives are scheduled, each student is expected to come to class prepared. Information presented in the discussions will elaborate on and add to the subject as presented in the text and supplemental readings. A variety of perspectives and opinions will be strongly encouraged, along with vigorous debate. Students are expected to demonstrate customary respect for each other. Such behavior includes exhibiting acceptance for individual differences and listening respectfully to each other. **Be willing to take chances intellectually. Class members are expected to attend regularly and be punctual because sporadic attendance by even a few students can adversely change the dynamics of the entire group.** Online behavior is expected to be professional and students should be set up to attend class privately.

### **Class Participation Rubric**

<b>Excellent</b>	<b>Acceptable</b>	<b>Unacceptable</b>
Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections, insightful observations, and supportive comments that contribute significantly to a stimulating learning environment. Brings a sense of presence that stimulates productive group dynamics without dominating the process.	Attends every class, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Brings a sense of presence that contributes to productive group dynamics.	Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggressive behaviors, such as eye rolling and dismissive gestures, that communicate disrespect or contempt for peers and the instructor.

## **VII. Important Policies and Procedures**

**Adding/Dropping Courses Policy:** As mature and conscientious students, you are responsible for registering for classes and for verifying your class schedules on e--campus. You must adhere to the JMU add/drop policy for all class changes. For more details, you can refer to the Registrar's Web site at <http://www.jmu.edu/registrar/>.

**Inclement Weather Policy:** By the way, inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>. And stay safe! Don't take unnecessary risks to get to class.

**Religious Observation Accommodations:** Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we are committed to providing reasonable and appropriate accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at <http://www.jmu.edu/oeo/>.

**Disability Accommodations:** We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of Disability Services. The office is located in Wilson Hall, Room 107. You may call 540.568.6705 or contact the office at <http://www.jmu.edu/ods/> for more information.

**Course Culture:** The course site is intended to be a safe space. All people will be tolerated regardless of age, ethnicity, race, national origin, gender, sexual orientation, religion, and ability. Hatred or disparaging remarks will not be tolerated. Making any such remarks, either online, or to a class member offline will result in removal from the course. Please note that instructors are mandatory Title IX reporters with respect to sexual harassment or sexual assault. See <http://www.jmu.edu/oeo/> for more information.

**Confidentiality and Title IX:** Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, [sirockam@jmu.edu](mailto:sirockam@jmu.edu), 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>. Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>

## **VIII. Key Assignments and Rubrics Supporting Course Objectives**

Come to each class session prepared to participate actively in class discussions and experiential activities. **Informed participation requires that you have read and reflected on the assigned materials.**

**1. Quizzes and Googledoc reflections - (5 points each x 12 Quizzes = 60 points; 7 points each x 10 Googledoc notes entries = 70 points; extra credit available):**

**Due before each class meeting—Take the Online Quiz(es) that corresponds with the Course Module by the deadline listed on the syllabus prior to class each day. For each of the Neukrug Chapter assigned, find the corresponding quiz on Canvas and complete the quiz. For the Googledoc notes, make sure you have thoroughly read and highlighted each chapter assigned. Then, watch the counseling video(s) IF listed on the syllabus. Answer these three questions for each theory/chapter in paragraph or bullet-list form:** 1. What are two to three ideas for practical application of this theory that you think you could apply aspects of this theory to client(s) (i.e. how might the theory be applied in practice) 2. Provide one statement on the cultural relevance of this theory (i.e. how well does this theory account for cultural sensitivity?) and 3. IF you have an assigned video, note 2-3 things that you learned from watching the session AND IF YOU WANT (totally optional) 4. For one extra credit point, answer two question posed in the “For You to Consider” section at the end of each chapter about the Miller’s

**(CACREP SECTION 2: PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM: 5. COUNSELING AND HELPING RELATIONSHIPS: a. theories and models of counseling; CACREP SECTION 5: ENTRY-LEVEL SPECIALTY AREA C: CLINICAL MENTAL HEALTH COUNSELING: 1. FOUNDATIONS: b. theories and models related to clinical mental health counseling; 2. CONTEXTUAL DIMENSIONS: j. cultural factors relevant to clinical mental health counseling)**

