I. **Course Description (3 semester hours)**

This course provides an overview of the major theories and techniques in counseling. Each theory is presented with its historical development, key concepts, therapeutic process, and application for appropriate counseling intervention. The focus is to help students begin to develop a personal model of counseling. The course also addresses basic issues in counseling practice, standards of preparation, legal considerations, certification, and licensure.

II. **Rationale**

This course is designed to set a theoretical foundation to help students apply theory to practice and begin to develop a personal model of counseling. It should be taken early in a student’s counselor preparation program.

III. **State Adopted Proficiencies for School Counselors**

- Understanding the counseling and consultation theories and practices, career development theories, and assessment.
- Creating an environment which supports creative problem solving.
- Promoting the worth, dignity, individuality and potential of individuals.
- Using theories of individual and group counseling.
- Understanding of needs assessment.
- Understanding of consultation and mediation function of school counselors.

IV. **TExES Competencies**

- **Competency 001 (Human Development):** The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meet the needs of all students.
- **Competency 008 (Collaboration with Families):** The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.
- **Competency 009 (Collaboration with Others in the School and Community):** The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.
• Competency 010 (Professionalism): The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

V. Course Objectives/Learning Outcomes
This course is designed to meet CACREP II 2009 Standards. The following standards are covered in this course. The standards shown in bold type are the targeted course objectives assessed throughout the semester. See XIV. Rubrics for details

A. Course Objectives
CACREP II 2009 Standards
Common Core
• Know theories of multicultural counseling, identity development, and social justice (CACREP Standard II-G-2-c)
• Understand theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment (CACREP Standard II-G-3-g)
• Know counselor characteristics and behaviors that influence helping processes (CACREP Standard II-G-5-b)
• Understand essential interviewing and counseling skills (CACREP Standard II-G-5-c)
• Know counseling theories that provide models to conceptualize client presentation and help with the selection of appropriate counseling interventions (CACREP Standard II-G-5-d.a)
• Know models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling (CACREP Standard II-G-5-d.b)
• Understand a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions (CACREP Standard II-G-5-e)
• Understand 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 (CACREP Standard II E-3)

Clinical Mental Health Counseling
• Understand a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision (CACREP Standard III-A-5)

Marriage, Couple, and Family Counseling
• Understand a variety of models and theories of family counseling (CACREP Standard III-A-5)

School Counseling
• Know the theories and processes of effective counseling and wellness programs for individual students and groups of students (CACREP Standard III-C-1)
B. Learning Outcomes

This course infuses the Learning Objectives of CACREP II Standards, the State Adopted proficiencies and the TExES competencies listed above to enable students to demonstrate understanding of the following objectives. Upon completion of the course students will:

1. Know counseling theories that provide models to conceptualize client presentation and that help the student select appropriate counseling interventions (CACREP Standard II-G-5-d.a) Achievement is evidenced by 100% of students developing a Personal Counseling Model and earning a grade of B or above. See Rubric B in section XIV.

2. Know models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling (CACREP Standard II-G-5-d.b) Achievement is evidenced by 95% of students completing a weekly Case Study applying a different theory with the same client and receiving a homework completion grade. See Rubric C in section XIV.

3. Understand a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions (CACREP Standard II-G-5-e) Achievement is evidenced by 95% of students completing homework assignment, Family Systems Therapy and receiving a homework completion grade. Students will also complete a Family System Presentation. See Rubric A in section XIV.

4. Understand a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision (CACREP Standard III-A-5) Achievement is evidenced by 95% of students completing a weekly Case Study applying a different theory with the same client and receiving a homework completion grade. See Rubric C in section XIV.

5. Know the theories and processes of effective counseling and wellness programs for individual students and groups of students (CACREP Standard III-C-1) Achievement is evidenced by 85% of students earning a B or Above on Final Examination.

6. Understand 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 (CACREP Standard II E-3) Achievement is evidenced by 95% of students completing a weekly Theory Outline for each theory and receiving a homework completion grade. See Rubric D in section XIV.

