Course Syllabus

COU 5360 Counseling Theory and Practice
Spring 2018
Online

Instructor Information
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Office Hours: By appointment
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Course Description
A detailed examination of the major theoretical orientations associated with individual approaches to psychotherapy. Consideration will be given to Adlerian, behavioral, cognitive, humanistic, psychodynamic, and systematic approaches to intervention. Students will be expected to develop a coherent theoretical rationale for their therapeutic interventions.

Learning Outcomes
Upon completion of this course, students will demonstrate appropriate competency related to the following areas of the counseling profession based on an understanding of the following 2016 CACREP standards:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Core Category</th>
<th>Standard</th>
<th>Methods of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.F.2.a.</td>
<td>SOCIAL AND CULTURAL DIVERSITY</td>
<td>Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</td>
<td>Reading Reaction Papers Exams Integration Paper Class Participation</td>
</tr>
<tr>
<td>2.F.5.a.</td>
<td>COUNSELING AND HELPING RELATIONSHIPS</td>
<td>Theories and models of counseling</td>
<td>Reading Reaction Papers Exams Integration Paper Class Participation</td>
</tr>
<tr>
<td>2.F.5.b.</td>
<td>COUNSELING AND HELPING RELATIONSHIPS</td>
<td>A systems approach to conceptualizing clients</td>
<td>Reading Reaction Papers Exams Integration Paper Class Participation</td>
</tr>
<tr>
<td>2.F.5.e.</td>
<td>COUNSELING AND HELPING RELATIONSHIPS</td>
<td>The impact of technology on the counseling process</td>
<td>Reading Reaction Papers Exams Integration Paper Class Participation</td>
</tr>
<tr>
<td>2.F.5.f.</td>
<td>COUNSELING AND HELPING RELATIONSHIPS</td>
<td>Counselor characteristics and behaviors that influence the counseling process</td>
<td>Reading Reaction Papers Exams Integration Paper Class Participation</td>
</tr>
<tr>
<td>2.F.5.g.</td>
<td>COUNSELING AND HELPING RELATIONSHIPS</td>
<td>Essential interviewing, counseling, and case conceptualization skills</td>
<td>Reading Reaction Papers Exams Integration Paper Class Participation</td>
</tr>
<tr>
<td>2.F.5.j.</td>
<td>COUNSELING AND HELPING RELATIONSHIPS</td>
<td>Evidence-based counseling strategies and techniques for prevention and intervention</td>
<td>Reading Reaction Papers Exams Integration Paper Class Participation</td>
</tr>
</tbody>
</table>
### 2.F.5.n.
COUNSELING AND HELPING RELATIONSHIPS
Processes for aiding students in developing a personal model of counseling
- Reading Reaction Papers
- Exams
- Integration Paper
- Class Participation

### 2.F.8.b.
RESEARCH AND PROGRAM EVALUATION
Identification of evidence-based counseling practices
- Reading Reaction Papers
- Exams
- Integration Paper
- Class Participation

### 5.C.1.a.
FOUNDATIONS
History and development of clinical mental health counseling
- Reading Reaction Papers
- Exams
- Integration Paper
- Class Participation

### 5.C.1.b.
FOUNDATIONS
Theories and models related to clinical mental health counseling
- Reading Reaction Papers
- Exams
- Integration Paper
- Class Participation

### 5.C.2.j.
CONTEXTUAL DIMENSIONS
Cultural factors relevant to clinical mental health counseling
- Reading Reaction Papers
- Exams
- Integration Paper
- Class Participation

### Teaching Methodology
This course utilizes, but is not limited to, the following instructional methods: Discussions, didactic presentations, group discussions, student projects.

