



## Counseling Theories and Application

The University of Toledo  
 College of Health and Human Services  
 School of Intervention and Wellness  
**COUN 5140:001 CRN: 54889**

Instructor: Taylor Nelson, MA, LPC, NCC

Day/Time: Thurs. 4:00–7:40 PM

Email: [Taylor.Nelson2@Rockets.UToledo.edu](mailto:Taylor.Nelson2@Rockets.UToledo.edu)

Credit Hours: 4 credits

Class Location: Health & Human Services (HH) 3432

Term: Spring 2021

Office Hours: Thursdays 10:00 AM – 3:00 PM

\*Due to COVID-19, office hours will be held virtually via WebEx. I will not keep my WebEx open; therefore, it will be up to you to email and inform me you are in need of an appointment.

### Course Catalog Description

This lecture-based course includes a study of counseling and consultation theories and application of theory in therapeutic/helping relationships from individual, group, and systemic perspectives.

### Student Learning Outcomes

Student Learning Outcomes	CACREP (2016) Standard	Method of Assessment
<i>F.5. Counseling and Helping Relationships</i>		
Students will be able to demonstrate their comprehension of theories and models of counseling.	a. theories and models of counseling	<ul style="list-style-type: none"> <li>· Theoretical Orientation Paper</li> <li>· Reflection Journals</li> </ul>
Students will understand, identify, and apply a systems approach to conceptualizing clients.	b. a systems approach to conceptualizing clients	<ul style="list-style-type: none"> <li>· Reflection Journals</li> </ul>
Students will be able to apply their knowledge of theories, models, and strategies for consultation in practice.	c. theories, models, and strategies for understanding and practicing consultation	<ul style="list-style-type: none"> <li>· Reflection Journals</li> </ul>
Students will be able to examine the counselor characteristics and behaviors that influence the counseling process.	f. counselor characteristics and behaviors that influence the counseling process	<ul style="list-style-type: none"> <li>· Reflection Journals</li> <li>· Therapeutic Alliance Paper</li> <li>· Theoretical Orientation Paper</li> </ul>
Students will be able to identify and apply developmentally relevant counseling treatment or intervention plans.	h. developmentally relevant counseling treatment or intervention plans	<ul style="list-style-type: none"> <li>· Reflection Journals</li> <li>· Therapeutic Alliance Paper</li> </ul>
Students will identify and apply evidenced based counseling strategies and techniques for prevention and intervention.	j. evidence-based counseling strategies and techniques for prevention and intervention	<ul style="list-style-type: none"> <li>· Therapeutic Alliance Paper</li> </ul>

Students will be able to identify and apply strategies to promote client understanding of and access to a variety of community-based resources.	k. strategies to promote client understanding of and access to a variety of community-based resources	<ul style="list-style-type: none"> <li>· Reflection Journals</li> <li>· Therapeutic Alliance Paper</li> </ul>
Students will be able to identify and apply processes for developing a personal model of counseling.	n. processes for aiding students in developing a personal model of counseling	<ul style="list-style-type: none"> <li>· Reflection Journals</li> <li>· Therapeutic Alliance Paper</li> <li>· Theoretical Orientation Paper</li> <li>· Theoretical Assessment</li> </ul>
<i>C. Clinical Mental Health Counseling</i>		
Students will obtain an understanding of theories and models related to clinical mental health counseling.	b. theories and models related to clinical mental health counseling	<ul style="list-style-type: none"> <li>· Reflection Journals</li> <li>· Theoretical Orientation Paper</li> </ul>

### **Teaching Strategies & Method of Instruction**

The method of instruction for this course will be lecture and discussion. Use of demos, vignettes, role plays, and videos will occur throughout instruction of this course. This course is facilitated **face-to-face**, though students have the choice to meet virtually via Blackboard Collaborate Ultra. If your choice is to meet virtually, you will still be expected to meet on time and for the entirety of the class period. In sum, students are expected to attend class every scheduled period, be on time, participate in discussions, read the assigned readings per the class period, and complete assignments appropriately by their given due dates. In the event that face-to-face sessions are restricted, we will resume classes together via Blackboard Collaborate Ultra. Students will be informed immediately if this changes. This is a web-assisted class and you will be expected to check your Rocket email and Blackboard for course updates. **Please use only your ROCKETS email address when corresponding with the course instructor.**