VI. Course Topics
The major topics to be considered are theoretical orientations including, philosophies of life, schools of thoughts, specific counseling theories, goals and techniques of counseling, and ethical, legal, and multicultural issues.

VII. Instructional Methods and Activities

Methods and activities for instruction include:

A. Traditional Experiences (lecture/discussion; demonstration; guest speaker; online activities; video)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play)
C. Field Experiences (Contact with professionals in the field)
D. The Theoretical Instructional Model (TIM) was designed to incorporate essential components of theoretical development; to place the instructor in a facilitative capacity; to provide peer/colleague collaboration, and feedback; to allow for reflection opportunities; to support retention of theoretically-based language (vocabulary); to enhance students critical thinking skills; and opportunities to learn from an auditory, visual, and kinesthetic modality. Students will rotate through the 30 minute stations. See the model on page 14.

VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

Major Course Requirements

A. Quizzes and Final Examination (150 points)
There are two quizzes and one final examination. Questions are objective, in preparation for state licensure examination, such as multiple-choice, true and false, and case scenarios. There will be no make-up quizzes/exams given unless documentation is provided by a professional stating the reason for the absence.

B. Personal Counseling Model Paper Guidelines (100 points)
1. Take the Pre and Post Assessment of Your Theoretical and Conceptual Orientations: (Neukrug, E.S. (2011)
2. Develop Personal Counseling Model
3. Create a fictitious client, with a presenting problem, and apply your theory
4. See Rubric B in section XV for details

C. Case Studies/Homework Assignments (24 points)
Case studies assignments are prepared in-class to ensure full class participation and to earn an assignment grade. The family system homework assignment should be completed on one theorist only.

D. Family Systems Homework Assignment and Presentation (50 points)
The first part of the assignment is to complete the homework assignment on one theorist from family system. The second part of the assignment is this presentation. This presentation is designed for you to synthesize all of the family systems therapies. Your presentation should be created in two segments. The first segment is an
Overview of Family Systems, should be included in your power-point, and will be discussed as a class. The second segment is your Personal Development of an Eclectic/Integrative Model to family systems. This segment will be presented to the class, as each person will offer a unique perspective. Your presentation should not exceed 15 minutes. Please use pages 443-444 as a quick reference in creating your presentation and provide me with one copy. Attempt to diversify yourself and to integrate these strategies to form an eclectic approach in family systems. This process can be applied to the other 12 frameworks.

<table>
<thead>
<tr>
<th>Instructor Presents Overview of Family Systems</th>
<th>Individual Presentations Personal Eclectic/Integrative Family Systems Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of Family Systems Approach</td>
<td>Slide 1. Choose a key figure you can closely relate to, and discuss why you might feel that the connection. Slide 5. As the therapist/counselor, what do you believe your primary role and function is?</td>
</tr>
<tr>
<td>Multicultural Strengths/Weaknesses</td>
<td>Slide 2. Choose a time focus that seems most appropriate and explain your beliefs about the period of time counselors/therapists should focus on in their work. Slide 6. What method(s) will you use implement the process of change?</td>
</tr>
<tr>
<td>Limitations/Criticisms of Family Systems Approach</td>
<td>Slide 3. Look over all family systems therapy goals. Which do you believe are most effective in working with families? Slide 7. What techniques and innovations would you implement during your family’s process of change? Which are you most supportive of?</td>
</tr>
<tr>
<td>Key Concepts and Terminology for Family Systems</td>
<td>Slide 4. There are eight lenses to use in family systems therapy. Which lens appears to be most diverse in working with families? Slide 8. Please provide a closing or summary. What are your overall beliefs about this eclectic family systems approach? What are the challenges and/or limitations?</td>
</tr>
</tbody>
</table>

