1. COURSE INSTRUCTOR

Paul B. Gold, Ph.D., Assistant Professor, Licensed Psychologist
Department of Counseling, Higher Education, & Special Education
3218 Benjamin Building
Phone: 301.405.8414
pgold@umd.edu

2. COURSE TIME, LOCATION, & OFFICE HOURS

Class Meeting Time: Tuesday, 4:15-7:00 pm, Room 0212 Benjamin Building

Office Hours: By Appointment

3. COURSE GOALS/OBJECTIVES

1. Understand diverse clients from different theoretical/cultural perspectives
2. Evaluate strengths & limitations of counseling theories & intervention strategies in bringing about client change
3. Apply counseling theories to practical professional counseling
4. Integrate theoretical & experiential learning for developing your own counseling approach
5. Reflect upon ethical obligations in providing effective counseling
6. Explore your qualities that might help/hinder your efforts at being therapeutic for others
7. Commit to personal growth
8. Sensitize yourself to unique needs of diverse populations deprived of privilege/opportunity
9. Develop skills in self-evaluation, writing, & critical thinking

4. COURSE FORMAT

1. Instructor Lectures: surveys of counseling theories
2. Discussions, Exercises, & Student Presentations: real-world application of theories
3. Expert Counselors’ Practice (video-recordings sessions with real clients)
4. Guest Speakers
## 5. CACREP STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>COURSE REQUIREMENTS</th>
<th>CACREP STANDARD</th>
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<tr>
<td><strong>CACREP GENERAL STANDARDS</strong></td>
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<tr>
<td><strong>Section II: Counselor Professional Identity—Foundational Requirements</strong></td>
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<tr>
<td>Reflect current knowledge &amp; projected needs concerning counseling practice in a multicultural &amp; pluralistic society</td>
<td>Lectures, discussions, &amp; exercises</td>
<td>II.B.1</td>
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<tr>
<td><strong>Section II: Knowledge Requirements</strong></td>
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<tr>
<td><strong>Section G. Common core curricular experiences &amp; demonstrated knowledge in each of the eight common core curricular areas</strong></td>
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<tr>
<td><strong>Social &amp; Cultural Diversity</strong>—cultural context of relationships, issues, &amp; trends in a multicultural society, including all of the following:</td>
<td>Lectures, discussions, &amp; exercises; Theory of Helping Paper</td>
<td>II.G.2.</td>
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<tr>
<td><strong>Multicultural &amp; pluralistic trends</strong>, including characteristics &amp; concerns within &amp; among diverse groups nationally &amp; internationally</td>
<td>Lectures, discussions, &amp; exercises</td>
<td>II.G.2.a</td>
</tr>
<tr>
<td><strong>Individual, couple, family, group, &amp; community strategies</strong> for working with &amp; advocating for diverse populations, including multicultural competencies</td>
<td>Lectures, discussions, &amp; exercises</td>
<td>II.G.2.d</td>
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<tr>
<td><strong>Counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy &amp; conflict resolution, &amp; other culturally-supported behaviors promoting optimal wellness &amp; growth of the human spirit, mind, or body</strong></td>
<td>Lectures, discussions, &amp; exercises</td>
<td>II.G.2.e</td>
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<tr>
<td><strong>Counselors’ roles in identifying &amp; overcoming biases, prejudices, intentional &amp; unintentional oppression &amp; discrimination</strong></td>
<td>Lectures, discussions, &amp; exercises</td>
<td>II.G.2.f</td>
</tr>
<tr>
<td><strong>Helping Relationships</strong>—viewing counseling process from multicultural perspectives, including all of the following:</td>
<td>Lectures, discussions, &amp; exercises</td>
<td>II.G.5</td>
</tr>
<tr>
<td><strong>Orientation to wellness &amp; prevention</strong></td>
<td>Lectures, discussions, &amp; exercises</td>
<td>II.G.5.a</td>
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<tr>
<td><strong>Counselor characteristics &amp; behaviors influencing helping processes</strong></td>
<td>Lectures, discussions, &amp; exercises</td>
<td>II.G.5.b</td>
</tr>
<tr>
<td><strong>Essential interviewing &amp; counseling skills</strong> (integrated with EDCP618)</td>
<td>Case Study Analysis Paper #1, #2</td>
<td>II.G.5.c</td>
</tr>
</tbody>
</table>
### Counseling theories providing students with models to
- Conceptualize client presentation
- Help students select appropriate counseling interventions
- Models consistent with current professional research & practice for beginning to develop a personal model of counseling

<table>
<thead>
<tr>
<th>Case Study Analysis</th>
<th>II.G.5.d</th>
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<tbody>
<tr>
<td>Paper #1, #2</td>
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### Systems perspectives for understanding complex family relationships & communication patterns, & for family interventions