### Required Text and/or Materials


*All course textbooks can be purchased online through our Virtual Bookstore located at [http://chaplink.LCU.edu](http://chaplink.LCU.edu). Book buy back will occur for two days on campus at the end of each semester. An extended buy back time is available online also. For further questions, please call the LCU Chap Store at 720-7526.*

*Additional required reading material will be provided by the instructor on Moodle or face to face.*

### Recommended Readings


**Course Policies**

**Class Attendance and Participation**
Regular class attendance/online engagement is expected of each graduate student and is a professional responsibility. The classroom experience is considered an integral part of the institution’s educational program and experience. You are encouraged to access online courses 3 to 5 times per week. By doing so you will be able to actively participate in the Discussion Forums, complete your assignments and access announcements in a timely manner. On-campus students may be dropped from classes, at the discretion of the professor, due to excessive absences (i.e., three absences in courses meeting once per week and absences for athletic or school-related participation exceeding 25% of the class meetings and/or laboratory sessions). All absences are included. For elaboration of the absence policy, see the current catalog.

**Class Materials**
All materials provided in class or recordings of lectures are copyright protected by Lubbock Christian University and the professor. Your use of these materials beyond preparation for this course (i.e. publishing to a website, distribution to others, etc.) may constitute copyright infringement.

**Late Assignments**
All assignments are due on the dates indicated online within the course, except in the case of significant illness (doctor’s note required) or major family emergency. For late assignments, 5 points each day will be deducted with a limit of 3 days allowed. You need to notify the instructor as soon as possible about the emergency, so that I can arrange a mutually agreed upon time for completion of the assignment.

**Incompletes**
PR – In Progress, is given at the discretion of the instructor, if requested by the student. It is the responsibility of the student to see that a PR is removed. A PR cannot be permanently left on the transcript. Students have one semester to remove the PR grade, but with instructor and academic dean permission, the period may extend one additional semester. When a PR is not removed, or extended at the end of one semester, the registrar must change the grade to F.

**Tracking Grades**
Students are responsible for tracking their academic progress in this class throughout the semester. Therefore, students with questions about grades are encouraged to contact the instructor. Final grades will be posted on LCU Self-Serve at the conclusion of the semester.

**Department of Psychology and Counseling Writing Expectations**
Student in graduate courses should demonstrate graduate-level writing skills. Students are expected to write complete sentences, use appropriate grammar, and spell words correctly. If you have difficulty in this area the Lubbock Christian University Writing Center is available to you at http://lib.lcu.edu/UWC. The department also has an online writing coach. Graduate students in the Department of Psychology and Counseling may access the Online Writing Center (OWC) via their Moodle home page (http://moodle.lcu.edu). These are great resources for you to use as needed.

Students who do not demonstrate graduate level writing skills may:
1. Have their ungraded paper returned to rewrite and/or
2. Receive feedback which must be followed for improvement or
3. Receive an inadequate grade which may result in failure of the course.

Plagiarism is unacceptable and will result in failure in the course and possible dismissal from the program.

**Academic Integrity**
LCU Department of Psychology and Counseling follows the University policy for academic integrity including plagiarism. The Code of Academic Integrity can be found here at https://lcu.edu/resources/student-handbook/code-of-academic-integrity/.
Standards of Student Conduct
With the goal to create a community that is Christ-centered, the university has established expectations for student behavior. As a member of the LCU community, each student has the responsibility to become familiar with the expectations that reflect the high standards of the university’s mission. These values include, but are not limited to:
1. Respect for one’s self and others within the campus and in the community.
2. Respect for the legacy, mission, and community Lubbock Christian University strives to maintain.
3. Respect for all the laws set forth by the government at local, state, and federal levels.
4. Respect of policy, procedure, discipline, and authority implemented by the institution to effectively manage all university activity.
5. Respect for the diversity (personality, race, religion, etc.) of students, faculty and staff who inhabit the LCU community.
6. Willingness to embrace the need to hold others in the LCU community accountable to the Christian standards that reflect the university’s mission.
7. Ability to communicate effectively and appropriately with instructors, staff, clients, supervisors, and fellow classmates--both in person and by email. We believe it is imperative that a student graduating into the mental health profession know to communicate thoughtfully, appropriately, and with care.

