



**Counsellor Education Program: Master of Counselling**

**CAAP 6601: Blended**

Theories of Counselling and their Application to Client  
Change

**COURSE OUTLINE**

**Summer Semester: May-July 2018**

**Instructor:** Dr. Sandra Dixon  
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Meetings may be scheduled by appointment and may occur face-to-face, via telephone, or webconference. Please email the instructor in advance to set up an appointment.

I am best contacted by email. **Please preface the Subject Line of all emails with CAAP 6601\_Sum2018.** I will respond to emails within the regular work week (9-5, M-F). If the issue is urgent, please write **URGENT** in the subject line. \***Email response time:** Please expect up to 48 hours turnaround time for email responses. Please resend your message if you have not received a reply in this timeframe as I may not have received it.

***NOTE: I will NOT be checking emails on Sunday. Consider this your day for self-care and rest (if you so choose).***

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**Calendar Description (credit hours 3.0)**

Students are engaged in a critical evaluation of a range of contemporary counselling theories and they will begin to develop a description of their own emerging theory.

**Term:** Summer Term 2018;  
**Contact hours/week:** Blended format  
**Credit Hours:** 3.0 – Graduate Studies

**Course Overview**

**Please note:** Guided by the College of Alberta Psychologists' Intervention and Consultation section 3.1.4., this course will cover relevant issues that relate to theories/practice of intervention (e.g., behavioural, cognitive; cognitive-behavioural approaches; humanistic approaches; psychoeducation; time-limited/brief therapy)."

College of Alberta Psychologists. (2013). *Criteria for evaluating academic credentials for registration as a psychologist in Alberta*. Retrieved from <http://www.cap.ab.ca/>

**Expectations for the Course**

This **39 hours** course is taught in a blended format (9 online lessons and 4 face-to-face lessons during the Summer Institute). Many of our readings, lessons, and activities will happen via the online world. The pre-

summer institute component consists of nine (9) units and will provide the groundwork necessary for success for our face to face meetings during the summer institute. In between the on-line component and the summer institute, you will be required to do some reading – the summer institute is a busy time, so the more prepared you are in terms of reading, the better! The summer institute consists of four (4) face-to-face lessons that emphasize integration of course content. It is expected that learners pass the content portion of the pre-summer institute before participating in the summer institute. It is important to understand, however, that the expectations for quality, effort, and academic excellence are the same as they are in a face-to-face course. In fact, many people find that online courses require more time and effort than their onsite counterparts. Those students working online certainly need to be self-motivated, disciplined, and good managers of their time. This blended course is not an independent study. Even though you may spend a lot of your time working alone in front of your computer, you are still part of a “class” and, as such, regular interaction and participation is required. Everyone contributes to the learning environment that we will create together. As well, there are group activities in the course that require that all group members are able to easily get hold of one another (and if one student tends to be hard to reach, this will make it very difficult for the other group members).

Regular, active participation in the course is essential and counts toward your final grade. See the assignment information for details regarding interaction and participation. How much time should you expect to spend on this course? Though we don’t have weekly lectures or class time, it is expected that during the online portion of the course that students spend about **10 hours per week** working on activities such as discussion forums, reviewing PowerPoint and audio/video presentations, taking part in activities and exercises, and so forth. Also, as with a face-to-face course, the readings, assignments and activities are completed in addition to class time and commonly require many additional hours per week.

In order to be an active learner, you are responsible for reading and knowing the information in all assigned readings, even if not covered directly in class lectures. In addition to the textbook, I will supplement the readings with additional information to maximize your learning opportunities. You are also expected to complete all course assignments.

***A Note Regarding Respect:*** In order for this to be an optimal learning environment for you, it is critical that we treat each other professionally and with respect, including: **regular and early** participation in discussion forums; avoiding abusive language; demonstrating respect for different opinions; and adhering to confidentiality. Confidentiality refers to not sharing identifying details of classmates’ stories/experiences with others outside the course AND not talking to each other about other classmates’ stories/experiences. Also, please only share what you are comfortable sharing in the class context.