<table>
<thead>
<tr>
<th>Case Study Analysis</th>
<th>II.G.5.e</th>
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<tr>
<td>Paper #1, #2</td>
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### School Counseling Specific Standards

<table>
<thead>
<tr>
<th>A. Foundations: Knowledge</th>
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<tbody>
<tr>
<td>Comprehends ethical &amp; legal considerations specifically related to the practice of school counseling</td>
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<tr>
<td>Lectures, discussions, &amp; exercises</td>
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<tr>
<th>B. Foundations: Skills &amp; Practices</th>
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<tbody>
<tr>
<td>Apply &amp; adhere to ethical &amp; legal standards in school counseling</td>
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<tr>
<td>Lectures, discussions, &amp; exercises</td>
</tr>
<tr>
<td>Knows theories &amp; processes of effective counseling &amp; wellness programs for individual students &amp; groups of students</td>
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<tr>
<td>Case Study Analysis Paper #1, #2</td>
</tr>
<tr>
<td>Considers strategies for helping students identify strengths &amp; cope with environmental &amp; developmental problems.</td>
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<tr>
<td>Case Study Analysis Paper #1, #2</td>
</tr>
<tr>
<td>Demonstrates self-awareness, sensitivity to others, &amp; skills necessary for developing working alliance with diverse individuals, groups, &amp; classrooms</td>
</tr>
<tr>
<td>Discussions, Case Study Analysis Paper #1, #2</td>
</tr>
<tr>
<td>Recognizes cultural, ethical, economic, legal, &amp; political issues surrounding diversity, equity, &amp; excellence</td>
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<tr>
<td>Theory of Helping Paper</td>
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<tr>
<td>Identifies community, environmental, &amp; institutional opportunities enhancing or impeding academic, career, &amp; personal/social development of students</td>
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<tr>
<td>Theory of Helping Paper</td>
</tr>
<tr>
<td>Explains how ability levels, stereotyping, family, socioeconomic status, gender, &amp; sexual identity, &amp; their effects on student achievement</td>
</tr>
<tr>
<td>Theory of Helping Paper</td>
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### 6. REQUIRED TEXTBOOK & READINGS

**Textbook**

7. COURSE SCHEDULE

**Note:** Instructor reserves the right to modify this syllabus as needed.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>09/02/2014</td>
<td>Introduction/Course Overview</td>
<td>Reading: Murdock, Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>09/09/2014</td>
<td>Psychodynamic Counseling</td>
<td>Reading: Murdock, Chapter 2</td>
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<td></td>
<td></td>
<td></td>
<td>Expert Video: Demonstration of Psychodynamic Counseling</td>
</tr>
<tr>
<td>3</td>
<td>09/16/2014</td>
<td>Neoanalytic Approaches Individual Psychology (Adler)</td>
<td>Reading: Murdock, Chapter 3 &amp; 4</td>
</tr>
<tr>
<td>4</td>
<td>09/23/2014</td>
<td>Person-Centered Counseling Existential Therapy</td>
<td>Reading: Murdock, Chapter 5 &amp; 6</td>
</tr>
<tr>
<td>5</td>
<td>09/30/2014</td>
<td>Cognitive Therapy #1 of 2</td>
<td>Reading: Murdock, Chapter 10</td>
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<td></td>
<td>Expert Video: Demonstration of Cognitive-Behavioral Counseling Demonstration Video</td>
</tr>
<tr>
<td>6</td>
<td>10/07/2014</td>
<td>Rationale Emotive Behavior Therapy (REBT)</td>
<td>Reading: Murdock, Chapter 9</td>
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<td></td>
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<td></td>
<td>Discuss Assignments &amp; Student Presentations</td>
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<tr>
<td>7</td>
<td>10/14/2014</td>
<td>Cognitive Therapy #2 of 2</td>
<td>expert Video: Demonstration of Cognitive-Behavioral Counseling Demonstration Video</td>
</tr>
<tr>
<td>8</td>
<td>10/21/2014</td>
<td>Motivational Interviewing</td>
<td>Reading: Miller, W.R., &amp; Rollnick, S. (2013). (Canvas)</td>
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<td></td>
<td></td>
<td>Reading: Miller, W.R., &amp; Rollnick, S. (2009). (Canvas)</td>
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<td></td>
<td>Date</td>
<td>Topic</td>
<td>Additional Information</td>
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| 9 | 10/28/2014 | Behavioral Approaches Solution-Focused Therapy | * Reading: Murdock, Chapter 8 & 15  
* Expert Video: Roundtable Discussion  
* DUE: Case Study Analysis #1 |
| 10| 11/04/2014 | Feminist Perspectives                       | * Reading: Murdock, Chapter 12  
* Student Presentations  
  1. Mollie Bryen & Dawn Ginetti  
  2. Coty Behanna & Jazmin Pichardo |
* Student Presentations  
  1. Adina Oved & Guin Parise  
  2. Sarah Smith & Natalie Gaudette |
| 12| 11/18/2014 | Narrative Therapy                           | * Reading: Murdock, Chapter 15  
* Student Presentations  
  1. Corinne Bernstein, Kylie Bopp, & Noah Henry-Darwish  
* Expert Video: Client’s reactions to three experts |
|   | 11/25/2014 | No Class---Thanksgiving Holiday             |                                                                                      |
| 13| 12/02/2014 | Multicultural Perspectives                  | * Reading: Jones-Smith (2012), Chapter 10  
* Student Presentations  
  1. Heather Urban & Maya Graham  
  2. Callie Corbin Langford & Weimeng Wang  
* DUE: Case Study Analysis #2 |
| 14| 12/09/2014 | Integrative/Eclectic Approaches             | * Reading: Jones-Smith (2012), Chapter 18 & 19  
* Student Presentations  
  1. Caroline Gutierrez & Jacky Neri Arias  
  2. Linh Tran & Elise Glidden |