**The above areas are discussed in class.**

**Please reference the therapy used within your slides**

E. Models of Clinical Supervision (40 points)
Clinical supervision in counseling is very important. As you progress through this counseling program, supervision is essential to your growth and development, keeping client/students protected, and gatekeeping the profession. Using Bernard and Goodyear (2004) Clinical Supervision text, please research one of the recommended
1. Literature/Research definition of supervision.
2. Literature/Research description of the importance of supervision.
3. Selection of two theoretical models of supervision. Describe and explain why you selected them.
4. Part of becoming a counselor is being willing to accept feedback (positive and constructive). Faculty, site supervisors, doctoral supervisors, and your peers sometimes are responsible for providing constructive criticism and feedback. What are your reactions to feedback? What are the benefits of feedback? How have you handled unfavorable feedback?
5. During supervision, you or your supervisor may discover that some of your personal experiences are interfering with the counseling process or your work with a client. Client protection and welfare is the primary concern of all supervisors. How might you react, grow, or change in relation to this feedback?

F. Extra Credit Assignments (6 points)
Please read Chapter 16 and provide a one page summary (not to exceed two pages) on what you learned as a result of reading this integrative chapter.

The grading system is based on the accumulation of points.

A. Method of Evaluation:
TIM/Participation/Professionalism 30 points
Personal Counseling Model 100 points
Model of Clinical Supervision 40 points
Family Systems Presentation 50 points
Homework/Case Studies 24 points
Extra Credit Assignment 6 points
Quizzes (2) 50 points
Final Examination 100 points
Total 400 points

B. Grading Scale:
360-400 points = A
320-359 points = B
280-319 points = C
240-279 points = D

IX. Course Schedule and Policies
A. Course Schedule and Assignments

<table>
<thead>
<tr>
<th>DATE/WEEK</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>ORIENTATION (Syllabus, Blackboard, Class Structure, Group Formation…) CHAPTER 1 INTRODUCTION/POWER-POINT, AND OVERVIEW THERAPEUTIC APPROACHES (11)/INTAKE INTERVIEW AND AUTOBIOGRAPHY OF CASE STUDY/STAN; PAGE 13-16 SPECIAL EMPHASIS COMPLETE SELF-INVENTORY PRE-TEST PAGES 8-11 WORK BOOK</td>
</tr>
<tr>
<td>WEEK 2</td>
<td>THE COUNSELOR: PERSON AND PROFESSIONAL/ETHICAL ISSUES Read Chapters 2 and 3 (Case Study)</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
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<td>--------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td><strong>Psychoanalytic Therapy; Quiz #1 (Chapters 1-3)</strong></td>
</tr>
<tr>
<td>4</td>
<td><strong>Adlerian Therapy</strong></td>
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<tr>
<td>5</td>
<td><strong>Existential Therapy</strong></td>
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<tr>
<td>6</td>
<td><strong>Person-Centered Therapy</strong></td>
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<tr>
<td>7</td>
<td><strong>Gestalt Therapy</strong></td>
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<tr>
<td>8</td>
<td><strong>Behavior Therapy</strong></td>
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<tr>
<td>9</td>
<td><strong>Cognitive Behavior Therapy</strong></td>
</tr>
<tr>
<td>10</td>
<td><strong>Reality Therapy/Feminist Therapy</strong></td>
</tr>
<tr>
<td>11</td>
<td><strong>Postmodern Approaches</strong></td>
</tr>
<tr>
<td>12</td>
<td><strong>Family Systems Therapy</strong></td>
</tr>
<tr>
<td>13</td>
<td><strong>Integrative Perspective-I and 2/Proschaska and Diclementi Addictions Theory (Research)</strong></td>
</tr>
<tr>
<td>14</td>
<td><strong>Final Exam</strong></td>
</tr>
</tbody>
</table>

**B. Class Policies**

- **Attendance/Participation/Professionalism (Late Arrivals, Early Departures, Absences)** Attendance during each class period is necessary for an optimal learning experience. Unexcused absences will have an impact on your grade, as participation provides a percentage of the points earned in this course. It is expected that each person will make an effort to come to class prepared to participate. Since much of the learning in this course occurs in the context of
discussion, demonstration and experiential activities, students are expected to be on time for all classes. Students with more than 2 days of absences (for any reason) will have their final grade dropped one letter grade for the semester. Additional absences will lower your grade by 5 points. Students are expected to sign-in on the attendance roster upon arrival to class. This is not the responsibility of the instructor. At 4:20 p.m., the signature line will be highlighted, which serves as an indication of being absent or late. If you are late, you will sign over the highlighted section. This allows quick visibility to your record of attendance. Use of electronic devices during class, late arrivals, or early departures will be reflected in your participation grade.

