WELCOME TO THIS COURSE!

COURSE OBJECTIVES:

The objectives of this course are to:

1. provide students with professional development experiences that will promote their learning of counseling theories and research, and help prepare them for counseling practice;

2. enhance students’ knowledge of the relationships among counseling theories, assessment, practice, and research;

3. promote students’ knowledge of the strengths and weaknesses of traditional and contemporary counseling theories, particularly in relation to counseling culturally diverse and multicultural clients;

4. involve students in real-world learning experiences that will assist them in both formulating their own theory of counseling and evaluating existing theories of counseling; and

5. promote students’ knowledge of social justice and their awareness of its significance in counseling psychology.
COURSE FORMAT

Each class meeting will include one or more of the following:

(1) **Discussions of responses to questions provided in advance of class that are based on assigned weekly readings (discussions will be led by class members in the role of Student Professor)**

Each Student Professor will be asked to volunteer to lead the class in addressing questions based on the weekly assigned readings. These questions and the schedule for addressing them is on the page titled “Questions to Be Addressed by Student Professors” (Appendix A). By the end of the course, each Student Professor is expected to have volunteered to lead the class in addressing five of these questions. This leadership role involves (a) using a short PowerPoint to present major points that address each question, (b) providing an opportunity for other class members to share their responses to or comments regarding each question, and (c) emailing the PowerPoint to Dr. Tucker and other class members within three days following presentation of it in class. Class members will be expected to be prepared to share their own responses to all questions assigned. The Student Professor can use any strategies to make her/his response to a question interesting. The presentation by the Student Professor and incorporation of comments and questions by class members should together not exceed 25 minutes. Each Student Professor will earn up to 4 self-determined points for each of the five times that she/he assumes this leadership role for a maximum total of 20 self-determined points over the duration of the course.

(2) **Sharing responses to a Think Tank Question that addresses an issue relevant to counseling theories, research, and/or practice, but that to answer, requires thinking beyond the assigned readings, integration of these readings, and/or formulating one’s own views**

An informal exchange of ideas in relation to each question is expected. These Think Tank Questions and the schedule for addressing them are on the page titled “Think Tank Questions to Address in Class, by Topic” (Appendix B). Each student will earn up to 2 self-determined points for participating in the discussion to address each of the four Think Tank Questions, and thus can earn a maximum of 8 self-determined points for this participation.

(3) **Student presentation on an interview with a counselor/therapist to learn more about counseling theories and their relevance for counseling practice**

Each student will be asked to visit the UF Counseling and Wellness Center, a private practice, or a mental health facility (e.g., the Alachua County Crisis Center) to interview a non-student counselor/therapist regarding her/his theoretical orientation and how this orientation influences her/his counseling with clients. The interview should include a request for an example case that illustrates the link between the interviewee’s theoretical orientation and counseling/therapy. The student is expected to identify someone to interview and to arrange the interview; however, Dr. Tucker will provide suggestions for doing this, if needed. Each student is to prepare a double-spaced, two-page written report on the interview and to make sure that at least one-half page of this report is on what was learned from conducting the interview. Additionally, each student is asked to give a 10-minute verbal report on the interview in class. Following each of these interview reports, there will be a 5-minute question and answer period. The schedule for these reports is on...
the page titled “Schedule for Theory-Related Interview Reports” (Appendix C). Each student will earn up to 4 points from Dr. Tucker on the two-page written report and up to 8 self-determined points for the verbal presentation. Thus, a maximum total of 12 points for the interview component of this course can be earned.

(4) Workshop on a counseling theory-, research-, and/or practice-related topic that is conducted by a student in the role of Student Psychologist

Each Student Psychologist will be asked to conduct a professional workshop on one of the six topics listed on the page titled “Workshop Topics by Number and Date” (Appendix D). It is expected that each workshop will be conducted in a professional manner and that the Student Psychologist conducting it will be professionally dressed. It is also expected that each workshop will include creative and fun learning activities, videos, and so on, that will be interesting. Class members and class guests (i.e., individuals invited to class by Dr. Tucker and any friends invited to class by other class members and any persons who see information about the workshop and choose to attend). Workshop attendees will be made aware of the workshop and its time and place using workshop advertisement flyers created by the Student Psychologist conducting the workshop. Near the end of the workshop, each Student Psychologist is asked to share what she/he learned from preparing for and conducting the workshop. This workshop presentation can be listed on each Student Psychologist’s vitae and Student Activities Report. Each workshop should be no longer than 1½ hours. Each Student Psychologist will earn up to 20 self-determined points and up to 5 points from Dr. Tucker for a maximum of 25 points for conducting the workshop. Each Student Psychologist will also receive anonymously written workshop evaluations from the workshop attendees (that will not be shared with Dr. Tucker) and verbal feedback at the next class from classmate attendees and Dr. Tucker.