This course utilizes Blackboard to turn in assignments, provide supplemental materials, and for additional resource sharing purposes. To be successful in this course, students should have access to a computer running software compatible with Blackboard. Please do not contact your instructor in the event that you experience technical difficulties. Instead, please contact the technical helpdesk at 419.530.8835.

### **Prerequisites**

N/A

### **Required Text**

Neukrug, E. (2018). Counseling theory and practice (2nd ed.). San Diego, CA: Cognella. ISBN: 9781516506309

American Counseling Association. (2014). ACA Code of Ethics. Alexandria, VA: Author.  
Available for free from: <http://www.counseling.org/knowledge-center/ethics>

### **Recommended Texts**

American Psychological Association (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author.

**\*Supplemental Material Available on Blackboard****Special Course Expectations During COVID-19**

These special considerations are to be used for this course and courses you may be attending on campus. Please be sure to read them thoroughly to ensure you adhere to the university guidelines.

***Attendance:***

The University of Toledo has a [missed class policy](#). Please review this policy in the event you are absent. Students who are symptomatic/sick should contact the Main Campus Health Center at 419-530-3451. Medical and Physician Assistant Students should contact Jyothi Sri Pappula, MD via email at: [Jyothi.pappula@utoledo.edu](mailto:Jyothi.pappula@utoledo.edu); All other clinical students should contact Dean Linda Lewandowski, College of Nursing, via email at [Linda.Lewandowski@UToledo.Edu](mailto:Linda.Lewandowski@UToledo.Edu) or by phone at 419-383-5835. Absences due to COVID-19 quarantine or isolation requirements are considered excused absences. **Students should notify their instructors and these absences may not require written notice.** While attendance and participation will not be points to earn toward your final grade, it is expected that students do their best to be in attendance and on time to every class period. If missing a class period is unavoidable, reach out to your instructor via email immediately to discuss what was missed in the class period. **If you have to quarantine, yet are well enough to attend virtually, please be sure to do so.**

***Face Coverings:***

All students must wear face coverings while on campus, except while eating, alone in an enclosed space, or outdoors practicing social distancing. NO students will be permitted in class without a face covering. If you have a medical reason that prevents you from wearing a face-covering due to a health condition deemed high-risk for COVID-19 by the Centers for Disease Control and Prevention (CDC), you should submit a request for accommodation through the Student Disability Services Office (SDS) by completing the [online application](#). Students will need to provide documentation that verifies their health condition or disability and supports the need for accommodations. If a student is already affiliated with SDS and would like to request additional accommodations due to the impact of COVID-19 should contact their accessibility specialist to discuss their specific needs.

***Social Distancing:***

Students should practice social distancing inside and outside the classroom. Your instructor will be in charge of creating a seating chart **that must be adhered to every class period.** Please follow signage and pay attention to the seating arrangements. Do not remove stickers or tape from seats and/or tables, this is there to provide guidance on the appropriate classroom capacity based on the recommended 6 feet of social distancing between individuals. Please be conscious of your personal space and respectful of others. Also, be cognizant of how you enter and exit the room; always try to maintain at least 6 feet of distance between yourself and others.

***Desk and Workspaces:***

Students will need to sanitize their desks and/or workspace **before and after** class with the University provided sanitizing spray and paper towels their desks.

***Special Notes:***

It's important to note that based on the unpredictability of the COVID-19 virus things can change at any time so please be patient and understanding as we move through the semester. I also ask that you keep me informed of concerns you may have about class, completing course work/assignments timely and/or health concerns related to COVID.