All policies regarding student conduct are available in the University Student Handbook (https://lcu.edu/resources/student-handbook). These policies apply to all graduate students on or off campus, regardless of whether school is in session.

Library Resources
Library services for distance students are borrowing privileges, research and reference assistance, library instruction and interlibrary loan mediation.

Information about services for distance students, access into academic databases and other library resources is available through the Lubbock Christian Library Website at http://lib.lcu.edu/home

You can access research how to’s and support at the LCU library at http://lib.lcu.edu/c.php?g=659240&p=4628344

For further information on any aspect of library resources and access please call or write the Lubbock Christian Library at 806.720.7326 or library@lcu.edu.

Services for Students with Disabilities
Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Also, please contact the Disabilities Coordinator in the Office for Disability Services at 806.720.7156 in room 117 CAA to coordinate reasonable accommodations. Be advised accommodations will not be made prior to documentation with the Office of Disability Services.

All students are expected to fulfill essential course requirements. The University will not waive any essential skill or requirement of a course or degree program. You may find more information on Disability Services here at https://lcu.edu/resources/disability-services/.

Concerning Violence, Harassment or Stalking
Unlawful discrimination and harassment (and any related retaliation) is prohibited and will result in disciplinary action, up to and including dismissal or separation from the University. LCU affirms its commitment to protecting the right of each person to raise concerns about alleged discrimination free of fear of retaliation. The university will take prompt, decisive action to: investigate allegations of violence, harassment, and stalking; initiate the disciplinary process if appropriate; issue appropriate sanctions against any student found responsible for acts of violence whether the behavior occurred on campus or off campus; take steps designed to prevent recurrence; and protect against retaliation.
Students are encouraged to report any incidents related to this policy and pursue the matter through the state's civil and/or criminal systems as well as through the university. A student who in good faith reports being the victim of, or a witness to an incident of sexual harassment, sexual assault, dating violence, or stalking may not be subject to disciplinary action for violation(s) of the Code of Community Standards occurring at or near the time of the incident.

Pursuant to Title IX
Reports of sexual misconduct may be made to the Title IX Coordinator, Yvonne Harwood at 806.720.7497, yvonne.harwood@lcu.edu. For more information on what and who to report this information to see our webpage at https://lcu.edu/resources/title-ix/.

To schedule an appointment with the LCU Counseling Center, call 806.720.7158. If you prefer, you may also request an appointment via e-mail, sent directly to counseling@lcu.edu. The Center is located on the 2nd floor of the SUB, Room 202.

Assessment and Grading
The online course is divided into 8 weeks. For the online course, please follow the schedule as demonstrated on your current Moodle course schedule. The on-campus course is divided into 16 weeks.

I. Exams (45% of grade). There will be two exams over the reading and lecture materials. These exams may include true/false, multiple choice, and/or short answer questions. They will give you the opportunity to demonstrate your mastery of the counseling theories covered during that section of class. You will also acquire practice for the type of exam you will take to receive your license. The exams will be timed and you will be expected to take these exams without the use of your textbook. *If you do not take both exams, you will receive an F in this course.

II. Quizzes (15% of grade). Each week, for the first 7 weeks, there will be a quiz over the week’s reading posted in Moodle.

III. Reading Reaction Papers (15% of grade). The first goal of this course is to give you an in-depth understanding of the theories of counseling and have you retain it in detail. To this end, you will read one textbook. For each of the chapter readings each week you must journal your reactions in a way that: 1) demonstrates your understanding of the material, 2) demonstrates that you have critically analyzed and digested the material (e.g. personal reaction, personal life examples that represent ideas of the theorist, discussion of where you agree with theorist, personal critique of the material read), and 3) that you can boil it down to the most salient points.

Another way to look at this is to think about the most important points from each theory. So in a few months you can look at the page summary and refresh your memory about the theory. It will also be a guide as to what parts of the theory you may need to research further. See also the Grading Rubric for the Reading Reaction Papers below.

The reading reaction papers will be posted in each week’s discussion forum.