You are responsible for reading the chapters from your book and any additional assigned readings. The expectation is for all students to complete all assignments. Clear and elaborate evidence of your having read and understood each week’s assignment is expected to appear throughout your papers and to be clearly articulated during group & class discussions.

Students are expected to remain professional at all times, as delineated by the professor of record and in the Masters Student Handbook. The following is an excerpt from the Student Competency Evaluation Document. Students are expected to exhibit

- an attitude that respects individual uniqueness and potential growth and development of all individuals;
- personal stability as well as professional and ethical behaviors according to the ACA Code of Ethics and Texas law;
- an awareness of, knowledge about, and skills in working with diverse populations in a pluralistic society;
- a productive and cooperative working relationships that display motivation, independence, maturity, adaptability, and respect for others;
- a commitment to continuing personal and professional growth characterized both by participation in experiential and diverse learning opportunities and professional organizations that promote counselor identity

Students registered to this course will benefit from presentations given by their classmates. Students who are absent on the day they are scheduled to present will receive an automatic “0” for that assignment.

**Late work and Make-up Exams**
Assignments are due during the periods designated for the course to meet. Overdue work will be deducted the equivalent of one letter grade each day. No late work will be accepted beyond the last day of class for the semester. There are no make-up examinations, and no make-ups for missed presentations or group work.

**Cell Phone/Electronic Device Usage**
Cell phones and electronic paging devices are to be silenced during class times. Students serving on emergency calls are to notify the instructor. Students are expected to be courteous by turning off cell phones and/or other
electronic devices, such as laptops, during class.

- Students are expected to consult Blackboard to prepare assignments ahead of time to avoid a late penalty. Students should check blackboard/TAMUCC email often. There may be weekly announcements available for you to review.
- You are responsible for reading the chapters from your book and any additional assigned readings. The expectation is for all students to participate and fully engage in the TIM and to complete all assignments. Clear and elaborate evidence of your having read and understood each week’s assignment is expected to appear throughout your papers and to be clearly articulated during group & class discussions.
- **Required Method of Scholarly Citations**
  Other than informal journal writing or similar assignments, all written work is to be typed and comply with the APA (6th Edition) writing and publication guidelines. Failure to follow APA guidelines may result in significant point reduction. Work will be evaluated for style, content, grammar, spelling, and syntax.

- **Staggered Submission**
  The purpose of staggered submission is to provide the professor of record the opportunity to provide thorough feedback on each assignment, with particular observation on students’ writing in APA style. The meaning should infer that not all students have the same submission date for their assignments and is individualized based on a first-come, first-served basis. Staggered submission helps you plan out assignment due dates that may best accommodate your schedule. If your submission date needs to change due to an emergency or unforeseen circumstance, it is the responsibility of the student to obtain the sign-up sheet and to make contact with the other student for a possible change in schedule. Under no circumstance should any student feel pressure to make adjustments to his or her schedule, but should be understanding and perhaps even willing, based on the circumstances presented by their classmate.

- **Request for Resubmission**
  At the discretion of the professor of record, a request for resubmission may be made on an assignment due to obtaining an unsatisfactory grade of a C, D, F, or NC on an assignment. A resubmission is beneficial to improving your academic (writing) and practice skills and students should take full advantage of this opportunity. This means that all recommendations/suggestions must be made and changed within one week of receiving the professor’s feedback. Failure to return a requested resubmission is your acceptance of the current grade as it stands.