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**8. WRITTEN ASSIGNMENTS**

There will be three (3) written assignments in this course, whose goals are to help you master & integrate the theories.

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**Submitting Written Assignments**

- **Transmitting**: Please upload papers into Canvas
- **Student Honor Pledge**: on title page, please sign the Pledge (see Section #14 of this Syllabus, “Academic Integrity & Student Honors Pledge” for the appropriate language), & either:  
  - Turn in a paper copy of this page, OR  
  - Scan this page into a pdf & upload into Canvas
- **Naming Files**: Because I will be reading over 100 papers for my classes, for each paper,
please name e-files with:
  o  Course number (EDCP616)
  o  Your last name
  o  Paper # (#01, #02, #03) corresponds to (Case #01, Case #02, Theory of Helping #03)
  o  Example: “EDCP616_Your Name_Paper01”

Assignment #1: Case Analysis #1

Applying Counseling Theories to
Case Vignettes of Persons in Counseling
Due Date: 10/21/2014 (Week #08)
20% of Grade

Overview

As a counselor you will often need to do case conferences where you present information to your colleagues about a client with whom you are working. The purpose of this assignment is to give you the opportunity to practice the skills necessary to conceptualize counseling case(s) from any one of the counseling theoretical perspectives that we will review this semester. By analyzing a case from a particular theoretical approach to counseling, you will experience what it is like to think about clients & their struggles & symptoms from the point of view of that theory. I will provide you with two cases based on clients in your master’s program specialty areas (e.g., school counseling, student affairs).

For most of you, this will be the first time you will be writing case analyses. It took me many years to draft these clearly & concisely. I’m not expecting anything close to perfection. If you need help understanding the case or want to discuss your ideas, please feel free to contact me. These case analyses are not “tests” about coming up with the one & the only right answer.

Instructions

Please choose one of the theoretical orientations covered in class to date, & conceptualize the case based on that theory.

1. **General Format**: make your case analysis brief & succinct, approximately 3-5 doubled-spaced pages

2. **Key Elements from this Counseling Theory**: select those elements that you believe will best demonstrate your understanding of that theory, & how these elements can be used to help a client in counseling

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1 Instructions from EDCP616 Syllabus, Section #8, pp. 5-7
3. **Assumptions about Your Reader** (i.e. me): assume I’m completely familiar with the counseling theory you are writing about – there is no need for defining or explaining the theories’ terms & concepts

4. **Supporting Your Inferences**: each time you make an observation about the case, & each time you use a concept from the theory, please specify which details from the case, & which elements from the theory supports any conclusions you draw about the case, in order to receive full credit

5. **Structure of Report**: please include the sections described below, & use the section names as headings to identify each section of your analysis:

   A. **Demographic Information**: Provide a brief description about pertinent client demographics, e.g., age, sex, race, educational background, family status, etc. Focus on aspects that are most relevant client’s concerns

   B. **Personality Style, Problems, & Symptoms**: Describe your analysis of the client’s presenting problem & current functioning. Use the chosen therapeutic approach to describe the client’s personality &/or past patterns of behavior. Ask yourself how the approach to therapy helps you to understand the client presented in the case. All of the theories we cover in this course have their own perspective on the nature, meaning & etiology of psychological problems & symptoms

   C. **Focus & Course of Therapy**: Explain how the therapy would be conducted with the client—by addressing any, some, or all of the following questions.