3. Excellent (5 points total) + 1 if extra credit completed	2. Acceptable (4 points total) + 1 if extra credit completed	1. Unacceptable (3 points or less total) + 1 if extra credit completed
<p><b>From each assigned Neukrug chapter,</b> includes from each chapter, at least: 1. 2 pieces of salient evidence of application from counseling video (i.e. what does the theory say) <b>2.5.a</b>; 2. Two to three ideas for practical application of this theory relevant to the mental health needs of clients (i.e. how is the theory applied in practice) <b>5.C.1.b</b> and 3. one reflection statement on the cultural relevance of this theory (i.e. how well does this theory account for cultural diversity?) <b>5.C.2.j</b></p>	<p><b>From each assigned Neukrug chapter,</b> includes from each chapter, at least: 1. 2 pieces of salient evidence of application from counseling video (i.e. what does the theory say) <b>2.5.a</b>; 2. One to two ideas for practical application of this theory relevant to the mental health needs of clients (i.e. how is the theory applied in practice) <b>5.C.1.b</b> and 3. one or less reflection statement on the cultural relevance of this theory (i.e. how well does this theory account for cultural diversity?) <b>5.C.2.j</b></p>	<p><b>From each assigned Neukrug chapter,</b> includes from each chapter, at least: 1. One or less pieces of salient evidence of application from counseling video (i.e. what does the theory say) <b>2.5.a</b>; 2. One or less ideas for practical application of this theory relevant to the mental health needs of clients (i.e. how is the theory applied in practice) <b>5.C.1.b</b> and 3. No reflection statement on the cultural relevance of this theory (i.e. how well does this theory account for cultural diversity?) <b>5.C.2.j</b></p>

**2. Client Conceptualization Assignment based on Partner Work - (30 points total: 10 points for biopsychosocial model completion; 10 points for social, familial, emotional, behavior patterns, and academic achievement patterns in youth model completion; 10 points for cultural factors of influence model completion with partner)**

**a. social, familial, emotional, behavior patterns model completion with partner and paper (10 points)**

Complete social, familial, emotional, behavior patterns model worksheet for yourself and then discuss with a partner. Take notes on and then write a 3-5 paragraph reflection paper detailing the hypothesized interactions of your social, familial, emotional, and behavior patterns and their interactions with your social, emotional, and academic achievement throughout your lifetime. Describe the patterns in general, changes over time, and one area of intervention that could have been helpful to you if a counseling professional were able to intervene at an identified stated developmental point in your life.

**b. for cultural factors of influence model completion with partner and paper (10 points)**

Complete cultural influences (based on multicultural counseling theory) worksheet for yourself and then discuss with a partner. Turn in notes and report major findings during class

**c. biopsychosocial model completion with partner(s) and paper (10 points)**

Complete biopsychosocial influences worksheet for a member of the Miller family. Write a 2-4 page reflection paper detailing the hypothesized interactions of this individual's biological factors (genetic, biochemical, etc), psychological factors (mood, personality, behavior, etc.), and social factors (cultural, familial, socioeconomic, medical, etc.) on their physical, emotional, and psychological well-being *as best you are able from the information you have.*

***Client Conceptualization Assignment***

**(biopsychosocial model:**

**SECTION 5: ENTRY-LEVEL SPECIALTY AREA C: CLINICAL MENTAL HEALTH COUNSELING: 1. FOUNDATIONS: c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning )**

**(social, familial, emotional, behavioral, and academic model:**

**CACREP SECTION 5: LEVEL SPECIALTY AREA G: SCHOOL COUNSELING: 1. PRACTICE: c. critically examine the connections between social, familial, emotional, and behavior problems and academic achievement)**

**(cultural model:**

**SECTION 5: ENTRY-LEVEL SPECIALTY AREA C: CLINICAL MENTAL HEALTH COUNSELING: 2. CONTEXTUAL DIMENSIONS: j. cultural factors relevant to clinical mental health counseling)**