## **Course Objectives**

By the end of this course, students will achieve the following objectives:

- (1) Explain the uses and the importance of theory in counselling practice;
- (2) Demonstrate an understanding of the key theoretical constructs, applications, advantages, and limitations associated with the leading schools of psychotherapy;
- (3) Describe the many factors that influence the helping process – including social, cultural, and environmental factors, relationships, the level of commitment of the client, etc.
- (4) Describe how things such as personal values, beliefs, experiences, attitudes, and individual differences influence our personal theory and style as counsellors;
- (5) Articulate the value and limitations of integrative and eclectic therapies;
- (6) Develop and articulate a personal theory of counselling (through the process of integrating course material, personal reflection, self-awareness, peer learning, and feedback from instructor).

## **Required Course Resources**

- ◆ American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.
- ◆ Prochaska, J. O., & Norcross, J. C. (2014). *Systems of psychotherapy: A transtheoretical analysis* (8<sup>th</sup> ed.). Stamford, CT: Cengage Learning.

**Please note:** E-version/digital versions of books maybe available through the U of L book store or publisher. See link for bookstore: <http://www.uleth.ca/bookstore/>

## **Supplementary Resources**

- Corey, G. (2009). *Theory and practice of counselling and psychotherapy* (8th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.
- Corey, G. (2013). *Case approach to counselling and psychotherapy* (8th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.
- Corey, G. (2013). *Theory and practice of counseling & psychotherapy* (9th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.
- Murdock, N. L. (2013). *Theories of counseling and psychotherapy: A case approach* (3rd ed.). Columbus, Ohio: Prentice Hall.
- Pare, D. A. (2013). *The practice of collaborative counseling & psychotherapy: Developing skills in culturally mindful helping*. Los Angeles, LA: Sage.
- Sumarah, J. (2009). *Reflections for the beginning counsellor*. Wolfville, NS: Acadia University.
- Wedding, D. & Corsini, R. J. (Eds.). (2014). *Current psychotherapies* (10th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.
- Canadian Code of Ethics for Psychologists 3<sup>rd</sup> Edition (2000). Available at [www.cap.ab.ca](http://www.cap.ab.ca) and [www.cpa.ca](http://www.cpa.ca)

**Counselling Psychology Journal Resources:** Of particular importance to this course are the following journals: Included among the relevant journals for this course are:

- |                                                                   |                                           |
|-------------------------------------------------------------------|-------------------------------------------|
| • <i>Behaviour Change</i>                                         | <i>Behaviour Therapy</i>                  |
| • <i>Canadian Journal of Counselling &amp; Psychotherapy</i>      | <i>Journal of Mental Health</i>           |
| • <i>Counsellor Education and Supervision</i>                     | <i>American Psychologist</i>              |
| • <i>Elementary School Guidance and Counselling</i>               | <i>School Counselling</i>                 |
| • <i>Imagination, Cognition and Personality</i>                   | <i>Counselling Psychologist</i>           |
| • <i>Journal of Applied Behaviour Analysis</i>                    | <i>Journal of Applied Psychology</i>      |
| • <i>Journal of Counselling and Development</i>                   | <i>Journal of Psychology and Theology</i> |
| • <i>Journal of Consulting and Clinical Psychology</i>            | <i>Journal of Counselling Psychology</i>  |
| • <i>Journal of Behaviour Therapy and Experimental Psychiatry</i> |                                           |

**\*\*Note:** Additional readings, when required, will be provided and posted in Moodle to supplement your learning and reflection at the instructor's discretion.

## **Recommended/Useful Resources:**

- ☞ **For Moodle:** <http://moodleanswers.com/> & <http://www.moodleanswers.com/index.php/information>
- ☞ **For general IT assistance:** <http://www.uleth.ca/information-technology/desktop/help>; <http://www.uleth.ca/information-technology/resources/tips-tricks>; <http://www.uleth.ca/information-technology/services>
- ☞ **For Library:** <http://libguides.uleth.ca/c.php?g=520227>; For a full list of helpful guides for library users, see: <http://www.uleth.ca/lib/>
- ☞ **For APA:** <https://owl.english.purdue.edu/owl/resource/560/10/>

## **Course Structure**

This **39-hour course** is designed to provide a dynamic and interactive learning process drawing on the contributions of both students and instructor. The structure and process of the weekly online lessons and discussions require that all students progress at a similar rate throughout this portion of the course.