      - How would you conceptualize the case?
      - What kinds of things would you focus on?
      - What issue would need to be addressed first?
      - What would your relationship with the client be like?
      - What would be your goals for counseling?
      - What techniques or strategies would you use to help the client achieve his/her goals
      - How would you know when counseling was successful? How would you complete the following sentence: “Upon successful completion of counseling, the client will be able to…”

   D. **Evaluation or critique of theory** (one to two paragraphs): Address any, some, or all the following questions:

      - How do you regard this form of therapy?
      - In what ways is it applicable to the client presented?
      - What are the limitations of the therapy?
      - Again, remember to support your claims or objections with explicit references to what is contained in the theory &/or to details from the case
Assignment #II: Case Analysis #2

Applying Counseling Theories to
Case Vignettes of Persons in Counseling
Due Date: 12/01/2014 (Week #13)
25% of Grade

Instructions for Writing Case Analysis #2

As I emphasized in my instructions for Case Analysis #1, please remember how I view your efforts for writing case analyses. It took me many years to draft these clearly and concisely. I’m not expecting anything close to perfection. If you need help understanding the case or want to discuss your ideas, please feel free to contact me. These case analyses are not tests of coming up with the one and only one right answer.

6. Select Two Counseling Theories to Apply to the Case

A. Select a first theoretical approach, different from the one you used in your Case Study Analysis #1. Please analyze and write up your report for the case you choose following the same directions as you did for Case Study Analysis #1 (see Section 6, Structure of Report—Sections A through D, below)

B. Select a second theoretical approach that we have covered in class since 10/21/2014 (Week #08 through Week #12).

C. Compare and contrast how you would approach the focus and course of therapy for the case you choose from the second theoretical approach versus the first theoretical approach. (Section E)

D. Lastly, describe how the limitations of the first theoretical approach’s focus and course of therapy for the case you choose may be improved upon by use of the second theoretical approach’s focus and course of therapy. If you believe the second theoretical approach consists of its own limitations, then briefly discuss these. (Section F)

7. General Format: Please make your case analysis brief and succinct, approximately 5-6 doubled-spaced pages. Recommended lengths for Sections A through F are provided.

8. Key Elements from this Counseling Theory: Select those elements that you believe will best demonstrate your understanding of that theory, and how these elements can be used to help a client in counseling.
9. **Assumptions about Your Reader** (i.e. me): As with Case Analysis #1, assume I’m completely familiar with the counseling theory you are writing about – there is no need for defining or explaining the theories’ terms and concepts.

10. **Supporting Your Inferences**: Each time you make an observation about the case, and each time you use a concept from the theory, please specify which details from the case, and which elements from the theory supports any conclusions you draw about the case.

11. **Structure of Report: ** **Conceptualizing the Case from Two Counseling Theories**

   E. **Demographic Information**: Provide a brief description about pertinent client demographics (e.g., age, sex, race, educational background, family status). Prioritize those aspects most relevant client’s current concerns. (1 paragraph)

   F. **Personality Style, Problems, and Symptoms**: Analyze the client’s presenting problem(s) and current functioning. Use the chosen therapeutic approach to describe the client’s personality and/or past patterns of behavior. Ask yourself how the approach to therapy helps you to understand the client. All of the theories we cover in this course have their own perspective on the nature, meaning and etiology of psychological problems and symptoms (1 page)

   G. **Focus and Course of Therapy**: Explain how the therapy would be conducted with the client—by addressing any, some, or all of the following questions. (1 to 1 ½ pages)

   - How would you conceptualize the case?
   - What kinds of things would you focus on?
   - What issue would need to be addressed first?
   - What would your relationship with the client be like?
   - What would be your goals for counseling?
   - What techniques or strategies would you use to help the client achieve his/her goals
   - How would you know when counseling was successful? In other words, how would you complete the following sentence: “Upon successful completion of counseling, the client will be able to….”

   H. **Evaluation and critique of first theoretical approach** (1 page): Address any, some, or all the following questions:

   - How do you regard this form of therapy?
   - In what ways is it appropriate for the case you choose?
   - What are its limitations for the case you choose?
   - *Again, remember to support your claims or objections with explicit references to what is contained in the theory and/or to details from the case*
E. Compare and contrast how you would approach the focus and course of therapy for the case you choose from the second theoretical approach versus the first theoretical approach. (1 to 1 ½ pages)

F. Describe how your use of the second theoretical approach’s focus and course of therapy overcomes (or not) limitations of your use of the first theoretical approach’s focus and course of therapy for the case you choose? (1 page)

Assignment #III: Worldview/Theory of Helping Paper
(Due Date: Exam Week; 40% of Grade)
Instructions/Suggestions

1. Identifying Your Primary Theory: Please complete the 18-item “Theoretical Orientation Profile Scale-Revised (TOPS-R)” (Worthington & Dillon, 2003) to help you identify your “primary” (i.e. “core”) theory. The TOPS-R scale will take 5-10 to complete; scoring directions appear just after the final item on p. 3.