- Since the Theoretical Instructional Model has timed sections, graduate students are expected to maximize their time spent at each station, and to work diligently in accomplishing the goals and assigned tasks. Students who lose time due to having non-related course discussions will affect their participation grade.
- Students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of
examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) Examples of Academic Misconduct could be collaborating on an assignment with another student, exchanging the work, and turning it in as your own with few modifications; or using internet sites or resources and not giving proper credit. In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in one or all of the following: 1.) No credit on the assignment(s) in question, 2.) A final grade of a C, D, or F in the course, and/or 3.) Referral for a Student Competency Review, along with notifying the department chair and dean of the college. All instances of Academic Misconduct will be referred to the Office of Student Affairs for review. Students who believe they can drop the course to avoid the consequences of Academic Misconduct is a misnomer. The university guidelines prohibit a student from withdrawing from a course under these circumstances.

• Students please consult with professor before deciding to drop a class. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check for the last day to drop a class with an automatic grade of “W” this term.

X. Textbook
The textbook adopted for this course is:


Optional Texts:

Web Resources
• Class Notes and Assignments: http://www.tamucc.edu
• Current Students SAIL / Blackboard
• Counseling Listserve: http://listserv.tamucc.edu/mailman/listinfo/counsel-list
• ISLANDER e-mail account (First, go to S.A.I.L. for your new ID #, Next, go to http://newuser.tamucc.edu for your new e-mail account)

XI. Bibliography


**XII. Grade Appeals**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**XIII. Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you
believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

XIV. Rubrics

A. *Family Systems Therapy Homework Assignment (Select One)*
   - Name of theory: **Family Systems Therapy**
   - Theoretical Paradigm: Systems
   - Prominent Theorists: *Alfred Adler, Murray Bowen, Rudolf Dreikurs, Salvador Minuchin, Virginia Satir, Carl Whitaker*
   - Provide the following information for one theorist:
     - Major Focus
     - Basic Assumptions of Human Nature
     - Key Concepts
     - Goals of Counseling
     - Role and Function of Family Therapists
     - Techniques and Approaches
     - Considerations (include strengths and weaknesses)
   - Define Key terms in your own words:
     - Boundary
     - Coaching, Coalition, Conjoint family therapy
     - Differentiation of self, Disengagement
     - Enactment, Enmeshment, Experiential therapy
     - Family dysfunction, Family life cycle, Family life-fact chronology, Family of origin
     - Family rules, Family sculpting, Family structure, Functional family
     - Genogram
     - Hierarchical structure, Human validation process model
     - Identified patient
     - Joining
     - Metaframeworks, Multigenerational transmission process, Multilensed process of Family Therapy
     - Paradoxical directive
     - Reframing
     - Strategic therapy, Structural therapy
     - Triangle, Triangulation

**Homework Grade: Credit/No Credit**

*Rubric for Credit: Completed all questions as assigned.*
B. **Personal Counseling Model Paper Guidelines/Rubric**

1. **Complete steps 1 and 2 below.**
   [http://www.odu.edu/~eneukrug/therapists/survey.html](http://www.odu.edu/~eneukrug/therapists/survey.html) 3 Pts/Points Earned ____
   
   [http://www.odu.edu/~eneukrug/therapists/survey.html](http://www.odu.edu/~eneukrug/therapists/survey.html) 3 Pts/Points Earned ____

2. **Use APA style (Title page, font, double-spaced, outline, and references)**
   5 Pts/Points Earned ____

3. **Apply Halbur and Halbur’s (2011) Intentional Theory Selection Model, (ITS):**
   a. LIFE PHILOSOPHY- Examine your views, beliefs, and values through which you see the world around you. Include:
      • What has shaped your life? 3 Pts/Points Earned ____
      • How do you see others? 3 Pts/Points Earned ____
      • What keeps you going? 3 Pts/Points Earned ____
      • What gives you inspiration? 3 Pts/Points Earned ____

   b. SCHOOL OF THOUGHT
      • Describe: Psychodynamic, Humanistic/ Existential, Behavioral/ Cognitive-Behavioral, Systems, and Postmodern /Emergent. 5 Pts/Points Earned ____
      • Identify the theoretical paradigm that fits your worldview. 2 Pts/Pts Earned ____

   c. THEORIES
      • Describe two theories for each paradigm 1 Pt each=10 Points/Pts Earned ____
      • Identify the theory or theories that best fit your view of human nature, values, and beliefs. 2 Pts/Pts Earned ____
      • Comparing and contrasting two theories within the school of thought you identified with above. 6 Pts/Pts Earned ____

   d. GOALS AND TECHNIQUES
      • Explain goals and techniques for your theoretical model. 5 Pts/Pts Earned ____
      • Describe five techniques you will consider using with your clients 5 Pts/Pts Earned ____