*Note that there is no one right traditional way to create, implement, and facilitate discussion forums (DFs). This is similar to the fact that there is no one best theoretical framework and counselling approach that work for all clients. Therefore, each instructor has the flexibility to develop DFs in a creative and innovative way with the underlying goal to benefit and advance students' learning. That said, the DFs for this course are designed in a way that allow students to provide rigorous scholarly literature to support their views and perspectives as well as engage in deep and rich critical thinking all by interacting with their peers. More so, less focus is given to the quantity of students' posts and more emphasis is placed on the depth and breadth of students' reply to enhance the quality of the generated posts, comments, and reflective questions.*

**Discussion forums participation is mandatory and must be completed as a precondition for the graded self-reflection assignment.** Participating in the DFs needs to be, at least, equivalent to spending three hours in a classroom debating and discussing topics. In addition to the three hours you are expected to participate in the DFs, an additional 2-4 hours per week is required to complete the weekly readings.

The Discussion Forum will be opened by **midnight on Thursdays**. Students will be expected to log in throughout the week to answer the posted questions, read students' statements, and contribute to the discussion. Prior to completing the DFs, complete all readings and the lesson plan posted.

Please respond to weekly question(s) in Moodle with ONE (1) substantive reply to CORE post no later than noon Tuesday (MST) to allow others time to reflect before responding. Then, by midnight Thursday (MST), please respond to at least THREE (3) of your colleagues' posts. Please ensure that you respond to a different colleague's post each week to ensure that everyone's ideas are being validated and honoured.

**As an instructor, my role will be to facilitate the online DFs in a safe and respectful environment. I will be intentional in reading your comments, offering insights, and providing feedback when and where necessary. Essentially, the DFs are intended as a space for students to engage with each other, share ideas, and enhance their learning as emerging researchers and counselling professionals in training.**

**Note: I will not be responding to each student individual but will address the entire group as I see fit to enhance students' collective learning at a deeper level.**

## **Email Communication Protocol**

In email correspondence to the instructor, it is important to ensure that each student's correspondence express his/her needs and does not represent the voice of the collective cohort. All too often, a student's inquiry is phrased in language such as "we were wondering", the "class was thinking", "our cohort was wondering", etc. If you are writing on behalf of another person, it is imperative that you cc your email *separately to each individual* so she/he/they are informed of your communication. This way, there is no room for miscommunication and generalization.

Additionally, as there will be a lot of email correspondences in this course, responses from me will often be concise and to the point. I trust that you will be understanding and do not misinterpret this form of communication as being brusque and impersonal; this is not my intention. As emails can often be misinterpreted, should you have any concerns about any email correspondence from me, I would encourage you to follow up for any clarification, preferably via phone. This would be much appreciated.

## Writing Expectations

It is expected that your writing meets the expectations of a graduate level program, including abiding by the APA Publication Manual 6<sup>th</sup> Edition. In addition, you will want to keep in mind the following points:

- Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure, and poor organization are unacceptable.
- Use Canadian spelling consistently.
- Unless otherwise indicated, submit all assignments typed, in Word document format, with a title page (see APA Publication Manual for sample).
- Unless otherwise indicated, submit your assignments through the Moodle system. Electronic files should be saved as: **FirstName\_LastName\_Course\_Assign name\_Date.doc (or .docx)**.
- Number all pages. Insert your last name in the header with the page number on all pages.
- All papers should be double-spaced, unless otherwise indicated.
- Include a reference page with proper APA formatting.
- Page requirements do not include title page, references, and appendices (if appropriate).
- Rewriting/redoing of assignments after they are handed in, or completing supplementary assignments, is not permitted.
- Papers **over page limits will be deducted 1 mark per page** from overall assignment grade.
- **Late assignments will be penalized 5% per day (incl. weekends), even if it is past the deadline on the same day.**

## Evaluation

To receive credit for CAAP 6601, students must submit ALL of the course assignments. Students' final grade for the course will be based on their performance in the following outlined course activities.