2. Identifying Your Secondary Theory: pick one (at the most two) secondary theory that will complement your primary theory. For example, a theory that compensates for crucial missing elements that you recognize in the primary theory.

3. Sources for the Assignment: Consult the following book chapters assigned during the course
   c. Murdock (2013) chapters, which describe your primary and secondary theories

4. Content: The Instructions below describe issues you might cover in your paper. Far more topics are proposed than you can possibly cover. My purpose is to provide you with a broad menu from which to select topics of specific interest to you.

5. Length of Paper: 8 to 10 pages.

STRUCTURE OF THE THEORY OF HELPING PAPER

I. INTRODUCTION (2-3 pages total)

1. Summary
   A. One-Paragraph Summary: please provide a road map of what you intend to cover.
   B. Audience for this Paper: others whom you will train in the future. Therefore, I suggest you present concepts at both a level of detail, and in plain terms, that non-experts will understand.

2. Critical Life Incidents and Life Experiences (2-3 pages)
A. In this section, you can discuss “critical life incidents” and “life experiences” in any order as you see fit.

B. What transformative critical life incidents, including positive and difficult events, have contributed to your worldview? These can be your own or others’ experiences, such as:
   • Births/Deaths
   • Victories/Defeats
   • Generosity/Cruelty
   • Selflessness/Selfishness
   • Fairness/Injustice
   • Trauma/Healing
   • Courage/Cowardice

C. What other life experiences have deeply influenced your worldview? Who was (is) part of those experiences (e.g., example, family, friends, mentors, persons about whom you have read)?

D. What values, ethics, and moral obligations guide your purposes & priorities as a person, in general, and as a professional, in particular?

II. THEORY OF HELPING (6-7 pages total)

1. Worldview: how you construe experience of persons in the world (1 page)
2. Key Concepts: of your theory of helping (1 page)
3. Therapeutic Relationship: nature of the relationship & roles of therapist & client (1 page)
4. Therapeutic Techniques: strategies/interventions for helping clients (1 page)
5. Application of Your Theory of Helping: brief example of the (a) population, (b) setting, and (c) cultural context for applying your theory of helping (1 page)
6. Sociocultural Context: brief example about modifying your theory of helping to be appropriate for a specific population, and/or setting, and/or cultural context (1 page)

1. Worldview: how you construe experience of persons in the world

Note: Responses to the following questions and issues will principally draw upon your primary theory. However, depending on the question and issue, you may rely relatively more on your secondary theory. From this point forward, I will refer to the theories you have selected to integrate as simply “your theory of helping.”

1. What is your view of human nature?

2. How does your theory of helping represent your view of human nature, and basic assumptions about what motivates the thoughts, feeling, and behaviors of persons?

3. Free Will vs. Determinism: To what extent do people direct their own actions, or do other external forces in and/or beyond our immediate awareness control us?
4. **Past/Present Orientation**: To what extent are people constrained by early life events &/or affected by later life experiences? Stated another way, are we prisoners of our past, or can we, to some extent, liberate ourselves from our past?

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2. **Key Concepts** of Your Theory of Helping

1. **Human Development**: What critical periods occur during a person’s life development?

2. **Cognition, Affect, & Behavior**: How do these relate to each other?

3. **Therapy Values**: What are three or four of the most important values held by a therapist practicing your theory of helping?

4. **Definition of Problems**: Which types of client problems is your theory of helping ideally suited to address?

5. **Therapy Goals**: What are three or four of the most important goals you will pursue in your theory of helping? Who decides upon the goals of therapy?

6. **Client Change**: How does your theory of helping conceptualize how clients grow and change?

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3. **Therapeutic Relationship**: Roles of Therapist & Client

1. **Nature**: What will the therapeutic relationship described by your theory of helping require of you and your clients?

2. **Therapist Roles**: How does your theory of helping prescribe your roles with clients? How do you want to come across to your clients?

3. **Client Roles**: What will you expect of your clients? How should your clients experience you?

4. **Therapeutic Qualities and Competencies**: What three or four specific qualities and competencies should an expert practicing your theory of helping strive for? Which qualities about yourself will assist you in becoming an effective practitioner of your theory of helping?