***Client Conceptualization Assignment Rubric***

3. Excellent (28-30 points)

2. Acceptable (24-27 points)

1. Unacceptable (below 23 points)

<p><b>Biopsychosocial model assignment includes the following in excellent detail:</b></p> <ul style="list-style-type: none"> <li>-worksheet</li> <li>-2-4 page paper detailing the hypothesized interactions of your personal of <u>biological factors</u> (genetic, biochemical, <i>etc</i>), <u>psychological factors</u> (mood, personality, behavior, etc.), and <u>social factors</u> (cultural, familial, socioeconomic, medical, etc.) on Miller family member's physical, emotional, and psychological well-being. <b>5.C.1.c</b></li> <li>- Always adheres to APA style, proper grammar, correct spelling and punctuation</li> </ul>	<p><b>Biopsychosocial model assignment includes the following in basic detail:</b></p> <ul style="list-style-type: none"> <li>-worksheet and 2-4 page paper detailing the hypothesized interactions of your personal of <u>biological factors</u> (genetic, biochemical, <i>etc</i>), <u>psychological factors</u> (mood, personality, behavior, etc.), and <u>social factors</u> (cultural, familial, socioeconomic, medical, etc.) on Miller family member's physical, emotional, and psychological well-being. <b>5.C.1.c</b></li> <li>- In major ways adheres to APA style, proper grammar, correct spelling and punctuation</li> </ul>	<p><b>Biopsychosocial model assignment does not include the following in basic detail:</b></p> <ul style="list-style-type: none"> <li>-Printout of the Strong Profile plus the Strong and MBTI career report</li> <li>- brief history of instrumentation, reliability and validity of instruments used</li> <li>- summary of results</li> <li>- report on career congruence given personality and career factors</li> <li>-Does not adhere to APA style, and does not use proper grammar, correct spelling or punctuation</li> </ul>
<p><b>Social, familial, emotional, behavioral, and academic model assignment includes the following in excellent detail:</b></p> <ul style="list-style-type: none"> <li>-worksheet</li> <li>- 3-5 page paragraph paper detailing the hypothesized interactions of your social, familial, emotional, and behavior patterns and their interactions with your academic achievement throughout your lifetime as a student. Describe the patterns in general, changes over time, and one area of intervention that could have been helpful to you if a counseling professional were able to intervene at an identified stated developmental point in your life. <b>5.G.1.c</b></li> <li>- Always adheres to APA style, proper grammar, correct spelling and punctuation</li> </ul>	<p><b>Social, familial, emotional, behavioral, and academic model assignment includes the following in basic detail:</b></p> <ul style="list-style-type: none"> <li>-worksheet</li> <li>- 3-5 paragraph reflection paper detailing the hypothesized interactions of your social, familial, emotional, and behavior patterns and their interactions with your academic achievement throughout your lifetime as a student. Describe the patterns in general, changes over time, and one area of intervention that could have been helpful to you if a counseling professional were able to intervene at an identified stated developmental point in your life. <b>5.G.1.c</b></li> <li>-In major ways adheres to APA style, proper grammar, correct spelling and punctuation</li> </ul>	<p><b>Social, familial, emotional, behavioral, and academic model assignment does not include the following in basic detail:</b></p> <ul style="list-style-type: none"> <li>-worksheet</li> <li>- 3-5 paragraph reflection paper detailing the hypothesized interactions of your social, familial, emotional, and behavior patterns and their interactions with your academic achievement throughout your lifetime as a student. Describe the patterns in general, changes over time, and one area of intervention that could have been helpful to you if a counseling professional were able to intervene at an identified stated developmental point in your life. <b>5.G.1.c</b></li> <li>-Does not adhere to APA style, and does not use proper grammar, correct spelling or punctuation</li> </ul>
<p><b>Cultural model assignment includes the following in excellent detail:</b></p> <ul style="list-style-type: none"> <li>- worksheet</li> <li>-reporting application of Brofenbrenner's systems (micro, meso, exo, macro) as well as three specific points of application of multicultural counseling theory to your own life. <b>5.C.2.j</b></li> <li>- Always adheres to APA style, proper grammar, correct spelling and punctuation</li> </ul>	<p><b>Cultural model assignment includes the following in basic detail:</b></p> <ul style="list-style-type: none"> <li>- worksheet</li> <li>-reporting application of Brofenbrenner's systems (micro, meso, exo, macro) as well as three specific points of application of multicultural counseling theory to your own life. <b>5.C.2.j</b></li> <li>-In major ways adheres to APA style, proper grammar, correct spelling and punctuation</li> </ul>	<p><b>Cultural model assignment does not include the following in basic detail:</b></p> <ul style="list-style-type: none"> <li>- worksheet</li> <li>-reporting application of Brofenbrenner's systems (micro, meso, exo, macro) as well as three specific points of application of multicultural counseling theory to your own life. <b>5.C.2.j</b></li> <li>-Does not adhere to APA style, and does not use proper grammar, correct spelling or punctuation</li> </ul>