IV. Integration Paper (25% of grade). The second goal of this course is to equip the student to develop a coherent theoretical rationale for therapeutic interventions, otherwise known as integrating the counseling theories into a rational and useable whole. The integration paper will allow you to demonstrate how you have taken the material presented and integrate it into your own theory for the practice of counseling.

Using your selected theory or theories, you will include in this paper how you would address a potential client that has been diagnosed with moderate depression.

You will earn full credit by following the Integration Paper Rubric and by making sure your paper follows APA guidelines, i.e., it is double-spaced, uses correct grammar, spelling, sentence
structure, font size, margins. This includes title page, reference page and appropriate headings. Your grade will be based on these requirements.

An abstract page is NOT required. The paper should be at least 6 pages and no more than 8 pages, NOT including the title and reference page. The page length limitation is meant to challenge you to be succinct. See also the Grading Rubric for the Integration Paper below.

### Grading Criteria

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>45%</td>
</tr>
<tr>
<td>Quizzes (7)</td>
<td>15%</td>
</tr>
<tr>
<td>Reading Reaction Papers</td>
<td>15%</td>
</tr>
<tr>
<td>Integration Paper</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>F</td>
<td>69% and lower</td>
</tr>
</tbody>
</table>

### Reading Reaction Paper Rubric

<table>
<thead>
<tr>
<th>Component</th>
<th>Does Not Meet Expectations 0</th>
<th>Barely Acceptable 5</th>
<th>Meets Expectations 8</th>
<th>Exceeds Expectations 10</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
<td>No Summary or Abstract</td>
<td>Missing some of the Assigned content.</td>
<td>Presents an adequate handling of the assigned content.</td>
<td>Presents a thorough analysis and synthesis of the required content in a manner that goes beyond the minimum of what is expected.</td>
<td></td>
</tr>
<tr>
<td><strong>CONCRETE RESPONSE</strong></td>
<td>No Concrete Response</td>
<td>Missing some of the assigned content.</td>
<td>Presents an adequate handling of the assigned content.</td>
<td>Presents a thorough analysis and synthesis of the required content in a manner that goes beyond the minimum of what is expected.</td>
<td></td>
</tr>
<tr>
<td><strong>REFLECTION</strong></td>
<td>No reflection included.</td>
<td>Presents a poor Reflection and omits any attention to how the author could improve the material.</td>
<td>Presents an adequate Reflection and includes suggestions on how the material could be improved.</td>
<td>Presents an excellent Reflection and author suggestions and demonstrates higher level thinking.</td>
<td></td>
</tr>
</tbody>
</table>
**ACTION** - In one brief paragraph provide three action steps that describe what actions or changes you are going to make in your life and/or work resulting from your readings.

*The requirement of brevity of this paper is meant to challenge you to be succinct in your writing and to see if you comprehend the chapter.*

<table>
<thead>
<tr>
<th>ACTION</th>
<th>Unsatisfactory 10</th>
<th>Basic 15</th>
<th>Proficient 20</th>
<th>Distinguished 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Action steps.</td>
<td>Provided 2 or less action steps that are partially developed with action steps.</td>
<td>Provided 3 actions steps that are not fully developed with changes you plan on making or provided 2 action steps that are fully developed with action steps you are going to incorporate into your life/work as the result of the reading</td>
<td>Provided 3 action steps that fully describe the actions/changes you plan on making in your life or work as a result of this reading as well as how you will implement the changes.</td>
<td></td>
</tr>
</tbody>
</table>

**WRITING & FORMATTING**

<table>
<thead>
<tr>
<th>Writing Aspect</th>
<th>Unsatisfactory 10</th>
<th>Basic 15</th>
<th>Proficient 20</th>
<th>Distinguished 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple spelling, punctuation, grammatical and formatting errors. More than 5 per page.</td>
<td>Many spelling, punctuation, grammatical, or formatting errors. More than 3 per page.</td>
<td>Some spelling, punctuation, or grammatical, or formatting errors. Less than 3 per page.</td>
<td>Free of grammatical errors and formatted correctly.</td>
<td></td>
</tr>
</tbody>
</table>