5. **Self-Disclosure**: How will you weigh risks and benefits of therapist self-disclosure, especially here-and-now emotional reactions (immediacy) you may have toward your clients?
4. **Therapeutic Techniques**: Strategies/Interventions to help Clients

Please identify four to six techniques for addressing the client problems you described in Section 2.4 above, and how these techniques are consistent with *your theory of helping*? (For additional examples of techniques, see documents noted at bottom of table)

<table>
<thead>
<tr>
<th>Domain</th>
<th>Problems <em>(Examples)</em></th>
<th>Techniques <em>(Examples)</em></th>
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</thead>
<tbody>
<tr>
<td><strong>IMMEDIATE DIMENSIONS</strong></td>
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</tr>
<tr>
<td>1. Cognitive</td>
<td>Automatic thoughts</td>
<td>Challenging irrational thoughts</td>
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<td></td>
<td>Pervasive worries</td>
<td>Reinforcing adaptive cognitions</td>
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<td></td>
<td>Unrealistic expectations</td>
<td>Brainstorming solutions</td>
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<tr>
<td>2. Behavioral</td>
<td>Ineffective behaviors</td>
<td>Clarifying impact of actions</td>
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<td></td>
<td>Conditioned responses</td>
<td>Assigning homework</td>
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<td></td>
<td>Environmental barriers</td>
<td>Providing training &amp; rehearsal</td>
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<tr>
<td>3. Affective</td>
<td>Unexpressed emotions</td>
<td>Identifying &amp; expressing feelings</td>
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<td></td>
<td>Unrealized goals/dreams</td>
<td>Fostering self-actualization</td>
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<td>Existential concerns</td>
<td>Fostering here-and-now awareness</td>
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<tr>
<td><strong>CONTEXTUAL DIMENSIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Biological</td>
<td>Physical illness</td>
<td>Illnesses effect on psychological functioning</td>
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<tr>
<td></td>
<td>Substance abuse</td>
<td>Teaching relaxation</td>
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<tr>
<td>2. Interpersonal</td>
<td>Insecure attachments</td>
<td>Identifying relationship themes</td>
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<td></td>
<td>Conflictual relationships</td>
<td>Observing the therapeutic relationship</td>
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<td>Working through past conflicts</td>
<td>Modifying interpersonal interactions (e.g., role-plays)</td>
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<tr>
<td>3. Social Systems</td>
<td>Family conflicts</td>
<td>Viewing families as systems</td>
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<tr>
<td></td>
<td>Multigenerational patterns</td>
<td>Clarifying family belief systems</td>
</tr>
<tr>
<td></td>
<td>Distorted construction of meaning</td>
<td>Constructing solutions</td>
</tr>
<tr>
<td>4. Culture</td>
<td>Discrimination</td>
<td>Appreciating multiple identities</td>
</tr>
<tr>
<td></td>
<td>Oppression</td>
<td>Recognizing impact of identity</td>
</tr>
<tr>
<td></td>
<td>Stereotyping</td>
<td>Highlighting oppression &amp; privilege</td>
</tr>
</tbody>
</table>

(Filed in Canvas under Assignment #03)

1. See: *Focus Marker Checklist* (i.e. client problems)
2. See: *Catalogue of Key Strategies* (i.e. techniques)
3. See: *Key Strategies for Individual Psychotherapy* (by Exploration/Transformation Phases)

5. **Applications of Your Theory of Helping**

Please provide a brief example of the (a) population, (b) setting, and (c) cultural context in which you, as a postgraduate, practicing professional, intend to apply *your theory of helping*.

6. **Sociocultural Context**: Strengths & Limitations of Your Theory of Helping

1. How will *your theory of helping* take into account diverse cultural groups? Specifically, please provide a brief example about how you might modify your theory of helping to be appropriate for a specific population, and/or setting, and/or cultural context.
2. How will *your theory of helping* take into consideration macro-level forces, such as the political, social, economic, & cultural that lie beyond the direct and immediate reach of you and your clients?
IV. STUDENT PRESENTATIONS
15% of Grade

Presentation Guidelines & Procedures: beginning with Week #10 (11/04/2014), two students per class meeting will each present for approximately 50-60 minutes (including questions & answers from all of us in the audience), on applying a counseling theory for helping persons struggling with common problems (e.g., psychological, social, educational, employment, medical).

9. GRADING PHILOSOPHY & PROCEDURES

My Grading Philosophy

Instructors: need to believe grade assigned measures achievement

Students: need to believe grading system is fair

Criterion-Referenced Grading” = competency-based evaluation

1. The performance of each student, taken individually, is most important to me. I would be delighted to give everyone an “A” for the course, if you earn it.
2. Because you have been accepted into the UMCP graduate programs, you have already achieved much—I want to contribute to your becoming expert counselors
3. Revising & Resubmitting Papers to Improve Grade: I have a standing policy in all of my classes that written assignments can be revised & then resubmitted. Improvement in the quality of the work improves the grade. I do this for three reasons:
   a. To encourage students to work harder, & to not be satisfied with work that is simply “good enough”
   b. To give students a glimpse of the “real world,” where any piece of work almost always must be revised multiple times in order to, for example, be published, win grant awards, impress supervisors leading to promotions
   c. So that students will have the greatest potential to earn a solid grade, which will hopefully expand future educational & professional goals