**Course and Institutional Policies*****Policy on Late or Unfinished Assignments:***

Late assignments are not accepted unless permission has been granted in advance to the due date by the instructor. Academic dishonesty (e.g., cheating, plagiarism, submitting work other than your own, etc.) will not be tolerated. Results for engaging in academic dishonesty may range from a failing grade in the course to expulsion from the University of Toledo.

Additional Information: The grade of IN is assigned only in extraordinary cases when unexpected conditions prevent the student from completing the requirements of the course within the term of enrollment. The student must complete the required work before the end of the following semester in which the grade is received (excluding summers); otherwise the grade will be converted to a grade of F by the Office of the Registrar.

***Academic Dishonesty:***

Academic dishonesty will not be tolerated in this course and all students are subject to the [University Policy Statement on Academic Dishonesty](#). Activities inconsistent with these aims will not be permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating, they should seek the instructor's advice.

***Nondiscrimination on the Basis of Disability:***

The University of Toledo is committed and dedicated to its efforts to provide equal opportunity in its educational programs. For more information, please review the [University of Toledo's Nondiscrimination on the Basis of Disability-Americans with Disabilities Act Compliance](#).

***Accommodation of Student Needs:***

The University of Toledo provides educational opportunities to people with disabilities and complying with the ADA, Section 503 and Section 504 of the Rehabilitation Act of 1973 ("the Rehabilitation Act") and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the [Office of Student Disability Services](#) by phone: 419.530.4981 or email at [StudentDisability@utoledo.edu](mailto:StudentDisability@utoledo.edu). You may also utilize this comprehensive list of [Student Academic Support Services](#).

***Course Technology: A General Accessibility Statement***

This instructor utilizes Blackboard Learn; a certified web-accessible platform, to post PowerPoints, provide resources, and receive submitted assignments. This instructor may also

utilize Echo360 to implement recordings pertinent to the content covered in this course. If students are experiencing needs or accommodations extending beyond what is provided, please reach out to the instructor as soon as possible via email or by office phone.

***Electronic Devices:***

This instructor allows the use of recording devices for lectures only. This must be done without disruption to their peers, the instructor, or guest speakers. Students are permitted to utilize devices such as laptops or tablets for purpose related to the course content only. Cellphones and other devices used for communication must be silenced to ensure limited distraction to peers, the instructor, or guest speakers. If a call is unavoidable, students are asked to exit the room before proceeding. In the event that the use of electronic devices become a distraction or an issue, the instructor may ask you to either put away this device or remove yourself from the classroom.

***UT Writing Center:***

The University Writing Center is located on Main Campus in Carlson Library (Basement) 0130 Carlson Library. The Writing Center offers one-on-one assistance with writing skills and is free of charge. Their website also contains handouts covering a variety of writing topics. More info can be found [here](#).

***Course Changes:***

This syllabus provides a general plan for the course. Deviations from this plan may be necessary throughout the course of the semester. In this event, students will be notified via your UT student email account and informed of the changes, corrections, or additions to the plan. The instructor reserves the right to adjust or modify the schedule, classroom procedures, content covered, etc.

***Statement on Diversity and Inclusion:***

In concert with the University of Toledo's values and expectations, the faculty within the College of Health Science & Human Service upholds the tenets pledged by the University to respect and value personal uniqueness and differences. Specifically, we will actively participate in the initiatives of the University to attract and retain diverse faculty, staff, and students; to challenge stereotypes; and to promote sensitivity toward diversity and foster of an environment of inclusion in all curricular and extra-curricular activities. Hence, all students enrolled in this course will be expected to:

- Be considerate of the thoughts and ideas of others
- Demonstrate accountability, integrity and honor in all course-related activities
- Promote a collaborative and supportive educational environment
- Treat every individual with kindness, dignity, and respect regardless of:
  - Gender
  - Race / Ethnicity
  - Religion
  - Sexual Orientation, Gender Identity (including pronouns), Gender Expression
  - Impairment(s) / Disability(ies)
  - Political Views
  - Social Class / Socioeconomic Status
  - Linguistic Diversity
  - Nationality / Country of Origin

- Other Element(s) of Uniqueness

The counseling profession values diversity and inclusion. All participants of this course— not limited to students, instructors, and guest speakers— are expected to nurture an environment built on the acceptance of diverse views and inclusion within the classroom. If a student identifies any concerns in regards to diversity or inclusion, this should be immediately brought to the instructor.

