



ROSEMONT COLLEGE  
1400 MONTGOMERY AVENUE  
ROSEMONT, PA 19010

<b><u>Course Title:</u></b>	<b>Counseling Theory and Practice</b>
<b><u>Course Number:</u></b>	CNS 5999
<b><u>Course Date:</u></b>	Fall 2022
<b><u>Course Meeting Times:</u></b>	Mondays, 5:15 PM – 7:15 PM
<b><u>Course Location:</u></b>	
<b><u>Course Designation:</u></b>	Level 1 Course (Required for Clinical Mental Health Counseling and School Counseling Program)
<b><u>Semester Hours:</u></b>	3
<b><u>Prerequisites:</u></b>	None
<b><u>Limitation on Enrollment:</u></b>	18

**Instructor:**  
**Email:**  
**Phone:** Office:  
**Office:** Good Counsel Hall  
**Office Hours:**

**Course Description:** The course provides an overview of the field of counseling with emphasis on understanding the nature and stages of counseling as well as the counselor's role in individual and group work. Major counseling theories and the techniques associated with the theoretical approaches are presented. Awareness of professional organizations and scholarly work is highlighted.

**Rosemont Mission Statement:** Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society. Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the educational principles of Cornelia Connelly and the Society of the Holy Child Jesus to meet the needs of the time. Rosemont College values trust in and reverence for the dignity of each person, diversity with a commitment to building an intercultural community, persistence and courage in promoting justice with compassion, and care for the Earth as our common home.

**Professional Performance Evaluation:** Rosemont College has identified five professional dispositions that relate to the goals of the Graduate Counseling program. Faculty members will evaluate each student on their professional dispositions during each course at the conclusion of the semester using the Professional Performance Evaluation Form.

1. **Flexibility/Openness:** Open willingness to different perspectives; Flexible to new demands, the environment, and accept necessary changes; Search for peer opinions, accept constructive feedback, and incorporate feedback from peers
2. **Collaboration:** Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism; Reach consensus, initiate compromise, and show concern for group goals; Invite feedback, incorporate supervisory feedback, and give feedback
3. **Awareness:** Awareness of own impact on others; Ability to deal with conflict; ability to express feelings effectively and appropriately; Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.
4. **Initiative and Motivation:** Met or exceed all of the class requirements, showed creativity; Adhere to school and SPGS policies; Proficient graduate level oral and written skills
5. **Responsibility:** Maintain professional boundaries, sensitive to diversity, safeguard confidentiality, Dedication to Counseling Profession; Attend and adhere to Ethical Standards

This syllabus is provided to you as a means of conveying what you should expect from this course. It outlines the responsibilities of the instructor in conducting the class – the course content, planned scheduled of classes and assignments, grade components, and method(s) of

grading. It also outlines your responsibilities as a part of this class. By remaining in this class, you indicate your acceptance of your responsibilities as a student and agree to the terms specified in the syllabus.

**Note:** The instructor reserves the right to adjust the course schedule and content during the semester in order to accurately reflect the progress being made by the class. This may result in modifications to assignment and exam due dates and/or course content.

## **I. Student Learning Outcomes**

Upon completion of this course, students will be able to:

- A. Understand the nature of individual and group counseling and comprehend the various roles (social, emotional, and personal) of the counselor and client within the therapeutic relationship.
- B. Examine and assess influential factors that impact the therapeutic relationship from a multicultural perspective to increase self and other awareness and engage in ethical counseling practices.
- C. Identify characteristics and concepts of various theoretical approaches to distinguish between approaches and develop a personal theoretical framework.
- D. Apply theoretical practices to conceptualize a client case through the lenses of various theoretical approaches to gain insight into effective approaches with multicultural populations.
- E. Research and critique thoughts and considerations within current literature on various theoretical approaches and their effectiveness with clients experiencing various mental health needs.
- F. Evaluate the appropriate use of various assessments and inventories for the purpose of intervention and treatment for mental health disorders.
- G. Discuss legal and ethical considerations within the therapeutic relationship to implement appropriate and effective services to clients in diverse settings.