SUMMARY OF ASSIGNMENTS, DUE DATES, & % OF GRADE

<table>
<thead>
<tr>
<th>#</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Case Study Analysis #1</td>
<td>10/28/2014 (Week #09)</td>
<td>20%</td>
</tr>
<tr>
<td>II</td>
<td>Case Study Analysis #2</td>
<td>12/02/2014 (Week #13)</td>
<td>25%</td>
</tr>
<tr>
<td>III</td>
<td>Theory of Helping Paper</td>
<td>12/24/2014 (Exam Week)</td>
<td>40%</td>
</tr>
<tr>
<td>IV</td>
<td>Class Presentation</td>
<td>Per Presentation Schedule</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Grand Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
10. INSTRUCTOR’S RESPONSIBILITIES

For additional information, see

http://www.faculty.umd.edu/teach/reasonable.html
http://www.faculty.umd.edu/teach/classclimate.html
http://www.ohrp.umd.edu/compliance/hrc/intro.html

The Instructor (Paul B. Gold, Ph.D.) will:

• Ensure that students are treated equitably & not discouraged or devalued based on their differences
• Be especially sensitive to equitably offering opportunities to students to answer questions in class, to contribute their own ideas, & to participate fully in projects in & outside of the classroom
• Not devalue students by stereotyping any group &/or overlooking the contributions of a particular group to the topic under discussion
• Behave in a professional manner consistent with University policies, with the ethical principles of the American Psychological Association, & his licensure as a Psychologist
• Provide reasonable notice of major papers in the course, & meet with students to permit evaluation of student progress throughout the course
• Available for meetings during regular office hours or by appointment
• Be present at all class meetings except when prevented by circumstances beyond the control of the faculty member (e.g., jury duty, illness)
• Assign materials to which all students can reasonably expect to have access
• Promise to uphold reasonable confidentiality of information gained through student-faculty contact
• The Syllabus will describe in general terms:

1. Content & nature of assignments, examination procedures, & the basis for determining final grades
2. In cases where all or some of this information cannot be provided at the beginning of the course, a clear explanation of the delay & the basis for any course adjustments

11. STUDENT EVALUATION OF INSTRUCTORS

1. Formal Evaluation

CourseEvalUM Fall 2014
(www.CourseEvalUM.umd.edu)

“Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential & important to the improvement of teaching & learning at the University as well as to the tenure & promotion process. CourseEvalUM will be open for you to complete your evaluations starting about two weeks prior to the last day of the term before exams begin. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the
evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.”

**CourseEvalUM - Frequently Asked Questions**

“Why should I fill out the evaluations?”

[https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml](https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml)

“If you fill out all of the evaluations in your dashboard, the next semester you can view a summary of submitted evaluations for ALL classes with a 70% or higher response rate for their evaluations. Your evaluations will help:

- **Instructors** redesign & improve their course goals, objectives, content, & assignments
- **Deans & department chairs** decide on faculty renewal of contracts, & faculty promotion & tenure decisions
- **Current & future students** decide on classes”

2. Informal Mini-Evaluations

- Instruction goals—questions about whether they are being met
- Students return forms anonymously
- One-minute paper
  1. What is the most important thing you learned in class today?
  2. What questions do you have that remained unanswered?

**12. STUDENTS’ RESPONSIBILITIES**

**Students** will be expected to:

- Attend all lecture & discussion sessions
- Arrive on time for class meetings & inform the instructor in advance of absences & lateness
- Respect the confidentiality of any personal & sensitive information shared in class meetings
- Ask questions, raise issues, & express opinions about “topics on the table” for discussion

**Students** will also:

- Contact the instructor about difficulties completing assignments prior to class assignment due dates
- Inform the instructor about reasonable accommodations necessary for class participation & completion of assignments (see Section #14 below).

**Suggestions for Class Participation**

- **Please come to class with an open mind & a willingness to take risks** - because this course is designed as a beginning survey of counseling theories, you are not expected to be experts. Please don’t allow yourself to become intimidated by the complexity of counseling theories & practice; everyone, including me, has felt lost at times. As you challenge any fears you might have about the “personal” nature of counseling for both counselors & clients, & as you
push yourself to be an active & involved participant, you will be surprised how quickly you
will be comfortable with many of the inevitably awkward facets of this profession.

• Please keep up-to-date with readings - required readings should be completed prior to each
week’s class meeting.

• Please protect the confidentiality of both our classroom discussions & any meetings about
this course held outside of class - being actively involved in class & small group activities
requires some personal self-disclosure. Because of the nature of the vulnerability, trust, &
openness needed to learn about counseling, it is extremely important that confidentiality be
maintained. Revealing personal information about others outside the classroom is a breach
of confidentiality. If you wish to share with others outside the classroom, please reveal only
your own reactions & understanding & avoid using names or identifying features of your
classmates.