### ***Sexual Misconduct Statement:***

The University of Toledo cares greatly about the health and well-being of our students, staff, faculty, and guests to our campuses. Federal law, specifically Title IX, and University Policy require that all employees are mandated reporters of incidents involving sexual or gender-based violence or harassment.

Disclosures made to faculty or teaching assistants (TAs) about sexual or gender-based harassment, sexual assault, dating violence, domestic violence, and/or stalking on or off campus are forwarded to the Title IX Coordinator. The Title IX office will contact you regarding your rights, your option to request an investigation, interim safety measures, and/or academic accommodations. In certain circumstances, the Title IX Coordinator may need to proceed with an investigation, even if none is requested, if there are safety risks to the student or campus community. Participation in this process is voluntary. More information can be found [here](#).

### ***Copyright Notice:***

Materials outside of the required text that are provided either electronically or in a physical document are designed for the use of students enrolled in this course to be associated with this course only. They may not be retained for circulation beyond this course.

### ***Important Dates for the University:***

- Last day to add | January 25<sup>th</sup> (via web) & February 2<sup>nd</sup> (in-person)
- Last day to drop | February 2<sup>nd</sup> (via web & in-person)
- Withdraw | February 3<sup>rd</sup> (begins) & March 26<sup>th</sup> (ends)

### ***Grading Policies:***

Below is a table indicating how students will be assessed in this course. For each assignment, students will be provided grading criteria and a corresponding rubric. Students can expect to have grades and instructor feedback within one week from the due date of the assignment. Following the table is a comprehensive description of each assignment.

<b>Assignment</b>	<b>Total Points</b>
<i>Theories Assessment (two at 5pts each)</i>	<b>10 Points</b>
<i>Theory Reflections (thirteen at 10pts each)</i>	<b>130 Points</b>
<i>Therapeutic Alliance Paper</i>	<b>30 Points</b>
<i>Theoretical Orientation Paper</i>	<b>30 Points</b>
<b>Total</b>	<b>200 Points</b>

It is expected that students complete and submit all assignments for this course by the due dates listed in this syllabus (in the descriptions of each assignment and in the course schedule) and on Blackboard. Unless late work is properly communicated well in advance to the due date of the assignment, late work and/or make-up examinations will not be tolerated. Questions should be asked as soon as possible via email. This course may utilize extra credit if deemed appropriate by the instructor.

**The grading scale for this course is as follows:**

Letter Grade	Percentage	Points
A	95+	190-200
A-	90-94.9	180-189.9
B+	87-89.9	174-179.9
B	83-86.9	166-173.9
B-	80-82.9	160-165.9
C+	77-79.9	154-159.9
C	73-76.9	146-153.9
C-	70-72.9	140-145.9
D+	67-69.9	134-139.9
D	63-66.9	126-133.9
D-	60-62.9	120-125.9
F	<59.9	<119.9

### **Assessment of Student Learning Outcomes**

#### ***Assignments:***

#### ***1. Theory Assessment (10 points total; 5 points each)***

These assessments are graded on completion by the date and time that they are due. Students will take the same assessment at two different points in the semester to use as a guide and reflection of growth. After completion, students are asked to take a screenshot of their results and submit this file via Blackboard. The submission link can be found in the content folders that pertain to the week they are due (i.e., week one for the first; week fourteen for the second). The link for this assessment can be found on Blackboard and can also be accessed [here](#).