**3. Final Exam: Case Study Application of Two Counseling Theories - (60 points total: 30 points for appropriate application of theory)**

**For two counseling theories from two different schools of thought (these are demarked in sections of your book): write a 2-4 page paper that includes the following for EACH theory:**

- brief description of the main tenets of the specific theory/model of counseling theories and models of counseling (10 points)
- brief history of the origins of this theory and its relationship to the development of clinical mental health models/interventions (10 points)
- treatment planning summary for the client that describes interventions relevant to the individual, as well as the systemic applications for the client (10 points)

**Case Study Comparing Two Theories Assignment**

**(CACREP SECTION 2: PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM: 5. COUNSELING AND HELPING RELATIONSHIPS: a. theories and models of counseling, b. a systems approach to conceptualizing clients; SECTION 5: ENTRY-LEVEL SPECIALTY AREA C: CLINICAL MENTAL HEALTH COUNSELING: 1. FOUNDATIONS: a. history and development of clinical mental health counseling**

**Case Study Comparing Two Theories Rubric**

3. Excellent (18-20 points)	2. Acceptable (15-17 points)	1. Unacceptable (below 15 )
<p><b>Case study comparing two theories includes the following in excellent detail for each theory:</b>  <b>-2-4 page paper that includes the following</b>                      -brief description of the main tenets of the specific theory/model of counseling theories and models of counseling (3 points) <b>2.5.a</b>                      -brief history of the origins of this theory and its relationship to the development of clinical mental health models/interventions (3 points) <b>5.C.1.a</b>                      -treatment planning summary for the client that describes interventions relevant to the individual, as well as the systemic applications for the client (3 points) <b>2.5.b</b></p> <p>Always adheres to APA style, proper grammar, correct spelling and punctuation</p>	<p><b>Case study comparing two theories includes the following in basic detail for each theory:</b>  <b>-2-4 page paper that includes the following</b>                      -brief description of the main tenets of the specific theory/model of counseling theories and models of counseling (3 points) <b>2.5.a</b>                      -brief history of the origins of this theory and its relationship to the development of clinical mental health models/interventions (3 points)                      -treatment planning summary for the client that describes interventions relevant to the individual, as well as the systemic applications for the client (3 points) <b>2.5.b</b></p> <p>Always adheres to APA style, proper grammar, correct spelling and punctuation                      In major ways adheres to APA style, proper grammar, correct spelling/punctuation</p>	<p><b>Case study comparing two theories does not include the following in basic detail:</b>  <b>-2-4 page paper that includes the following</b>                      -brief description of the main tenets of the specific theory/model of counseling theories and models of counseling (3 points) <b>2.5.a</b>                      -brief history of the origins of this theory and its relationship to the development of clinical mental health models/interventions (3 points) <b>5.C.1.a</b>                      -treatment planning summary for the client that describes interventions relevant to the individual, as well as the systemic applications for the client (3 points) <b>2.5.b</b></p> <p>Does not adhere to APA style, and does not use proper grammar, correct spelling or punctuation</p>

**4. Class Participation: Presence in class and short (5-10) minute presentation about a theorist and/or an article, book or work that they produced (20 points)**

## **IX. Evaluation:**

Your final grade for the course will be determined by considering all of the following course expectations. Points are as follows:

70 points - chapter quizzes

70 points- googledoc reflections (plus extra credit option)

30 points- client conceptualization assignments (2a-c)

60 points – case study/theory comparison

20 points – class participation

**230 points possible**

Grading scale:	90-100% of points	= A
	80-89% of points	= B
	70-79% of points	= C
	60-69% of points	= D
	Below 60% of points	= F

**X. Required Activities, Experiences, & Responsibilities:** In order to develop the skills essential to functioning as an effective counselor at the graduate level, students in Counseling Theories are expected to fully participate in the following planned activities outside of class:

**Partner and Group Work:** These parallel involvements are designed to complement each other as well as to enhance class discussions and activities. The experiences of working collaboratively with other class members outside of class, reporting individual activities in the laboratory and to the class will benefit you as a student by becoming aware of the perspectives of your peers. Group tasks, group teaching assignments, and brief reports/papers are assigned throughout the semester. These papers serve as stimuli for class discussion and are intended to foster an understanding of the different theoretical perspectives of counseling.

**Class Participation:** Come to each class session prepared to participate actively in class discussions and experiential activities. **Informed participation requires that you have read and reflected on the assigned materials.**

**Fulfilment of Academic Assignments as Outlined and Described Earlier in the Syllabus:**  
Quiz and Googledoc Applications; Original Reading and Summary; Three-Part Client Conceptualization Assignment; Final Exam: Case Study Comparing Two Theories

Schedule of Classes and Assignments (subject to revision)

*Note: The assigned readings should be completed in advance of the specific class date.*

Dates/Reminders	Topic	Reading/Assignments <i>(Complete prior to class)</i>
<b>Class 1</b> August 31	<b>-Introduction to the Course</b> <b>-Becoming an Effective Counselor and Psychoanalysis</b>	<b>READ</b> -Neukrug, Ch. 1 - Neukrug, Chs. 2  <b>DO</b> -Take Quiz Chapter 2 only -Googledoc Application Chapter 2 only
<b>Class 2</b> September 7	<b>Analytical-Jungian Therapy</b>	<b>READ</b> -Neukrug, Ch. 3  <b>WATCH</b> <b>Video: Millers, Integrative Psychodynamics</b>  <b>DO</b> -Take Quiz Chapter 3 -Googledoc Application Chapter 3
<b>Class 3</b> September 14	<b>Individual Psychology (Adlerian Therapy)</b>  <i>Work with partners on 2a</i>	<b>READ</b> -Neukrug, Ch. 4  <b>DO</b> -Take Quiz Chapter 4 -Googledoc Application Chapter 4
<b>Class 4</b> September 21	<b>Existential and Gestalt Therapies</b>  <i>Start off class with activity I send to you via email</i>	<b>READ</b> -Neukrug, Ch. 5 -Neukrug Ch. 6  <b>DO</b> -Take Quiz Chapter 5 -Take Quiz Chapter 6 -Googledoc Application Chapter 5 <b>OR</b> 6
<b>Class 5</b> September 28	<b>Person-Centered Therapy</b>  <i>2a is due</i>	<b>READ</b> -Neukrug, Ch. 7  <b>WATCH</b> <b>Video: Millers, Existential Humanistic</b>  <b>DO</b> -Take Quiz Chapter 7 -Googledoc Application Chapter 7
<b>Class 6</b> October 5  (no class Oct. 12)	<b>Rational-Emotive Behavioral Therapy and Cognitive Behavior Therapy</b>	<b>READ</b> -Neukrug, Ch. 8 -Neukrug Ch. 9  <b>DO</b> -Take Quiz Chapter 8 -Take Quiz Chapter 9 -Googledoc Application Chapter 8 <b>OR</b> 9