(5) Student presentation on a field trip to learn about counseling theories/orientations and interventions/approaches being used in community-based (“real world”) counseling/mental health support settings

Each student will be asked to go on one of the field trips listed and described on the page titled “Field Trip Topics by Number and Date” (Appendix E) and to give a very short PowerPoint presentation on this field trip to our class. This presentation should not take longer than 10 minutes. The PowerPoint is to be emailed to Dr. Tucker and other class members within three days following its presentation. The presentation on the field trip should include (a) information about the counseling/mental health support interventions and/or approaches observed and any evidence of their effectiveness, and (b) anything learned during the field trip that was surprising or that was helpful to you as you begin to shape your views about counseling theories, research, and practice. Each student will earn up to 10 self-determined points and 5 points from Dr. Tucker for a total of 15 maximum points for the field trip learning experience.

(6) Viewing and discussion of professionally-produced counseling theory- and therapy-relevant videos

These counseling theory- and therapy-relevant videos have been selected by Dr. Tucker and will be made available to students. The names of these videos appear in the section of this syllabus identified as “Topics and Readings.” Students are asked to view each video (individually or as a
group) outside of class, and then in class, discuss what they learned from and their reactions to each video. 

**Students will give themselves up to 10 self-determined points based on their levels of participation in these in-class discussions of the provided videos.**

(7) **Panels of special guests (counseling professionals and “real-world folks”) whose views and experiences will facilitate learning relevant to counseling theories, research, and/or practice**

(a) A panel of counseling psychology students will be invited to class to share what they have learned about counseling clients who are very similar to and/or very different from themselves and what they have experienced regarding the usefulness of theories in counseling clients. These panelists will also answer questions from class members regarding any topic relevant to our course. **Dr. Tucker will arrange this panel.**

(b) A panel of culturally diverse community members (who are diverse with regard to race/ethnicity, age, sex, gender, ability/disability, sexual orientation, region of the country where raised, and religion) will be invited to class to share their views on (1) seeking counseling/therapy; (2) participating in research; and (3) how people similar to themselves deal with stress, depression, and other mental health challenges. Class members will have the opportunity to ask direct and anonymous questions to this panel. **Dr. Tucker will arrange this panel.**

**COURSE REQUIREMENTS**

(1) Serve as a Student Professor four times, which involves presenting a response to a discussion question and inviting responses/comments from other class members (maximum of 4 self-determined points for each of 5 presentations, totaling a maximum of 20 points)

(2) Participate in responding to four Think Tank Questions, each of which addresses an issue relevant to a counseling theory, research, and/or practice (maximum of 2 self-determined points per question, totaling a maximum of 8 points)

(3) Conduct and present on an interview with a counselor/therapist to learn more about counseling theories and their relevance for counseling practice (maximum of 8 self-determined points and 4 professor-determined points, totaling a maximum of 12 points)

(4) Conduct a workshop on a counseling theory-, research-, and/or practice-related topic (maximum of 20 self-determined points and 5 professor-determined points, totaling a maximum of 25 points)

(5) Conduct and present on a field trip to learn more about counseling interventions/approaches used in community-based (“real-world”) counseling/mental health support settings (maximum of 10 self-determined points and 5 professor-determined points, totaling a maximum of 15 points)

(6) Participate in discussions of the assigned counseling theory- and therapy-relevant videos (maximum of 10 self-determined points)

Final Short-Answer Exam (maximum of 10 points). Whether or not this final exam will occur will be based on class members’ self-evaluations of their (a) completion percentage regarding all assigned readings
and (b) follow-through percentage with regard to viewing all assigned therapy- and theory-focused videos. An overall class mean for these two percentages of 95% or higher will result in no exam and 10 additional points awarded to each student by Dr. Tucker. An overall class mean for these two percentages of less than 95% will result in the aforementioned 10-point final exam being administered.

GRADING

You may earn as many as 100 points from meeting the course requirements. Grades will be based on total grade points earned, as follows:

- 90 – 100 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- Below 60 = E

REQUIRED TEXT


SUPPLEMENTAL READINGS THAT UPDATE LEARNING BEYOND THE EXCELLENT 2012 TEXTBOOK


**CLASS ATTENDANCE POLICY**

Although class attendance is not required, it is difficult to receive the maximum number of class participation points and have a meaningful learning experience in this course without attending all classes for the course.