## **II. Course Content**

- A. The counseling process and the role of the counselor

1. Benefits of counseling
    - a. Therapeutic relationship
    - b. Hope and expectancy of the client
    - c. Extra-therapeutic factors
  2. Counselor/Client relationship
    - a. Theoretical approaches to the Counselor/Client therapeutic relationship
- B. Values and ethical practices
1. Values
    - a. Respect for other people's values
    - b. When clients and counselors have different values
  2. Ethical practices
    - a. Dual relationships
    - b. Informed consent
    - c. Bartering/Accepting gifts
    - d. Termination
    - e. Ethical Scenarios
- C. Stages of counseling
1. Building the therapeutic relationship
    - a. Telling the story
    - b. Verbal and non-verbal techniques to build a trusting rapport
    - c. Active listening
  2. In-depth exploration
    - a. Gaining insight
    - b. Feedback
    - c. Interpretation
  3. Action stage
    - a. Formula for change
    - b. Termination
- D. Theoretical approaches
- a. Psychoanalytic

- b. Psychodynamic
- c. Adlerian
- d. Humanistic
  - i. Person-centered
  - ii. Existential
  - iii. Gestalt
- e. Behavioral
- f. Cognitive
  - i. Cognitive-Behavioral therapy
- g. Rational Emotive Behavior Therapy (REBT)
- h. Reality
- i. Solution Focused
- j. Narrative
- k. Feminist

### III. Methods of Instruction

- A. Lecture and classroom discussion
- B. Assigned readings
- C. Role-plays and observation
- D. Audio-visual presentations
- E. Case studies

### IV. Methods of Assessment

Assessment	Points	Week Due:
A.) Synchronous Participation and Case Conceptualizations	10-Points	Weekly
B.) Asynchronous Class Participation and Chapter Case Studies	10-Points	7 Weeks
C.) Article Presentation	20-Points	Week 9
D.) Midterm Examination	20-Points	Week 7
E.) Final Examination	20-Points	Week 14
F.) Final Paper	20-Points	Week 13

<b>Total</b>	<b>100-Points</b>	
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**A. Synchronous Class Participation and Case Conceptualizations:**

Attendance and appropriate participation are required as part of professional responsibilities. Students are expected to demonstrate(a) the professional dispositions of the Graduate Counseling program, (b) engage in ethical behavior as defined by the American Counseling Association *Code of Ethics*, and (c) Rosemont's Academic Integrity policy. Students are responsible for coming to class prepared to discuss readings, make positive contributions to class discussions/activities, and be respectful of others. Below professional expectations may result in a 5% grade reduction and significantly below may result in a 10% reduction and a dispositions discussion with your academic advisor. Grades in this area will be determined by:

- Prompt arrival to class and regular attendance. Absences should be discussed in advance with the instructor.
- Engagement in discussions and class activities. Contributions reflect careful preparation for class and space for other students to participate.
- Being attentive and respectful towards others when not contributing directly.
- Demonstration of ethical integrity and adherence to the ACA Code of Ethics.
- No concerns regarding academic integrity.
- For hybrid courses: students may only utilize the Zoom link if they are on the opposite campus of the professor.

**Case Conceptualizations:** Throughout the semester various theoretical approaches will be reviewed. At the conclusion of many of these class sessions, a case study will be presented to apply your understanding of theory through a case conceptualization. Your attendance for all class sessions is strongly encouraged for the course. Full participation and engagement with peers on case conceptualization will be counted towards your final grade for the course.

**Student Learning Outcomes:** A-G

**Total Points:** 10-Points

**B. Asynchronous Class Participation and Chapter Case Studies:**

After reading each chapter, students will review the case study through the lens of the identified theoretical orientation. Students will then answer the questions in the Canvas discussion post.