**Theory Assessment #1 – Due 1/28/2021 by 4:00 PM**

**Theory Assessment #2 – Due 4/28/2021 by 4:00 PM**

*This assignment meets CACREP Standard F5n*

#### ***2. Theory Reflections (130 points total; 10 points each)***

In 13 reflection journals at 10 points each, students will demonstrate their comprehension of the course content and provide their personal reflection on the material. Students are asked to engage in an insightful analysis of the content and reflect on how it connects to their view of

human nature and overall experience learning the material. Content addressed in these reflection journals can come from the textbook, assigned readings, lecture notes, or other resources approved by the instructor. The purpose of the reflection journal is to help you establish a firm understanding of the counseling theories and your responses to them prior to putting them into practice in a clinical or school setting. Students will also need to be prepared to implement their reflection journals in class to inform the in-class case conceptualization assignments. To achieve full credit for this assignment, students will need to follow the rubric below. Any missing or unclear elements will be subject to reduced points.

Students can expect this assignment to be between 1-2 pages long, not including the title page or reference page. While students mostly have creative freedom within these reflection journals, students must remain professional and treat the journals as an academic assignment. The instructor reserves the right to reject reflection journals that include derogatory remarks, statements indicative of harassment, content unrelated to the course objectives, and/or content that does not relate to the professional development of the student. Located in the *Rubrics and Templates* folder is a template that can be utilized for these theory reflections. For insight into how these will be graded, please reflect on the rubric below:

### Theory Reflections Rubric

Criteria	Points
Student provided a brief introduction to the theory (identified the key figure(s), identified goals of the theory, provided a brief background of its creation).	/2
Student clearly described the view of human nature held in this theoretical orientation and identified how this stance compares to that of their own view of human nature	/2
Student established clear pros and cons (strengths and limitations) of this theoretical orientation	/2
Student provided a clear overview of their personal takeaway for this theoretical orientation (What did you like about this theory? Could you see yourself using this theory? What was your favorite or least favorite part of this theory?)	/3
Student rated their likelihood to utilize this theory on a scale of 1 to 10.	/1
<b>Total</b>	<b>/10</b>

*This assignment meets CACREP Standards F5a, F5b, F5c, F5f, F5h, F5k, F5n, and C1b*

**The Theory Reflections are due weekly on Blackboard by the start of class (4:00 PM)**

### 3. *Therapeutic Alliance Paper (30 Points)*

In this assignment, students are asked to write a 5-7-page APA formatted paper that examines the importance of the therapeutic alliance in a counseling relationship. Students are asked to explore several components, including: the characteristics or behaviors that influence the counseling process, methods for maintaining positive therapeutic alliances with clients, how counselors are able to maintain awareness of their own biases (attitudes, values, beliefs, behaviors), and considerations regarding counseling individuals with different



worldviews and from diverse backgrounds. This paper requires at least 3 references. One reference can be the required text for this course. Additional resources can be the ACA Code of Ethics (2014), supplemental materials provided by this instructor, and/or any scholarly and peer reviewed source the student may find in their own research. Students are able to use pronouns such as “I” and “me” in this paper. Be sure to utilize citations anytime the work is not an original thought or is taken from a source.

**The Therapeutic Alliance Paper will be due on Thursday, 3/11/2021 by 4:00 PM via Blackboard.**

**Therapeutic Alliance Paper Rubric:**

Area of Assessment	Points Possible
<ul style="list-style-type: none"> <li>· APA format with cover page, page numbers, double-spaced, and references page with <b>at least 3 references</b></li> <li>· 5-7 pages in length (excluding the cover page and references page).</li> </ul>	/4
<ul style="list-style-type: none"> <li>· The student maintains clarity throughout the entire document (e.g., has a proper introduction and conclusion; clearly describes their intentions/points on the topics below)</li> </ul>	/4
<ul style="list-style-type: none"> <li>· The student provides an overview on the importance of therapeutic alliance in counseling and characteristics or behaviors that influence the counseling process</li> </ul>	/7
<ul style="list-style-type: none"> <li>· The student describes methods for maintaining a positive working relationship/alliance with clients throughout the counseling process</li> </ul>	/7
<ul style="list-style-type: none"> <li>· The student addresses how counselors are able to maintain awareness- and avoid imposing- their own values, attitudes, beliefs, and behaviors on clients. The student identifies personal biases that exist and how they plan to maintain awareness and sensitivity regarding working with individuals with different worldviews and from diverse backgrounds.</li> </ul>	/8
<b>Total</b>	<b>/30</b>