| Course Activity                                                                                                                                                                                              | Wt  | Tentative Deadline 2017                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------|
| <b>Assignment #1: Individual Work</b><br><b>APA MINI THEORY PAPER (Part 1)</b> <ul style="list-style-type: none"> <li>• Refer to assessment in assignment folder.</li> </ul>                                 | 15% | <b>DUE: Friday, June 1st</b>                         |
| <b>Assignment #2 (A): Group Work</b><br><b>DISCUSSION FORUM (DF) FACILITATION &amp; PEER GROUP PRESENTATION</b> <ul style="list-style-type: none"> <li>• Refer to assessment in assignment folder</li> </ul> | 25% | <b>Week 4 to Week 9<br/>Groups to be determined.</b> |
| <b>Assignment #2 (B): Individual work</b><br><b>PEER GROUP ASSESSMENT TOOL</b> <ul style="list-style-type: none"> <li>• Refer to assessment in assignment folder.</li> </ul>                                 | 5%  | <b>To be determined.</b>                             |
| <b>Assignment # 3: Individual work</b><br><b>DISCUSSION FORUM &amp; SELF-REFLECTION JOURNAL</b> <ul style="list-style-type: none"> <li>• Refer to assessment in assignment folder.</li> </ul>                | 15% | <b>DUE: Friday, July 13th</b>                        |
| <b>Assignment #3: Individual Work</b><br><b>PERSONAL THEORY PAPER (Part 2)</b> <ul style="list-style-type: none"> <li>• Refer to assessment in assignment folder.</li> </ul>                                 | 40% | <b>DUE: Friday July 27th</b>                         |

## **Final Letter Grade**

The Faculty of Education at U of L has a standardized grading system for its graduate program.

| Numeric Value | Letter Grade | Grade Point |
|---------------|--------------|-------------|
| 97 – 100      | A+           | 4.00        |
| 93 – 96       | A            | 4.00        |
| 90 – 92       | A-           | 3.70        |
| 87 – 89       | B+           | 3.30        |
| 83 – 86       | B            | 3.00        |
| 80 – 82       | B-           | 2.70        |

**NOTE:** Any course with a grade of less than B- cannot be considered for credit in Med program.

|         |    |      |
|---------|----|------|
| 77 – 79 | C+ | 2.30 |
| 73 – 76 | C  | 2.00 |
| 70 – 72 | C- | 1.70 |
| 67 – 69 | D+ | 1.30 |
| 63 – 66 | D  | 1.00 |
| <63     | F  | 0.00 |

## **Student Conduct**

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar: [www.uleth.ca/ross/academic-calendar/sgs](http://www.uleth.ca/ross/academic-calendar/sgs)

## **Standards of Professional Conduct**

Within the Faculty of Education graduate programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of *Professional Conduct for the field*, as noted below.

ATA Code of Professional Conduct:

[http://www.teachers.ab.ca/About the ATA/ UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx](http://www.teachers.ab.ca/About%20the%20ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx)

Standards of Professional Conduct for Master of Education Students:

<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>

College of Alberta Psychologists Standards of Practice:

<http://www.cap.ab.ca/Portals/0/pdfs/StandardsOfPractice.pdf>

Canadian Code of Ethics for Psychologists:

<http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/>

Canadian Counselling and Psychotherapy Association Code of Ethics:

<http://www.ccpa-accp.ca>

## **Academic Accommodations**

Students with disabilities who require academic or nonacademic considerations to support their learning experience are invited to contact the Accommodated Learning Centre at the University of Lethbridge before their program begins [<http://www.uleth.ca/ross/accommodated-learning-centre/content/accommodations>]. Documentation of the accommodation/ability/disability and recommendations from a professional can be faxed to their office at (403) 329-2281. The student will then be contacted to discuss accommodations and notification of their instructors and/or professors. It is the student's responsibility to inform the instructor of necessary accommodations. Should the need arise the instructor can refer the student to the Accommodated Learning Centre for consultation and information.

## **Academic Honesty**

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that assignments submitted in this course may have their originality verified using this system.

## **Confidentiality**

In order to create a safe place for students to share and process their thoughts, feelings and reactions related to the course content, we need to have a clear statement about the expectations we have regarding confidentiality and the sharing of personal information. By virtue of your participation in the University of Lethbridge Master of Counselling CAAP courses, you are required to adhere to the ethical practices discussed below. If, for some reason, you believe you cannot adhere to these expectations, you are required to discuss the matter with your course instructor **before** the course begins.