**Total Points:** = 10-Points

**Student Learning Outcomes:** A - F

- C. **Article Review:** Understanding various theoretical approaches is imperative to this course. Being able to determine what theoretical approach may prove to be more effective with specific demographics is equally as important. The article review requires that students identify and read a scholarly article that analyzes the effectiveness or ineffectiveness of a specific counseling theory with a specific demographic of individuals, i.e. race, ethnicity, disability status, age, spirituality, etc. Students will present their findings within an oral presentation during one class session. This assignment will require the following:

- Title of the article and author(s)
- Name of the scholarly journal
- Counseling theory being reviewed
- Key concepts addressed in the article
- Personal critique of the article
- APA formatting

**Student Learning Outcomes:** B, C, E, G

**Total Points:** 20-Points

- D. **Midterm Examination:** A midterm exam in a mostly short answer format will be given at the halfway point of the semester and will focus on the topics covered in the first half of class. A midterm review will be conducted two weeks before the midterm date so that students have an understanding of what to expect.

**Student Learning Outcomes:** A-G

**Total Points:** 20-Points

- E. **Final Examination:** A non-cumulative final exam in a mostly short answer format will be given at the end of the semester and will focus on the topics covered in the second half of class. A final exam review will be conducted two weeks before the final exam date so that students have an understanding of what to expect.

**Student Learning Outcomes:** A-G

**Total Points:** 20-Points

- F. **Final Paper:** A final paper will be due on the second to last night of class. The theme of the paper is “Your personal orientation to counseling.” Students will write a 5-7 page final paper using APA formatting that discusses which theories of counseling resonate most. A hand-out will be provided describing in detail what is expected. A rubric for the final paper will be provided. Please consider using information gathered from the assessment on your theoretical orientation.

**Student Learning Outcomes:** A, B, C, G

**Total Points:** 20-Points

## V. **Final Grade Scale**

**Note:** All students in the Graduate Counseling Program **MUST** receive a grade of **“B” or higher**. If a student fails to do so, **he or she must repeat the course before continuing in the program.**

Please see the SGPS Academic Catalog or Graduate Counseling Student Handbook for additional information about course grades and academic integrity:

[SGPS Academic Catalog](#)

[Graduate Counseling Student Handbook](#)

A	100 – 93
A-	90 – 92
B+	87 – 89
B	83 – 86
*B-	80 – 82
*C+	77 – 79
*C	73 – 76
*C-	70 – 72
*F	70 and Below

Students are responsible to become familiar with and will be held accountable for the information on the following topics that can be found within the Academic Catalog.

**Attendance Policy:** Timely, consistent attendance in class has been shown to have a direct correlation to student performance. Missing classes causes students to fall behind in the course material. The policy for this class is that undocumented absences and tardy attendance are unacceptable. Absences are permitted only in cases of illness or other legitimate causes (family emergency, death in the family, etc.). Official notice that a student has presented documentation for an absence is sent from the Office of the Dean of Students to faculty on a timely basis. In cases of a documented absence from a class, the student has both the opportunity and responsibility to make up all class work missed.

Students are allowed documented absences equivalent to one week of classes for any course in which they are enrolled. This amounts to three absences for a class that meets on MWF schedule, two classes for courses meeting either on a TR or MW schedule, and one class for labs and classes that meet only once a week. Absences are counted from the first day of class.

Entering the class late or leaving the room during class interrupts the classwork in progress and is disruptive to the learning process for students who are trying to learn. Class attendance is required, and roll is taken each period. Serious tardiness may result in a failure of the course.

**Academic Integrity:** Academic integrity is important to the intellectual climate at Rosemont College. Violations of academic integrity cannot be tolerated and may result in the student's failure in a course and/or suspension or expulsion from Rosemont College. Academic dishonesty includes but is not limited to: plagiarism; fabrication of data, information, or citations; multiple submissions of the same work in different courses; and cheating on exams or assignments. Cheating of any kind WILL result in a zero on the work in question and a letter grade reduction in the course grade after the student's grade is calculated using the zero on the work in question. At the instructor's discretion, it may also result in failing the course and/or reporting of the incident to the administration for further action.