**Total and comments**

Integrative Paper Rubric

<table>
<thead>
<tr>
<th>Writing Aspect</th>
<th>Unsatisfactory 10</th>
<th>Basic 15</th>
<th>Proficient 20</th>
<th>Distinguished 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets requirements of assignment</td>
<td>Incomplete, major points unclear, does not meet requirements of assignment</td>
<td>Minimum requirements for assignment met.</td>
<td>Content accurate and clearly articulated. Some major points are supported. Adequately addresses assignment.</td>
<td>Major points are clearly stated and well supported. Exceptional and creative. Goes over and above in meeting requirements of assignment. Demonstrates an excellent understanding of the integration of theories.</td>
</tr>
<tr>
<td>Integration of theories</td>
<td>Theories not integrated or discussed.</td>
<td>Inadequate integration of theory. Some points supported by resources.</td>
<td>Adequately integrates theories. Most major points are supported by theory and cited and referenced properly</td>
<td>Excellent integration of theoretical rationale and concepts. Well supported by research.</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------------</td>
<td>--------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td>Content</td>
<td>Content is incomplete. Major points are not clear and/or persuasive. Assignment was not adequately answered.</td>
<td>Content is not comprehensive or persuasive. Major points are addressed, but not well supported. Responses are inadequate or do not address assignment. Content is inconsistent with regard to purpose thought and clarity.</td>
<td>Accurate and persuasive. Major points are stated. Responses are adequate and address assignment. Content and purpose of assignment are clearly articulated.</td>
<td>Content is accurate and persuasive. Major points are stated. Responses are excellent and address assignment. Content and purpose of assignment are clearly articulated.</td>
</tr>
<tr>
<td>Writing Grammar and Mechanics APA Style, font, margins, headers, headings, citations and references.</td>
<td>APA Style not used, very poor writing skills</td>
<td>APA Style attempted. Incomplete sentences and run-ons. Lacks title page or references. Lacks appropriate headings. Some punctuation and grammar errors, more than 3 errors per page. Many spelling errors.</td>
<td>APA Style attempted with 3 or fewer errors. Title and reference pages present. Some headings. Good grasp of grammar with 3 or fewer errors. 3 or fewer spelling errors</td>
<td>Excellent APA Style. No formatting errors. Includes appropriate title page and references. Quotations correctly cited in text. Appropriate heading levels.</td>
</tr>
</tbody>
</table>
### Instructional and Outside Work Estimate

<table>
<thead>
<tr>
<th>Activity</th>
<th>Estimated time spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Assigned Reading – 1 Textbook and Supplemental Reading</td>
<td>45 hrs.</td>
</tr>
<tr>
<td>Exams</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>Exam Preparation</td>
<td>15 hrs.</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>15 hrs.</td>
</tr>
<tr>
<td>Reading Reaction Papers</td>
<td>10 hrs.</td>
</tr>
<tr>
<td>Integration Paper</td>
<td>20 hrs.</td>
</tr>
<tr>
<td>Class Participation</td>
<td>45 hrs.</td>
</tr>
<tr>
<td><strong>Total time spent</strong></td>
<td><strong>156 hrs.</strong></td>
</tr>
</tbody>
</table>