*What are the expectations regarding confidentiality and the sharing of personal information in University of Lethbridge CAAP courses?* Whatever you choose to share about yourself with others is entirely up to you, completely at your discretion. If you are doubtful about sharing specific aspects of your personal experiences, it is best that you wait until a time when you are more comfortable doing so. The personal information that your classmates and course instructors share with you is not to be discussed with anyone outside the course. There are no limitations on the length of time you are expected to continue protecting the confidences you have received from others. You will **never** have the right to share the personal information your classmates and course instructors have entrusted you with. There will be specific incidences where the speaker directs that the information being shared could be dispersed into the public domain. An instructor may, for instance, share with the class that having lost a client, she was grief stricken for months afterwards. In the course of explaining the details she may tell the class to feel free to share her story if it can be of benefit to others.

*Golden Rule:* If you have any doubts, about whether it is acceptable to share a specific piece of someone else's personal information, don't! *Caution:* While we will take all possible precautions to safeguard the information that is exchanged in this course, whether in discussion forums, web conferencing, E-mail, etc., we cannot provide you with a guarantee of confidentiality. Nonetheless, we hope that you will feel comfortable enough to exchange your ideas freely. *Exceptions to confidentiality:* According to professional codes of conduct, your course instructor may be required to break confidentiality in matters relating to, but not limited to the following circumstances: a child or dependent adult is in need of protective services, and/or someone's life is in imminent danger through suicide or the intentional actions of others. Please refer to the College of Alberta Psychologists for more details surrounding limits to confidentiality: [www.cap.ab.ca](http://www.cap.ab.ca)

*What if I want to talk to someone outside the course about a personal comment a student/instructor made?* If you feel you need to consult with someone outside the course on a personal comment made in the course, you may do so as long as you protect the identity of the individual you are discussing. This means, at no times, are you to release the person's name, age, gender or personal/professional background. Similarly, do not share any details about when or where the comment was made. You are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible. If you have anything further to add to this discussion regarding confidentiality and the sharing of personal information, please feel free to post your ideas in your course forum.

## **Tentative COURSE SCHEDULE: CAAP 6601 - 39 hours**

The essential elements described in this **39 hours** course outline will not be altered after the add/drop deadline. However, recognizing that teaching excellence requires a degree of flexibility and responsiveness to both students' needs and emergent circumstances, adjustments to the course outline may sometimes be necessary, for which students will be notified and provided that no student is disadvantaged by the change.