**Class Assignments:** Assignments that are not completed by the stated deadline will not be accepted, unless prior arrangements are made with the instructor. Such circumstances must be supported by written documentation from an acceptable third party.

**Communications:** Changes in schedules, assignments, guidance, etc. will be communicated only to your Rosemont e-mail address. E-mail is the preferred way to communicate with the instructor and must be sent to the e-mail address listed on the front of this syllabus.

**Disability Statement:** If you have been approved for accommodations under ADA/504, please speak with the professor outside of class so that it is certain that all accommodations are provided promptly and completely. If you have not yet been approved for accommodations under ADA/504, but believe you might be entitled to them, please contact the Dean of Students

in the Student Life Office at extension 2400 immediately. It would also be wise to speak with your professor, since temporary arrangements may be made under certain circumstances.

**Student Concerns:** Students who have any course-related concerns should talk directly with their faculty member prior to the next class meeting. If a mutually acceptable resolution cannot be achieved, the student is advised to follow the procedures outlined in the appropriate Student Handbook.

**Cell Phone Use:** In order to be able to receive campus-wide safety or weather alerts, cell phones may be left on vibrate only during class. Absent prior permission from the instructor, students may not acknowledge other messages or phone calls nor may they ever send or received text messages during class. Please keep your phone hidden from the class and on vibrate only. Cell phones should not be used for internet purposes unless related to class assignments and instruction.

**Use of Laptops or Other Electronic Devices:** The use of personal laptops and other electronic devices during class sessions is strongly encouraged for the purposes of researching course material and engaging in classroom discussion. Students should not use their personal laptops for any other purposes during any class session. Failure to abide by this policy may impact your final grade.

**Recording Lectures:** Neither video nor audio recording may be made of any lecture in this course without the express consent of the instructor.

**Inclement Weather:** The Rosemont “snow number” is Montgomery County 342. Announcements of closings are also posted on the website and placed on the main college number, 610-527-0200. Students are encouraged to register their cell phone or email address to e2Campus on the iWay for cancellation notices.

**Course Website:** Information for this course, including, but not limited to, an electronic copy of this syllabus, is available through the course website located in the Rosemont College online learning portal (Canvas) located at <https://rosemont.instructure.com/login/canvas>. See your instructor if you have questions about accessing the course website.

**Submitting Papers Electronically:** Writing assignments for this course are to be submitted electronically via the course website.

**Rosemont College 2022 - 2023 Graduate Academic Calendar:**

<https://www.rosemont.edu/academics/registrar/2022-2023-academic-calendar.pdf>

**VI. Required Text:**

Neukrug, E. (2022). *Counseling Theory and Practice* (3<sup>rd</sup> ed.). Cognella Academic Publishing.

## VII. Tentative Course Schedule

Date	Topics/Activities	Assignments Due
Week 1: 08/29/2022	<b>Introduction: Becoming an Effective Counselor and Psychotherapist</b>	<b>Chapters 1</b>
Week 2: 09/05/2022	<b>Labor Day: Asynchronous Class</b>  <b>Multicultural Lens ADDRESSING Model Relational-Cultural Therapy</b>	<b>Chapter 14</b>
Week 3: 09/12/2022	<b>Psychoanalysis</b>	<b>Chapter 2; Asynchronous Class Participation and Chapter Case Studies</b>
Week 4: 09/19/2022	<b>Analytical Therapy (Jungian Therapy)</b>	<b>Chapter 3; Asynchronous Class Participation and Chapter Case Studies</b>
Week 5: 09/26/2022	<b>Individual Psychology (Adlerian Therapy)</b>	<b>Chapter 4; Asynchronous Class Participation and Chapter Case Studies</b>
Week 6: 10/03/2022	<b>Existential Therapy Gestalt Therapy</b>	<b>Chapters 5 &amp; 6; Asynchronous Class Participation and Chapter Case Studies</b>
Week 7: 10/10/2022	<b>Person-centered</b>	<b>Chapter 7; Midterm Examination</b>
10/17/22	<b>Fall Break</b>	
Week 8: 10/24/2022	<b>Behavior therapy Rational Emotive Behavioral Therapy</b>	<b>Chapters 8 &amp; 9; Asynchronous Class Participation and Chapter Case Studies</b>
Week 9: 10/31/2022	<b>Cognitive Behavioral Therapy</b>	<b>Chapters 10; Article Review</b>
Week 10: 11/07/2022	<b>Reality Therapy</b>	<b>Chapter 11; Asynchronous Class Participation and Chapter Case Studies</b>