### Tentative Schedule and/or Due Dates

<table>
<thead>
<tr>
<th>Week/Topic</th>
<th>Readings</th>
<th>Assignments</th>
<th>CACREP Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Getting Started Folder</td>
<td>DQ: Introductions</td>
<td>2.F.5.a.</td>
</tr>
<tr>
<td></td>
<td>Sharf text Ch. 1</td>
<td>DQ 1: Reading Reaction 1</td>
<td>2.F.5.b.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>QUIZ 1 over Chapter 1 - Due Sunday midnight</td>
<td>2.F.5.e.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Begin Working on Integration Paper due week 7</td>
<td>2.F.5.f.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.F.5.g.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.F.5.j.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.F.5.n.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Continue Working on Integration Paper due week 7</td>
<td>5.C.1.a.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5.C.1.b</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5.C.2.j.</td>
</tr>
<tr>
<td>Week 2: Psychoanalysis and Jungian Therapy</td>
<td>Sharf text Ch. 2, 3</td>
<td>Review Power Point Presentations and Video</td>
<td>2.F.2.a.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DQ 2: Reading Reaction 2</td>
<td>2.F.5.a.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>QUIZ 2 over Chapters 2-3 - Due Sunday midnight</td>
<td>2.F.5.b.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Begin Working on Integration Paper due week 7</td>
<td>2.F.5.e.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.F.5.f.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Begin Working on Integration Paper due week 7</td>
<td>2.F.5.g.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Begin Working on Integration Paper due week 7</td>
<td>2.F.5.j.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Begin Working on Integration Paper due week 7</td>
<td>2.F.5.n.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Begin Working on Integration Paper due week 7</td>
<td>5.C.1.b</td>
</tr>
</tbody>
</table>

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| Week 4: Behavior and Rational Emotive Behavior Therapy | Sharf text Ch. 6, 7 | Review Power Point Presentations and Video  
DQ 4: Reading Reaction 4  
QUIZ 4 over Chapters 6 and 7 - Due Sunday midnight  
Assignment: Continue Working on Integration Paper due week 7 | 2.F.2.a.  
2.F.5.a.  
2.F.5.b.  
2.F.5.e.  
2.F.5.f.  
2.F.5.g.  
2.F.5.j.  
2.F.5.n.  
5.C.1.b  
5.C.2.j. |
| Week 5: Behavioral Therapy and Rational Emotive Behavior Therapy | Sharf Ch. 8, 9 | Review Power Point Presentations and Video  
DQ 5: Reading Reaction 5  
QUIZ 5 over Chapters 8 and 9 - Due Sunday midnight  
Assignment: Continue Working on Integration Paper due Week 7 | 2.F.2.a.  
2.F.5.a.  
2.F.5.b.  
2.F.5.e.  
2.F.5.f.  
2.F.5.g.  
2.F.5.j.  
2.F.5.n.  
5.C.1.b  
5.C.2.j. |
| Week 6: Cognitive and Reality Therapy | Sharf text Ch. 10, 11 | Review Power Point Presentations and Video  
DQ 6: Reading Reaction 6  
QUIZ 6 over Chapters 10 and 11 - Due Sunday midnight  
Assignment: Continue Working on Integration Paper due Week 7 | 2.F.2.a.  
2.F.5.a.  
2.F.5.b.  
2.F.5.e.  
2.F.5.f.  
2.F.5.g.  
2.F.5.j.  
2.F.5.n.  
5.C.1.b  
5.C.2.j. |
| Week 7: Constructivist (Solution Focused and Narrative) | Sharf text Ch. 12 | Review Power Point Presentations and Video  
DQ 7: Reading Reaction 7  
QUIZ 7 over Chapter 12 - Due Sunday midnight  
Assignment: Integration Paper Due | 2.F.2.a.  
2.F.5.a.  
2.F.5.b.  
2.F.5.e.  
2.F.5.f.  
2.F.5.g.  
2.F.5.j.  
2.F.5.n.  
5.C.1.b  
5.C.2.j. |
| Week 8: Feminist Therapy: A Multicultural Approach | Sharf text Ch. 14 | Review Power Point Presentations and Video  
DQ 8: Reading Reaction 8  
QUIZ 8 over material covered in weeks 5-8  
EXAM 2 over material covered in weeks 5-8  
WEEK 8 ASSIGNMENTS DUE ON FRIDAY NIGHT! | 2.F.2.a.  
2.F.5.a.  
2.F.5.b.  
2.F.5.e.  
2.F.5.f.  
2.F.5.g.  
2.F.5.j.  
2.F.5.n.  
5.C.1.b  
5.C.2.j. |