<b>Class 7</b> October 19	<b>Reality Therapy</b>  <i>No in-person class today, you will work with partners on 2b during class-time</i>	<b>READ</b> -Neukrug, Ch. 10  <b>WATCH</b> <b>Video: Millers, Cognitive Behavior 2 Reality Therapy Videos in Cognella</b>  <b>DO</b> -Take Quiz Chapter 10 -GoogleDoc Application Chapter 10 : include one comment per each added video
<b>Class 8</b> October 26	<b>Narrative Therapy</b>  <i>2b is due</i>	<b>READ</b> -Neukrug, Ch. 11  <b>WATCH</b> <b>Video: Millers, Post Modern</b>  <b>DO</b> -Take Quiz Chapter 11 -GoogleDoc Application Chapter 11
<b>Class 9</b> November 2	<b>Solution-Focused Brief Therapy and Relational-Cultural Therapy</b>	<b>READ</b> -Neukrug, Ch. 12 and 13  <b>DO</b> -Take Quiz Chapter 12 and 13 -GoogleDoc Application Chapter 12 <b>OR</b> 13
<b>Class 10</b> November 9	<b>DBT</b>  <i>Start work on 2c in groups</i>	<b>READ</b> -Neukrug, Ch. 14  <b>DO</b> -GoogleDoc Application Chapter 14 (or skip and do next week)
<b>Class 11</b> November 16	<b>ACT</b>  <i>finish work on 2c in groups</i>	<b>READ</b> -Neukrug, Ch. 15  <b>DO</b> -GoogleDoc Application Chapter 15 (complete if you did not do last week)
<b>Class 12</b> November 30	<b>Neurocounseling</b>  <i>2c is due</i>	<b>READ</b> -Neukrug, Ch. 16 -GoogleDoc Application Chapter 16
<b>Class 13</b> December 7	<b>PRACTICE DAY</b>	
<b>Class 14</b> Exam Week	<b>Exam Week</b>	<i>Assignment 3 (Final Exam) due by the end of our typical class period</i>

## APPENDIX

### **Expectations and Guidelines for Online Learning for JMU Counseling Programs):**

#### **Online learning will take place in either Canvas, Webex, Supervision Assist or Zoom**

Make sure you:

- Understand how to use the JMU Canvas system: <https://canvas.jmu.edu/>
- Maintain proper access to reliable, high-speed internet so that you can watch videos and see course content, as well as submit assignments such as online quizzes and discussion question responses. If you do not have access to reliable, high-speed internet at home, you are able to use the resources on the JMU campus to access the course and complete required assignments

#### **Technology Requirement:**

It is expected that you have proper access to reliable, high-speed internet so that you can watch videos and see course content, as well as submit assignments such as online quizzes and discussion question responses.

#### **Intellectual Property**

Course materials prepared by the instructor, including the content of all lectures, are the property of the instructor. This material may not be reproduced, displayed, sold, modified or distributed without the express prior written permission of the copyright holder. Students may not participate in the distribution, sharing, or accessing of course material via the Internet or other means (including but not limited to assignments, exams, recordings and notes of the lectures, or other instructor-provided materials) without the written permission of the instructor, except between students who are both currently enrolled in this specific course.

#### **Using Learning Analytics**

We will use analytics on CANVAS to monitor which activities you have viewed and how much time you are working on the course per week. These analytics and the following will contribute to your participation grade:

- logging into the course for organization purposes (viewing you schedule & tasks, checking announcements & grades)
- completing review of PowerPoints and watching entire videos as shared and completing assignments for each wee

**Netiquette Expectations for Online Courses** (View this short [Youtube video on Netiquette](#))  
(source: <https://www.memphis.edu/fcbe/students/netiquette.php>)

It is important for you as a student to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as “netiquette”.

The purpose of the following information is to help you be a more effective and successful student when communicating via email, chat rooms, or on discussion boards as a part of your online learning activities.

#### **Why Netiquette is important to you as an online student**

Proper conduct in an online class is just as important as in a face-to-face classroom with similar potential repercussions for failing to maintain decorum. Remember that in an online class it is common for a very substantial portion of your grade to be a function of how well you perform in online discussion areas

and other “classroom participation” activities. Your ability to clearly and properly communicate in an online class can be every bit as important to your success as how you perform on multiple choice tests and written assignments.