4. **Create a fictitious client and apply your model.**
   e. Write a Case. (Client description, presenting problem, intervention, session #). 8 Pts/Points Earned ____

   f. Respond to the following questions:
      • How does your life philosophy affect your view of your Client? 2 Pts/Points Earned ____
      • What theory or theories will you use with your Client? 2 Pts/Pts Earned ____
What goals will you set?  
What techniques will you use in your work with your Client?  

2 Pts/Points Earned _____

2 Pts/Points Earned _____

g. Write a dialogue with 10 counselor responses from any place in the session (Beginning, middle, or end). Include: Goals and techniques you identified above.  

5 Pts/Points Earned _____


h. Write a one-page summary  

Address: consistencies, changes, and surprises 3 Pts each =9 Pts/PTS Earned _____
i. Attach the hard copies of the Pre and Post Assessments at the end of your final project.  

2 Pts/Points Earned _____

Possible Points 100 / Actual Points ______

Note: Thanks and enjoy the process of discovering self!

C. Case Studies

Eleven theories will be assigned throughout the semester. Each theory will be applied to the same case study. Case studies are prepared in the class session through the theoretical instructional model to ensure full class participation and to earn a grade of Credit/No Credit. Students will submit this assignment as a group assignment.

Rubric for Credit: Completed all questions as assigned.

Examples:

Case 1 Stan (Psychoanalytic Therapy)

The psychoanalytic approach focuses on the unconscious psychodynamics of Stan’s behavior.

At the present time Stan (35) works in construction. He likes building houses, but probably won’t stay in construction for the rest of his life. He says he has always had difficulty getting along with people. He could be called a “loner”. Stan likes people in his life, but he does not seem to know how to stay close to people. He thinks that is probably the reason he drinks. He is not good at making friends or getting close to people. He stresses that he probably drinks a bit too much because he is scared when it comes to socializing. Stan doubts that others find him interesting. He feels anxious much of the time. He thinks about suicide when he feels hopeless. He wants to turn his life around and he has enrolled in college part-time. He plans to major in psychology. Stan has taken the first step and comes to you for counseling.

1. How much interest would you have in Stan’s early childhood?
2. What are some ways you would like to help Stan see patterns between his childhood issues and current problems?
3. Consider the transference relationship that is likely to be established between you and Stan. How might you react to his making you into a significant person in his life?
4. In working with Stan, what countertransference issues might arise for you?
Case 7 Stan (Gestalt Therapy)

Gestalt therapy focuses on the here and now, the what and how, and the relationship between client and therapist. Gestalt therapy gives special attention to existence as individuals experience it and affirms the human capacity for growth and healing through interpersonal contact and insight.

Stan tells you that he was married for a short period of time. He says his wife Joyce was a strong dominant woman who kept repeating how worthless he was. She told him she did not like being around him. Stan tells you he did not see his parents happily married. He thinks they should have divorced because they fought most of the time. His mother constantly criticized his father. Stan remembers his parents preferred his siblings. He tells you his father would often say to him, "Why can't you be like your sister and brother?"

1. How might you begin a session with Stan using the Gestalt approach?
2. What unfinished business can you identify in Stan's case?
3. What kind of experiment would you create to assist Stan in dealing with pain, resentment, and hurt over situations with his ex-wife?
4. What are some cultural messages Stan has accepted? How might your work with Stan's cultural messages?

D. Theory Outline- Homework Assignments

Name: ___________________________ Date: _________________________
Name of theory: __________________________________________________________
Theoretical Paradigm: ______________________________________________________
Prominent Theorist (s) ______________________________________________________
Basic Assumptions of Human Nature:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Population Served:

Goals of Counseling
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Techniques and Approaches
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Considerations (include strengths and weaknesses)

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Supporting Research

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Homework Grade: Credit/No Credit
Rubric for Credit: Completed all questions as assigned.