Week 11: 11/14/2022	<b>Narrative Therapy</b>	<b>Corey Chapter 12; Final Paper Prep; Asynchronous Class Participation and Chapter Case Studies</b>
Week 12: 11/21/2022	<b>Thanksgiving Week: Optional Asynchronous Class</b>  <b>Solution Focused Brief Therapy</b>	<b>Chapter 13; Final Paper and Final Exam Prep</b>
Week 13: 11/28/2022	<b>Adaptations, Spinoffs, and New Directions of Counseling Theories</b>	<b>Chapter 15; Final Paper Submission</b>
Week 14: 12/05/2022	<b>Consultation on exam and paper</b>	<b>Final Examination</b>

## VIII. Bibliography

### A. Print Resources

American Counseling Association. (2014). 2015 Code of Ethics. Retrieved from

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Carr, E. R., & McKernan, L. C. (2015). "Keep your chin up": Treating male veterans with posttraumatic stress disorder from an integrative feminist theoretical perspective.

*Journal of Psychotherapy Integration*, 25(4), 253-266. doi:10.1037/a0039577.

Colville, G. A. (2017). Narrative exposure therapy with parents who have been traumatized in pediatric settings: A case series. *Clinical Practice in Pediatric Psychology*, 5(2), 161-169. doi:10.1037/cpp0000187.

Corey, G. (2009). *Theory and practice of group counseling*. Pacific Grove, CA: Brooks/Cole.

Demanchick, S. P., Cochran, N. H., Cochran, J. L. (2003). Person-centered play therapy for adults with developmental disabilities. *International Journal of Play Therapy*, 12(1), 47- 65. doi:10.1037/h0088871.

- Hoffman, L., & Cleare-Hoffman, H. P. (2011). Existential therapy and emotions: Lessons from cross-cultural exchange. *The Humanistic Psychologist, 39*(3), 261-267. doi:10.1080/08873267.2011.594342.
- Leibovich, L. & Zilcha-Mano, S. (2017). Integration and clinical demonstration of active ingredients of short-term psychodynamic therapy for depression. *Journal of Psychotherapy Integration, 27*(1), 93-106. doi:10.1037/int0000043.
- Meany-Walen, K. K., & Teeling, S. (2016). Adlerian play therapy with students with externalizing behaviors and poor social skills. *International Journal of Play Therapy, 25*(2), 64-77. doi:10.1037/pla0000022.
- Szentagotai, A., David, D., Lupu, V., & Cosman, D. (2008). Rational emotive behavior therapy versus cognitive therapy versus pharmacotherapy in the treatment of major depressive disorder: Mechanisms of change analysis. *Psychotherapy, Theory, Research, Practice, Training, 45*(4), 523-538. doi:10.1037/a0014332.
- Taylor, D. J., & Dietch, J. R. (2018). Integration of cognitive behavioral therapy for insomnia. *Journal of Psychotherapy Integration, 28*(3), 269-274. doi:10.1037/int0000133.
- Wagner-Moore, L. E. (2004). Gestalt therapy: Past, present, theory, and research. *Psychotherapy, Theory, Research, Practice, Training, 41*(2), 180-189. doi:10.1037/0033-3204.41.2.180.
- Webster, G. (2018). Psychoanalytic complexity theory: An application to the treatment of child sexual offenders. *Psychoanalytic Psychology, 35*(1), 83-92. doi:10.1037/pap0000120.