*This assignment meets CACREP Standards F5f, F5h, F5k, and F5n*

4. *Theoretical Orientation Paper (30 Points)*

In this assignment, students are asked to choose one counseling theory and write a 6-8-page APA formatted paper that examines how the students' view of human nature and counselor identity resonate with this theory. This paper should be written from the perspective that the student will be adopting this theoretical orientation in practice as a counselor. Students will analyze this theories' historical background (e.g., view of human nature, key concepts, key figures, counselor-client relationship, and goals), strengths and limitations, and multicultural and social justice implications. Students will also provide a personal reflection of their own view of human nature and counselor identity. Finally, students will analyze how the students' view of human nature and counselor identity compliments their chosen theoretical orientation. This paper requires at least 3 references. One reference can be the required text for this course. Additional resources can be the ACA Code of Ethics (2014), supplemental materials provided by this instructor, and/or any scholarly and peer reviewed source the

student may find in their own research. Students are able to use pronouns such as “I” and “me” in this paper. Be sure to utilize citations anytime the work is not an original thought or is taken from a source.

**The Theoretical Orientation Paper will be due on Thursday, 5/6/2021 by 4:00 PM via Blackboard.**

### Theoretical Orientation Paper Rubric:

Area of Assessment	Points Possible
<ul style="list-style-type: none"> <li>· APA format with cover page, page numbers, double-spaced, and references page with at least 3 references</li> <li>· 6-8 pages in length (excluding the cover page and references page).</li> </ul>	/4
<ul style="list-style-type: none"> <li>· The student maintains clarity throughout the entire document (e.g., has a proper introduction and conclusion; clearly describes their intentions/points on the topics below)</li> </ul>	/4
<ul style="list-style-type: none"> <li>· The student completed a thorough review of the literature covering the history of chosen theory including: key concepts, key figures, counselor-client relationship, and goals of the theory.</li> </ul>	/8
<ul style="list-style-type: none"> <li>· The student analyzed the strengths and limitations associated with selected theory, including multicultural and social justice implications.</li> </ul>	/7
<ul style="list-style-type: none"> <li>· The student addressed how their view of human nature and counselor identity compliments their chosen theoretical orientation.</li> </ul>	/7
<b>Total</b>	<b>/30</b>

*This assignment meets CACREP Standards F5a, F5f, F5n, and C1b*

### **Professional Disclosure Statement**

Taylor Nelson, MA, LPC, NCC is a graduate assistant and doctoral candidate at the University of Toledo. She earned her MA in Counselor Education with a Clinical Mental Health Counseling concentration in 2018 and her BA in Psychology in 2014 at the University of Toledo in Toledo, Ohio. Taylor’s research interests include inpatient psychiatric hospitalization, severe and persistent mental illness (SPMI), counselor continuity of care, and cultural competency in counseling. Taylor is further interested in leadership, advocacy, and professional development and has served in several roles in professional counseling organizations. Taylor has presented at several conferences hosted by professional organizations such as the Association for Assessment and Research in Counseling (AARC), the North Central Association for Counselor Education and Supervision (NCACES), and the Ohio Counseling Association (OCA). Taylor’s clinical work has included outpatient community mental health, inpatient acute psychiatric services, and private practice. This course, *Counseling Theories and Application*, has been one of Taylor’s favorite courses (both in the role of student and instructor). She is eager to engage in this material with all of the students and facilitate experiential learning and critical examinations of the approaches covered.