E. Family Systems Rubric

1= Component not addressed
2= Component partially addressed
3= Component adequately addressed
4= Component primarily addressed
5= Component fully addressed

<table>
<thead>
<tr>
<th>Observed Component</th>
<th>Powerpoint Presentation</th>
<th>Grading Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name and Title of New Integrative Model (Slide)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Key Figure (Slide 1)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Feelings of Connection</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Preferred Time Focus (Slide 2)</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>Preferred Family System Goal Selection (Slide 3)</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>Effectiveness for Working with Families</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>Preferred Lens to Use in Family System Therapy (Slide 4)</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Discuss its Appropriateness for Diverse Families</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>Counselor/Therapist’s Primary Role and Function (Slide 5)</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Methods to Use for the Process of Change (Slide 6)</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Techniques and Innovations Most Supported (Slide 7)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>
Summary of Overall Beliefs Regarding Eclectic Family Systems Approach/Challenges/Limitations (Slide 8)

Appropriate Use of Powerpoint Rules
Projection Skills (Summary or Reading Slides)
Commitment to Eclectic Perspective
Submitted by due date

Total Point Accumulation and Percentage Value

<table>
<thead>
<tr>
<th>Theoretical Instructional Model (TIM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhancement of Critical Thinking Skills</td>
</tr>
<tr>
<td>LPC/NCE Review Audio 30 minutes</td>
</tr>
<tr>
<td>Theoretical Overview Instructor 30 minutes</td>
</tr>
<tr>
<td>Case Study Stan Video 30 minutes</td>
</tr>
</tbody>
</table>

Total Points: ___________/100 points
Total Percentage: ___________/10%
Online Course Evaluations
A – Strongly Disagree
B – Disagree
C – Neutral
D – Agree
E – Strongly Agree

System Questions

1. Course expectations/learning outcomes were clearly communicated at the beginning of the course.
2. The course examinations were aligned with the content of the course.
3. My instructor seemed to be very knowledgeable about the subject matter.
4. My instructor seemed to present the course material in an organized manner.
5. Whenever possible, my instructor taught the course in a way that stimulated my critical thinking.
6. Whenever possible, my instructor utilized a student-centered approach in teaching this course.
7. Whenever possible, my instructor provided real-world examples.
8. My instructor created a classroom atmosphere that was productive/conducive to learning.
9. The instructor was enthusiastic about the subject matter of the course.
10. My instructor set high standards that challenged me in the course.
11. By providing helpful feedback on assignments/tests, my instructor encouraged me to actively participate in the learning process.
12. My instructor encouraged all students to take advantage of additional assistance outside the classroom (office hours, e-mail, etc.).
13. My instructor demonstrated respect for individual differences (for example gender, race, religion, etc.).
14. I perceive that my knowledge/skills in this content field have improved as a result of this course.
15. I would take another course with this instructor, if possible, or recommend this instructor to other students.
16. I recommend this instructor for a teaching excellence award.

General Questions

1. The course objectives were clear.
2. The course content was provided in a clear, orderly and logical manner.
3. Required course activities and reading assignments were clearly stated.
4. The course content provided the means to meet the course objectives.
5. Links in the course were helpful in understanding the course content.
6. The chats and other communication tools facilitated my learning.
7. Course assignments and online tests were graded according to stated course objectives and/or rubrics.
8. Course assignments and online tests were returned in a reasonable amount of time.
9. The instructor encouraged online participation and questions.
10. The instructor responded promptly to inquiries.
11. The instructor provided adequate feedback regarding completed course assignments.

Blackboard specific questions, not to be tabulated into the Instructor’s overall score

1. The site map was easily negotiated.
2. I was able to connect to the class easily.
3. The chats and other communication tools were easy to use.
4. The technology in the course was user-friendly.
5. Website problems were quickly resolved.
6. Please comment on what you liked the most about the course. Give examples.
7. Please comment on what you would change about the course. Give examples.