### **B. Non-Print Resources**

American Counseling Association (ACA): <http://www.counseling.org>

American School Counselor Association: <https://www.schoolcounselor.org/>

Council for Accreditation of Counseling and Related Education Programs (CACREP): [www.cacrep.org](http://www.cacrep.org)

National Board of Certified Counselors (NBCC): [www.nbcc.org](http://www.nbcc.org)

Therapeutic Approaches Overview and Videos: <https://www.psychotherapy.net/>

**IX. CACREP Standards-Assessment-Student Learning Outcomes Crosswalk**

2016 CACREP Standard	Assessment	Student Learning Outcome
History and philosophy of the counseling profession and its specialty areas ( <b>1a. Professional Counseling Orientation and Ethical Practice</b> ).	Asynchronous Class Participation & Chapter Case Studies, Midterm Exam & Final Exam	(A) (C)
The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation ( <b>1b. Professional Counseling Orientation and Ethical Practice</b> ).	Midterm Exam & Final Exam	(A) (E) (G)
Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams ( <b>1c. Professional Counseling Orientation and Ethical Practice</b> ).	Midterm Exam & Final Exam	(A) (G)
The role and process of the professional counselor advocating on behalf of the profession ( <b>1d. Professional Counseling Orientation and Ethical Practice</b> ).	Midterm Exam & Final Exam	(A) (E) (G)
Ethical standards of professional counseling organization and credentialing bodies and applications of ethical and legal considerations in professional counseling ( <b>1i. Professional Counseling Orientation and Ethical Practice</b> ).	Midterm Exam & Final Exam	(G)
Technology's impact on the counseling profession ( <b>1j. Professional Counseling Orientation and Ethical Practice</b> ).	Midterm Exam & Final Exam	(G)
Strategies for personal and professional self-evaluation and implications for practice ( <b>1k. Professional Counseling Orientation and Ethical Practice</b> ).	Final Paper	(C) (F) (G)
Self-care strategies appropriate to the counselor role ( <b>1l. Professional</b>	Midterm Exam & Final Exam	(G)

<b>Counseling Orientation and Ethical Practice).</b>		
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally <b>(2a. Social and Cultural Diversity).</b>	Asynchronous Class Participation & Chapter Case Studies, Article Review, Synchronous Participation & Case Conceptualization	<b>(B) (D)</b>
The impact of heritage, attitudes, beliefs, understandings and acculturative experiences on an individual's view of others <b>(2d Social and Cultural Diversity)</b>	Article Review, Synchronous Participation and Case Conceptualization	<b>(B) (D)</b>
The effects of power and privilege for counselors and clients <b>(2e. Social and Cultural Diversity)</b>	Asynchronous Class Participation & Chapter Case Studies, Article Review, Synchronous Participation & Case Conceptualization	<b>(B) (D) (G)</b>
Help-seeking behaviors of diverse clients <b>(2f. Social and Cultural Diversity)</b>	Asynchronous Class Participation & Chapter Case Studies, Article Review, Synchronous Participation & Case Conceptualization	<b>(B) (D) (E)</b>
The impact of spiritual beliefs on clients' and counselors' worldviews <b>(2g. Social and Cultural Diversity)</b>	Article Review, Synchronous Participation & Case Conceptualization	<b>(B) (D)</b>
A general framework for understanding differing abilities and strategies for differentiated interventions <b>(3h. Human Growth and Development).</b>	Asynchronous Class Participation & Chapter Case Studies, Synchronous Participation & Case Conceptualization	<b>(A) (D) (E)</b>
Theories and models of counseling <b>(5a. Counseling and Helping Relationships).</b>	Asynchronous Class Participation & Chapter Case Studies, Synchronous Participation & Case Conceptualization, Article Review, Midterm Exam, Final Exam, & Final Paper	<b>(C)</b>
A systems approach to conceptualizing clients <b>(5b. Counseling and Helping Relationships)</b>	Asynchronous Class Participation & Chapter Case Studies, Synchronous Participation	<b>(D)</b>