### Course Schedule Outline

*(The following is a tentative schedule that is subject to change)*

<b>Readings from main text due by class</b>		<b>Assignments due by date indicated</b>	
<b>Supplemental readings posted on Blackboard due by class</b>		<b>Guest Speaker</b>	
Week	Date	Topics & Readings	Assignments Due
1	Thurs. 1/21	<ul style="list-style-type: none"> <li>· Introduction and Syllabus Overview</li> <li>· <b>Neukrug Chapter 1:</b> Becoming an Effective Counselor and Psychotherapist</li> <li>· <b>Hackney &amp; Bernard Chapter 3 (BB):</b> The Essential Structure of Counseling</li> </ul>	<p><b>Theories Assessment #1</b></p> <p><b>Due on 1/28 by 4:00 PM</b></p>
2	Thurs. 1/28	<ul style="list-style-type: none"> <li>· Section 1: Psychodynamic Approaches</li> <li>· <b>Neukrug Chapter 2:</b> Psychoanalysis</li> <li>· <b>Hackney &amp; Bernard Chapter 4 (BB):</b> Initiating and Maintaining a Working Relationship</li> <li>· <b>Flasch et al.:</b> Experiences of Altruism in the Therapeutic Relationship: Perspectives of Counselors-in-Training and Their Clients</li> </ul>	<p><b>Theories Reflection #1</b></p> <p><b>Due on 1/28 by 4:00 PM</b></p>
3	Thurs. 2/4	<ul style="list-style-type: none"> <li>· Section 1: Psychodynamic Approaches</li> <li>· <b>Neukrug Chapter 3:</b> Jungian Therapy (Analytical Psychology)</li> <li>· <b>McCaulley:</b> Myers-Briggs Type Indicator a Bridge Between Counseling and Consulting</li> </ul>	<p><b>Theories Reflection #2</b></p> <p><b>Due on 2/4 by 4:00 PM</b></p>
4	Thurs. 2/11	<ul style="list-style-type: none"> <li>· Section 1: Psychodynamic Approaches</li> <li>· <b>Neukrug Chapter 4:</b> Adlerian Therapy (Individual Psychology)</li> <li>· <b>Belangee:</b> Individual Psychology: Relevant Techniques for Today's Counselor</li> </ul>	<p><b>Theories Reflection #3</b></p> <p><b>Due on 2/11 by 4:00 PM</b></p>
5	Thurs. 2/18	<ul style="list-style-type: none"> <li>· Section 2: Existential-Humanistic Approaches</li> <li>· <b>Neukrug Chapter 5:</b> Existential Therapy</li> <li>· <b>Frankl (BB):</b> Logotherapy in a Nutshell</li> </ul>	<p><b>Theories Reflection #4</b></p> <p><b>Due on 2/18 by 4:00 PM</b></p>
6	Thurs. 2/25	<ul style="list-style-type: none"> <li>· Section 2: Existential-Humanistic Approaches</li> <li>· <b>Neukrug Chapter 6:</b> Gestalt Therapy</li> <li>· <b>Wagner-Moore:</b> Gestalt Therapy: Past, Present, Theory, and Research</li> <li>· <b>Cohen:</b> Gestalt Therapy and Post-Traumatic Stress Disorder: The Irony and the Challenge</li> </ul>	<p><b>Theories Reflection #5</b></p> <p><b>Due on 2/25 by 4:00 PM</b></p>
7	Thurs. 3/4	<ul style="list-style-type: none"> <li>· Section 2: Existential-Humanistic Approaches</li> <li>· <b>Neukrug Chapter 7:</b> Person-Centered Counseling</li> <li>· <b>Zalaquett et al.:</b> The Rogerian Revolution</li> <li>· <b>Guest Speaker TBA</b></li> </ul>	<p><b>Theories Reflection #6</b></p> <p><b>Due on 3/4 by 4:00 PM</b></p>
8	Thurs. 3/11	<ul style="list-style-type: none"> <li>· Section 3: Cognitive-Behavioral Approaches</li> <li>· <b>Neukrug Chapter 8:</b> Behavioral Therapy</li> <li>· <b>Simonsen &amp; Meyers:</b> Functional Behavior Assessment</li> </ul>	<p><b>Theories Reflection #7 &amp; Therapeutic Alliance Paper</b></p>