**EXTRA CREDIT**

There will be no extra credit opportunities in this course.
MAKE-UP POLICY

Assignments cannot be made-up except in the case of extreme and unavoidable circumstances that meet the criteria of the University of Florida policy for an excused absence. Make-ups are only given for illnesses that require medical treatment, valid emergencies, and valid scheduling conflicts. Students must provide written documentation of the excusable absence as per University of Florida policy. With the exception of emergency situations, if you are aware that you will be absent for an assignment due date, you must obtain permission from Dr. Tucker prior to the due date or you will receive zero points for the missed assignment.

USE OF LAPTOPS AND OTHER ELECTRONIC DEVICES

Please make sure that your cell phone and any other electronic devices are OFF (not merely silenced) and not visible to you or others during class. Please do not use laptops during class for anything other than taking notes and reviewing/presenting class assignments. If you do use a laptop during class for a reason other than these reasons, you will be asked to discontinue using the laptop for the remainder of the class period and you will be asked to meet with Dr. Tucker to discuss your reasons for using a laptop during class for non-course-related activities and strategies that might help you avoid such activities in future classes.

ACADEMIC HONESTY

Cheating is NOT tolerated at the University of Florida. Cheating is defined in the University Handbook, and it is the student’s responsibility to be familiar with its many forms (including plagiarism). As a result of completing registration at the University of Florida, every student has agreed to the following statement: “I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students requesting classroom or testing accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide you with the necessary documentation, and you must then provide this documentation to Dr. Tucker to request accommodations. Dr. Tucker will work with you and the Dean of Students Office to make arrangements that will help you meet the course requirements and your individual needs.

PERSONAL ISSUES OR EMOTIONAL DISCOMFORT

The topics covered in the course can evoke personal issues and/or emotional discomfort. If you find that the course precipitates personal issues or emotions that need to be addressed, do not hesitate to notify Dr. Tucker and/or consider speaking with a counselor at the UF Counseling and Wellness Center (392-1575; www.counseling.ufl.edu/cwc). These services are free to registered students such as those taking this course.

GATOREVALS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the
evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/

STATEMENT ON SEXUAL HARRASSMENT

Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF’s sexual harassment policy which can be found here: https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/. Please review this policy and contact a university official if you have any questions about the policy. As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF’s Title IX coordinator. For more information about UF’s Title IX office see: https://titleix.ufl.edu/. You can also complete a Sexual Harassment Report online (Title IX) at: https://titleix.ufl.edu/title-ix-reporting-form/.

TOPICS AND READINGS

PART I: An Integral/Comprehensive Approach to Counseling and Psychotherapy Theories and Practices and the Importance of Counseling Research

Introduction:  
a. Review and discuss the course syllabus  
b. Students select questions and other learning activities to spearhead  
c. Note that the Topic I readings are to be read by our next class (August 27)  
d. Discuss the links among counseling, theory, assessment, research, and culture

Date:  August 20

Topic I. Counseling and Psychotherapy: Past Influences, Present Trends, and Future Challenges

Date:  August 27

Reading:  Ivey, D’Andrea, & Ivey (2012): Chapter 1  
Supplemental Reading: Koç, V., & Kafa, G. (2019).

Activities:  (1) Student Professors present responses to the two questions for Topic I  
(2) Think Tank Question

Topic II. Neuroscience: A New Consideration in Counseling and Psychotherapy Theories, Research, and Practice

Date:  September 3

Readings:  Ivey, D’Andrea, & Ivey (2012): Chapter 2

Activities:
(1) Student Professors present responses to the two questions for Topic II
(2) Sharing Activity for All Students: Please share one thing you learned from the Topic II readings that was surprising and/or interesting to you. What is one interesting neuroscience-based, counseling psychology-related research question that you would investigate if you were given $25,000 (to use as you please) just for coming up with such an idea and a 2-year grant totaling $1,000,000 to implement your idea?