	& Case Conceptualization & Article Review	
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships ( <b>5d. Counseling and Helping Relationships</b> )	Asynchronous Class Participation & Chapter Case Studies, Synchronous Participation & Case Conceptualization & Article Review	<b>(B) (F) (G)</b>
The impact of technology on the counseling process ( <b>5e. Counseling and Helping Relationships</b> )	Midterm Exam & Final Exam	<b>(F) (G)</b>
Counselor characteristics and behaviors that influence the counseling process ( <b>5f. Counseling and Helping Relationships</b> )	Asynchronous Class Participation & Chapter Case Studies, Final Paper	<b>(B) (E) (G)</b>
Essential interviewing, counseling, and case conceptualization skills ( <b>5g. Counseling and Helping Relationships</b> )	Synchronous Participation & Case Conceptualization	<b>(D) (F)</b>
Developmentally relevant counseling treatment or intervention plans ( <b>5h. Counseling and Helping Relationships</b> )	Asynchronous Class Participation & Chapter Case Studies, Synchronous Participation & Case Conceptualization	<b>(D) (F) (G)</b>
Evidence-based counseling strategies and techniques for prevention and intervention ( <b>5j. Counseling and Helping Relationships</b> )	Asynchronous Class Participation & Chapter Case Studies, Synchronous Participation & Case Conceptualization, Article Review, Midterm Exam, Final Exam, & Final Paper	<b>(D) (E) (F) (G)</b>
Processes for aiding students in developing a personal model of counseling ( <b>5n. Counseling and Helping Relationships</b> )	Asynchronous Class Participation & Chapter Case Studies, Final Paper	<b>(C)</b>
Use of assessments for diagnostic and intervention planning purposes ( <b>7e. Assessment and Testing.</b> )	Asynchronous Class Participation & Chapter Case Studies, Synchronous Participation & Conceptualization, Midterm & Final Exam	<b>(A) (E) (F)</b>

<b>Section 5: Entry-Level Specialty Areas Clinical Mental Health Counseling</b>	<b>Assessment</b>	<b>Student Learning Outcome</b>
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Theories and models related to clinical mental health counseling ( <b>C. 1. Foundations b.)</b>	Asynchronous Class Participation & Chapter Case Studies, Synchronous Participation & Case Conceptualization, Article Review, Midterm Exam, Final Exam, & Final Paper	(C)
Cultural factors relevant to clinical mental health counseling ( <b>C. 2. Contextual Dimensions j.)</b>	Asynchronous Class Participation & Chapter Case Studies, Synchronous Participation & Case Conceptualization & Article Review	(B) (G)
Techniques and interventions for prevention and treatment of a broad range of mental health issues ( <b>C. 3. Practice b.)</b>	Asynchronous Class Participation & Chapter Case Studies, Synchronous Participation & Case Conceptualization & Article Review	(C) (D) (E) (F)

<b>Section 5: Entry-Level Specialty Areas</b> <b>School Counseling</b>	<b>Assessment</b>	<b>Student Learning Outcome</b>
Use of developmentally appropriate career counseling interventions and assessments ( <b>G. 3. Practice e.)</b>	Synchronous Participation & Case Conceptualization & Article Review	(A) (D) (E) (F) (G)
Techniques of personal/social counseling in school settings ( <b>G. 3. Practice f.)</b>	Synchronous Participation & Case Conceptualization, Article Review, Midterm Exam, Final Exam, & Final Paper	(C) (D) (G)