13. ATTENDANCE POLICY (quoted verbatim from UM documents)

Attendance Policies
http://faculty.umd.edu/teach/attendance.html

General Policies

“University policy excuses the absences of students for illness, religious observances,
participation in University activities at the request of university authorities & compelling
circumstances beyond the student's control. Students who miss a single class for a medical
reason are not required to provide medical documentation, but students who are absent more than
once are responsible for providing various forms of documentation, depending on the nature of
the absence. Course syllabi should specify the nature of the in-class participation expected & the
effects of absences on students' grades. For more information, see University Policy V-1.00G on
Medically Necessary Absence.”

Medically Necessary Absences

“Students who miss a single class (lecture, recitation, or lab) for a medical reason must make a
reasonable effort to contact their instructor in advance, & upon return to class, present the
instructor with a self-signed note which acknowledges that the information provided is accurate.
Faculty must accept this note; a student's failure to provide an accurate statement is a violation of
the Honor Code… Students who have a prolonged absence due to illness (multiple consecutive
absences) are required to provide written documentation from a health care provider.”

Inclement Weather

“Official closures & delays are announced on the campus website at umd.edu & snow phone line
(301-405-SNOW), as well as on local radio & TV stations. If inclement weather conditions force
a faculty member to cancel a class even though the University is open, the faculty member must
notify the department chair in advance. Students must also be notified through procedures
outlined in the syllabus.”
Religious Observances

“The University's policy on religious observance & classroom assignments & tests states that students should not be penalized for participation in religious observances & that, whenever feasible, they should be allowed to make up academic assignments that are missed due to such absences. Faculty should describe this policy in the syllabus. Students are responsible for notifying the instructor of projected absences within the first two weeks of the semester. This is especially important for final examinations. Instructors should take the validity of these requests at face value.”

“The University of Maryland makes it the student's responsibility to inform the instructor of any intended absences for religious observances in advance. Accordingly, faculty should make every feasible effort to accommodate students' requests based on attendance of religious observances.”

“The university specifically requires that no assignments &/or tests are to be completed & submitted during the following two holidays during the Fall 2014 semester.”

- **Rosh Hashanah** Weds 09/24/2014—Fri 09/26/2014
- **Yom Kippur** Fri 10/03/2014

Other Important Religious Holidays (Islam)

- **Eid-Al-Adha** 10/04/2014 – 10/07/2014
- **Al-Hijra** 10/25/2014

- **Other Excused Absences** (instructor & student will handle on a case-by-case basis)

### 14. ACADEMIC INTEGRITY & HONORS PLEDGE

**Student Honor Council**

http://www.shc.umd.edu/

1. **Student Honor Code**: “The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate & graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, & plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.”

2. **Student Honor Pledge**: “To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations & assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."
3. **Student Written Pledge Statement**: “The Pledge statement should be handwritten & signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course.”

### 15. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

**Disability Support Services**
http://www.counseling.umd.edu/DSS/index.html

“The University is legally obligated to provide appropriate accommodations for students with documented disabilities. In order to ascertain what accommodations may need to be provided, faculty should request that students with disabilities inform them of their needs at the beginning of the semester. The instructor should then consult with the department chair & Dr. Jo Ann Hutchinson at Disability Support Services (314-7682, email Dissup@umd.edu). She will make arrangements with the student to determine & implement appropriate academic accommodations. In addition, sometimes students will encounter psychological problems that hamper their life on campus & you may wish to refer them to the Counseling Center (314-7651) or the Mental Health Service in the Health Center (314-8106). Note that the Disability Support Service (Rm. 4155) & the Counseling Center have moved to temporary locations in Susquehanna Hall. In cases of violent or potentially violent behavior, you should contact the Campus Police (405-3333) or Dr. Jonathan Kandell (314-7658) or other members of the BETA group.”

### 16. OTHER HELPFUL SERVICES

**Writing Center for Graduate Students**
http://www.english.umd.edu/writing-center/twc-grad-students/

- Provide trained peers.
- Work with students one-on-one.
- Work with drafts at all stages of the writing process, including invention, or brainstorming.
- Work with both grammatical & structural concerns. That is, we can help you with comma splices & thesis construction!
- Provide you with other helpful resources: manuals, worksheets, workshops

**University Counseling Center**
http://www.counseling.umd.edu/
- Counseling/Psychotherapy
- Career Counseling
- Emergency Services
- Academic Services
- Disability Services
- Parent & Child Services
- Testing Services
- Research Services

**Family Care Resource & Referral Service**
http://www.uhr.umd.edu/benefits/family_care.cfm