| LESSONS                        | TOPICS                                                                                                                                                                                                                                                           | READING & TASKS                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lesson 1</b><br>May 7-11    | <ul style="list-style-type: none"> <li>Welcome, Introduction and Overview</li> <li>The Nature of Theory</li> </ul>                                                                                                                                               | <ul style="list-style-type: none"> <li>Prochaska &amp; Norcross (2014), Ch. 1</li> <li><b>Video Lecture: Theory: The Foundation of Counselling Practices</b></li> <li>Resources (in Moodle):               <ul style="list-style-type: none"> <li>Theoretical Orientation Scale (TOS)</li> <li>Theoretical Orientations/Frameworks</li> <li>Scott Miller Video - <i>Field Deliberate Practice</i></li> </ul> </li> </ul> |
| <b>Lesson 2</b><br>May 21-25   | <ul style="list-style-type: none"> <li>Counselling Theories and its Application to Client Change</li> <li>Psychoanalytic Theory: Freud</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>Prochaska &amp; Norcross (2014), Ch. 2, 17</li> <li><b>Video Lecture: Change, Common Factor Theory &amp; Psychoanalysis</b></li> <li>Resources (in Moodle):               <ul style="list-style-type: none"> <li>Primer: Psychoanalytic Theory</li> <li>What Freud Got Right</li> </ul> </li> </ul>                                                                               |
| <b>Lesson 3</b><br>May 28-Jun1 | <ul style="list-style-type: none"> <li>Post-Modern Social Constructivist Theory – Narrative, Solution-Focused</li> </ul>                                                                                                                                         | <ul style="list-style-type: none"> <li>Prochaska &amp; Norcross (2014), Ch. 15</li> <li>Resources (in Moodle):               <ul style="list-style-type: none"> <li><b>PowerPoint Presentation</b></li> </ul> </li> </ul>                                                                                                                                                                                                |
| <b>Lesson 4</b><br>Jun 4-8     | <p><b>Peer Group 1 Presentation &amp; Discussion Leadership</b></p> <ul style="list-style-type: none"> <li>Cognitive Theory– CBT – Beck</li> <li><b>Note: As this week's readings are heavy, 4 students are encouraged to sign up for this topic.</b></li> </ul> | <ul style="list-style-type: none"> <li>Prochaska &amp; Norcross (2014), Ch. 8, 9, &amp; 10</li> </ul>                                                                                                                                                                                                                                                                                                                    |
| <b>Lesson 5</b><br>Jun 11-15   | <p><b>Peer Group 2 Presentation &amp; Discussion Leadership</b></p> <ul style="list-style-type: none"> <li>Humanistic Theory – Rogerian (Client/Person-Centred)</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>Prochaska &amp; Norcross (2014), Ch. 4 &amp; 5</li> </ul>                                                                                                                                                                                                                                                                                                                         |
| <b>Lesson 6</b><br>Jun 18-22   | <p><b>Peer Group 3 Presentation &amp; Discussion Leadership</b></p> <ul style="list-style-type: none"> <li>Humanistic/Experiential Theory- Gestalt – Fritz Perls</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>Prochaska &amp; Norcross (2014), Ch. 6 &amp; 7</li> </ul>                                                                                                                                                                                                                                                                                                                         |
| <b>Lesson 7</b><br>Jun 25-29   | <p><b>Peer Group 4 Presentation &amp; Discussion Leadership</b></p> <ul style="list-style-type: none"> <li>Psychodynamic/Psychoanalytic Theory– Adlerian</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li>Prochaska &amp; Norcross (2014), Ch. 3</li> <li><b>Read articles on Moodle</b></li> </ul>                                                                                                                                                                                                                                                                                         |
| <b>Lesson 8</b><br>Jul 2-6     | <p><b>Peer Group 5 Presentation &amp; Discussion Leadership</b></p> <ul style="list-style-type: none"> <li>Post-Modern / Social Constructivist Theory – Feminist</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>Prochaska &amp; Norcross (2014), Ch. 13 &amp; 14</li> </ul>                                                                                                                                                                                                                                                                                                                       |



| LESSONS                                                    | TOPICS                                                                                                                                                                        | READING & TASKS                                                                                                                                                                   |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lesson 9</b><br>Jul 9-13                                | <b>Peer Group 6 Presentation &amp; Discussion Leadership</b> <ul style="list-style-type: none"> <li>• Post-Modern /Social Constructivist Theory – Family Systems</li> </ul>   | <ul style="list-style-type: none"> <li>• Prochaska &amp; Norcross (2014), Ch. 11 &amp; 12</li> </ul>                                                                              |
| <b>SUMMER INSTITUTE</b><br><br>Jul 23<br>9:00 am – 4:00 pm | <ul style="list-style-type: none"> <li>• Check –in</li> <li>• Integrative &amp; Eclectic Approaches</li> <li>• Case conceptualization</li> <li>• In class activity</li> </ul> | <ul style="list-style-type: none"> <li>• Prochaska &amp; Norcross (2014), Ch. 16 &amp; 18</li> <li>• <b>PowerPoint Lecture</b></li> <li>• <b>Video (view in class)</b></li> </ul> |
| <b>SUMMER INSTITUTE</b><br><br>Jul 31<br>1:00 pm- 4:00 pm  | <ul style="list-style-type: none"> <li>• Check-in</li> <li>• Case Conceptualization</li> <li>• In class activity</li> </ul>                                                   | <ul style="list-style-type: none"> <li>• Video - The Fifth Estate: The Trouble with Ivan (<b>Moodle</b>) - <b>view outside of class</b></li> </ul>                                |
| <b>SUMMER INSTITUTE</b><br><br>Aug 3<br>9:00 am – 12:00 pm | <ul style="list-style-type: none"> <li>• Wrap-Up</li> <li>• In-Class Activities</li> </ul>                                                                                    | <ul style="list-style-type: none"> <li>• Reflexivity &amp; Reflectivity - Relevant Materials (<b>Moodle</b>) – <b>Readings outside of class</b></li> </ul>                        |

### **THANKS and ACKNOWLEDGEMENT**

I would like to extend my deepest thanks to Dr. Blythe Shepard and Dr. Dawn McBride whose resources and materials were instrumental in helping me design this course. *See you online!*