### **Professionalism and Presentation**

Overall, you should use common sense when communicating electronically. **In the same way that you would present yourself in person to make a positive and constructive impression you should always do the same when taking an online course.** Remember that the majority of what we communicate to others is in non-verbal ways (body language, voice inflection, etc.) and all you have in online courses is in a text form. Make sure your digital impression is a clear and positive one. **Make sure your background is professional. Protect confidentiality by wearing headphones.**

### **“Soft” Misconduct vs. Misconduct with Concrete Repercussions**

Some forms of online misconduct are merely bothersome to others with the impact being limited to your instructor or fellow students finding you annoying and their being less likely to take your thoughts seriously. Other forms of online misconduct can potentially cross a line into the area of academic dishonesty and be treated no differently than cheating on an exam or plagiarizing a paper. It is therefore important that you take these guidelines seriously as they can have very real impact on your success as an online student. You want to avoid being guilty of misbehavior in both forms regardless of the level of impact.

Below are specific instructions on how to be the most positive and effective digital communicator that you can be in all areas of communication, but most especially in your online classes.

### **GENERAL GUIDELINES**

When communicating online, you should always:

- Treat your instructor(s) with respect, even in email or in any other online communication.
- Always use your professors’ proper title: Dr. or Prof., or if you’re in doubt use Mr. or Ms. or stated preferred pronouns
- Unless specifically invited, don’t refer to them by first name. Some will be OK called “Bob” and others will expect to be “Dr. Smith”.
- Use clear and concise language. Be respectful of readers’ time and attention.
- Remember that all college level communication should have correct spelling and grammar.
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you”.
- Use standard fonts that are optimized for online reading (e.g., sans serif) along with a consistent and readable size (12 or 14 pt.)
- Avoid using the caps lock feature **AS IT CAN BE INTERPRETED AS YELLING.**
- Limit and possibly avoid the use of emoticons. Not everyone knows how to interpret them.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken literally or offensively.
- Be careful sharing personal information online (both yours and other’s).
- If you are in a health-care course follow HIPPA guidelines including not sending confidential patient information via e-mail or posting online.

### **DISCUSSION BOARD “NETIQUETTE” AND GUIDELINES**

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material. If necessary, re-read the instructions from your instructor.
- Take your posts seriously and review and edit your posts before sending. (Would you put sloppy writing with poor grammar in a formal research paper?)

- Be as brief as possible while still making a thorough comment. Remember this is a discussion area, not a doctoral thesis.
- Always give proper credit when referencing or quoting another source. (Corollary: Don't copy and paste another student's post and claim it as original as that is essentially plagiarism.)
- Be sure to read all messages in a thread before replying.
- Don't repeat someone else's post without adding something of your own to it. (See corollary above regarding reuse of someone else's post.)
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point. The point of a discussion in an online course is to help you and your other students learn through in-depth consideration of important topics.
- Always be respectful of others' opinions even when they differ from your own. When you disagree with someone, you should express your differing opinion in a respectful, non-critical way. (Corollary: Do not make personal or insulting remarks.)
- Be open-minded as that is one of the major points of participating in an open classroom discussion.

## **EMAIL NETIQUETTE**

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a clear and descriptive subject line as a way to give them a reason to open your email.
- Be brief. Don't make the reader have to scroll to read the entire message.
- Put the most important part at the very beginning. They may not read it to the end.
- Avoid attachments unless you are sure your recipients can open them. This is especially important with many people using smart -phones and tablet PCs to view email.
- Sign your message with your name and return e-mail address. Make sure they know how to contact you back.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message? (Corollary: Be sure you REALLY want everyone to receive your response when you click, "reply all".)
- Similarly, be sure that the message author intended for the information to be passed along before you click the "forward" button.
- If you are sending an email while upset or angry, think about not sending it until you've cooled off. A 24-hour resting period is often a good idea.

## **SECURITY**

Remember that your password is the only thing protecting you from pranks or more serious harm.

Always follow JMU campus guidelines with respect to password security. Keep it private and never share it with anyone. If you have questions, call the campus service desk at helpdesk@jmu.edu Their phone number is 540-568-3555

**Change your password immediately** if you think someone else might know it. (Call 540-568-3555 if you are having trouble with this)

Always logout when you are finished using any secured system - especially if you are using a shared computer in a public place.