		<ul style="list-style-type: none"> <li>• <b>Fulmer:</b> A History of Happiness: The Roots of Positive Psychology, Insight, and Clinical Applications from 2005 to 2015</li> </ul>	<b>Due on 3/11 by 4:00 PM</b>
<b>9</b>	Thurs. 3/18	<ul style="list-style-type: none"> <li>• Section 3: Cognitive-Behavioral Approaches</li> <li>• <b>Neukrug Chapter 9:</b> Rational-Emotive Behavioral Therapy</li> <li>• <b>Sarracino et al.:</b> When REBT Goes Difficult: Applying ABC-DEF to Personality Disorders</li> <li>• <b>Dr. Lena Salpietro, LPC</b></li> </ul>	<b>Theories Reflection #8</b>  <b>Due on 3/18 by 4:00 PM</b>
<b>10</b>	Thurs. 3/25	<ul style="list-style-type: none"> <li>• Section 3: Cognitive-Behavioral Approaches</li> <li>• <b>Neukrug Chapter 10:</b> Cognitive-Behavioral Therapy</li> <li>• <b>Crawford et al.:</b> Process Factors Associated with Improved Outcomes for CBT for Anxious Youth: Therapeutic Content, Alliance, and Therapist Actions</li> <li>• <b>Rizvi et al.:</b> An Overview of Dialectical Behavior Therapy for Professional Psychologists</li> </ul>	<b>Theories Reflection #9</b>  <b>Due on 3/25 by 4:00 PM</b>
<b>11</b>	Thurs. 4/1	<ul style="list-style-type: none"> <li>• Section 3: Cognitive-Behavioral Approaches</li> <li>• <b>Neukrug Chapter 11:</b> Reality Therapy (Choice Theory)</li> <li>• <b>Wubbolding:</b> The Power of Belonging</li> <li>• <b>Jim Thompson, LSW</b></li> </ul>	<b>Theories Reflection #10</b>  <b>Due on 4/1 by 4:00 PM</b>
<b>12</b>	Thurs. 4/8	<ul style="list-style-type: none"> <li>• Section 4: Postmodern Approaches</li> <li>• <b>Neukrug Chapter 12:</b> Narrative Therapy</li> <li>• <b>Murphy:</b> The Power of Story</li> </ul>	<b>Theories Reflection #11</b>  <b>Due on 4/8 by 4:00 PM</b>
<b>13</b>	Thurs. 4/15	<ul style="list-style-type: none"> <li>• Section 4: Postmodern Approaches</li> <li>• <b>Neukrug Chapter 13:</b> Solution-Focused Brief Therapy</li> <li>• <b>Murphy:</b> Keeping it Brief</li> </ul>	<b>Theories Reflection #12</b>  <b>Due on 4/15 by 4:00 PM</b>
<b>14</b>	Thurs. 4/22	<ul style="list-style-type: none"> <li>• Section 4: Postmodern Approaches</li> <li>• <b>Neukrug Chapter 14:</b> Relational-Cultural Therapy</li> <li>• <b>Hall et al.:</b> Military Culture and the Civilian Therapist: Using Relational-Cultural Theory to Promote the Therapeutic Alliance</li> <li>• <b>Black et al.:</b> The Impact of Shame on the Therapeutic Alliance and Intimate Relationships</li> <li>• <b>Hannah Tippett, LPC</b></li> </ul>	<b>Theories Reflection #13 &amp; Theories Assessment #2</b>  <b>Due on 4/22 by 4:00 PM</b>
<b>15</b>	Thurs. 4/29	<b>INSTRUCTIONAL BREAK – NO CLASS</b>	<b>No Assignments – Enjoy your break!</b>
<b>Final Week</b>	5/3-5/7	<b>FINALS WEEK – NO CLASS</b>	<b>Theoretical Orientation Paper</b>  <b>Due on 5/6 by 4:00 PM</b>