Topic III. Multidimensional Aspects of the Term “Multicultural”: Implications for Multicultural Counseling Theories, Research, and Practice

Date: September 10

Reading: Ivey, D’Andrea, & Ivey (2012): Chapter 3

Activities:
(1) Student Professors present responses to the three questions for Topic III
(2) Special guests – A panel of culturally diverse community members

Topic IV. Counseling Microskills

Date: September 17

Readings: Ivey, D’Andrea, & Ivey (2012): Chapter 4

Activities:
(1) Student Professors present responses to the two questions for Topic IV
(2) Think Tank Question
(3) View outside of class and discuss in class the following video on using microskills in counseling:
http://ctiv.alexanderstreet.com/view/1778724
(4) Special guests – A panel of advanced counseling psychology students

PART II: The First, Second, and Third Major Forces in Shaping Counseling and Psychotherapy, and Relevant Theories and Research Associated with Each Force

Topic V. Psychodynamic Counseling/Therapy and Relevant Theories (Psychoanalytic and Attachment Theories) and Research: The First Force

Date: September 24
Readings: Ivey, D’Andrea, & Ivey (2012): Chapter 5

Activities: (1) Student Professors present responses to the two questions for Topic V
(2) Two students give theory-focused interview reports
(3) View outside of class and discuss in class the following video on Psychodynamic Counseling and Psychotherapy:

Psychodynamic Counseling and Psychotherapy
(Microtraining Associates, 2004), 56:27 min.
http://ctiv.alexanderstreet.com/View/1778747/

Topic VI. Adlerian, Jungian, and Interpersonal Counseling/Therapy and Relevant Theories and Research

Date: October 1

Reading: Ivey, D’Andrea, & Ivey (2012): Chapter 6

Activities: (1) Student Professors present responses to the three questions for Topic VI
(2) Two students give theory-focused interview reports

Topic VII. Cognitive-Behavioral Counseling/Therapy and Relevant Theories and Research: The Second Force

Date: October 8

Readings: Ivey, D’Andrea, & Ivey (2012): Chapter 7
Supplemental Reading: Goldberg, S., Del Re, A., Hoyt, W., & Davis, J. (2014)

Activities: (1) Student Professors present responses to the two questions for Topic VII
(2) Two students give theory-focused interview reports
(3) Field Trip I Report
(4) View outside of class and discuss in class the following videos on Cognitive-Behavioral Therapy and Cognitive Therapy:

Psychotherapy with Gay, Lesbian, and Bisexual Clients
(Psychotherapy.net, 2005), 48:29 min.
http://ctiv.alexanderstreet.com/view/1779374

Mixed Anxiety and Depression: A Cognitive-Behavioral Approach
(Psychotherapy.net, 2006), 66:32 min.
http://ctiv.alexanderstreet.com/view/1778922
Topic VIII.  Rational-Emotive Behavior Therapy and Reality Therapy, and Relevant Theories and Research

Date:  October 15

Reading:  Ivey, D’Andrea, & Ivey (2012): Chapter 8

Activities:  
(1)  Student Professors present responses to the two questions for Topic VIII
(2)  Singing REBT songs
(3)  Field Trip II Report
(4)  View outside of class and discuss in class the following video on the use of REBT:

Rational Emotive Behavior Therapy for Addictions  
(Psychotherapy.net, 2009), 52:52 min.  
http://ctiv.alexanderstreet.com/View/1779020/

Topic IX.  Existential-Humanistic Counseling and Relevant Theories (Including Person-Centered Theory) and Research:  The Third Force

Date:  October 22

Readings:  Ivey, D’Andrea, & Ivey (2012): Chapter 9

Activities:  
(1)  Student Professors present responses to the two questions for Topic IX
(2)  Workshop I

Topic X.  Frankl’s Logotherapy and Gestalt Counseling, and Relevant Theories and Research

Date:  October 29

Reading:  Ivey, D’Andrea, & Ivey (2012): Chapter 10

Activities:  
(1)  Student Professor present a response to the one question for Topic X
(2)  Think Tank Question
(3)  Workshop II

PART III:  The New/Contemporary Forces in Shaping Counseling and Psychotherapy, and Relevant Theories and Research Associated with Each

Topic XI.  Feminist Counseling/Therapy and Relevant Theories and Research

Date:  November 5

Readings:  Ivey, D’Andrea, & Ivey (2012): Chapter 11
Supplemental Reading: Neufeld, A. C. (2014)
Supplemental Reading: Conlin, S. E. (2017)

Activities: (1) Student Professors present responses to the two questions for Topic XI
(2) Workshop III

Topic XII. **Multicultural Counseling/Therapy and Relevant Theories and Research: The Fourth Force**

Date: November 12

Readings: Ivey, D’Andrea, & Ivey (2012): Chapter 12
Supplemental Reading: Tao, K., Owens, J., Pace, B., & Imel, Z. (2015)

Activities: (1) Student Professor presents a response to the one question for Topic XII
(2) Think Tank Question
(3) View outside of class and discuss in class the following video on Multicultural Counseling:


(4) Field Trip III Report and Field Trip IV Report

Topic XIII. **Positive Psychology/Wellness Counseling and Brief/Solution-Focused Therapy, and Relevant Theories and Research**

Date: November 19

Readings: Ivey, D’Andrea, & Ivey (2012): Chapter 13

Activities: (1) Student Professor presents a response to the one question for Topic XIII
(2) Field Trip V Report
(3) Workshop IV

Topic XIV. **Emerging Counseling Theories/Approaches: Acceptance and Commitment Therapy, Dialectic Behavior Therapy, Narrative Therapy, Social Justice and Advocacy, and an Integrative, Inclusive, and Holistic Conceptualization of Psychotherapy**

Date: November 26

Activities:  (1) Student Professors present responses to the two questions for Topic XIV  
(2) Workshop V

Topic XV.  Family Counseling/Therapy and Relevant Theories and Research

Date:  December 3

Readings:  Ivey, D’Andrea, & Ivey (2012): Chapter 15

Activities:  (1) Student Professors present responses to the three questions for Topic XV  
(2) Sharing Activity: Please share your views regarding how family counseling with low-income Hispanic families might be different from family counseling with low-income White families.

APPENDIX A

Questions to be Addressed by Student Professors

Topic I.  Questions for August 27

(1) Several contemporary theories and approaches as well as social factors and neuroscience have contributed to the evolution of counseling/psychotherapy. What are these theories, approaches, and social factors? Comment on other contributors that you think are important but are not mentioned in the assigned readings.

Student Professor: _____________

(2) What is the integral approach to counseling and psychotherapy? What do you think are the strengths and limitations of this approach?

Student Professor: _____________

Topic II.  Questions for September 3

(1) What is neuroscience and what is its relevance to counseling and psychotherapy? Do you think that counseling psychologists should be required to have some training in neuroscience? Please justify your answer.

Student Professor: _____________

(2) What are two examples of how neuroscience can be integrated into researching the effects of contextual counseling interventions? How does your awareness of this integration impact how you might evaluate the impact of your counseling with clients whose presenting problem is depression?
Topic III. Questions for September 10

(1) Briefly discuss the aspects of the Respectful Counseling and Therapy Model. How does this model enable multicultural counseling?

Student Professor: ____________

(2) Give an overview of the Multicultural and Social Justice Framework. What are the four characteristics of multicultural and social justice competent counselors that you most highly value?

Student Professor: ____________

(3) If you were going to conduct a workshop for counseling psychologists on recognizing, naming and addressing racism experienced by and negatively impacting their clients, what would you focus on/do in the workshop?

Student Professor: ____________

Topic IV. Questions for September 17

(1) What are the counseling microskills, and what is some research evidence supporting their use?

Student Professor: ____________

(2) Discuss Narrative Theory/Therapy and the associated 5-stage structure of a counseling interview—a structure that can be used regardless of theoretical orientation. However, comment on how you think the content of this structure would be different for therapists who use multicultural and/or feminist theories to guide their counseling.

Student Professor: ____________

Topic V. Questions for September 24

(1) What are the central components of Freud’s psychoanalytic worldview and what are his perceived 5 stages of development? What are some criticisms of both? Do you think that you could practice “contemporary psychoanalytic counseling” with some clients? Please justify your answer.

Student Professor: ____________

(2) What is attachment theory? What is some research that provides support for this psychodynamic theory?
Student Professor: _____________

**Topic VI. Questions for October 1**

(1) Compare Adler’s and Jung’s theory of human development/worldview. How are they different from that of Freud’s psychoanalytic theory/worldview?

Student Professor: _____________

(2) Review the Adlerian and the Jungian counseling/therapy strategies. Which of these strategies do you consider to be culturally sensitive and why? Which do you consider to be culturally insensitive and why?

Student Professor: _____________

(3) Describe Interpersonal Therapy (IPT) and its use in treating depression. Are there any aspects of IPT that are culturally sensitive? Please explain your response to this question.

Student Professor: _____________

**Topic VII. Questions for October 8**

(1) How are cognitive-behavioral theory and therapy different from Beck’s cognitive theory and therapy, respectively? Is cognitive-behavioral counseling/therapy useful in treating insomnia and depression?

Student Professor: _____________

(2) Discuss common behavioral-, cognitive-, and cognitive-behavioral counseling approaches. What is one way that these three approaches different from each other? What advice would you give a counseling psychologist interested in using mindfulness interventions?

Student Professor: _____________

**Topic VIII. Questions for October 15**

(1) What are the central theoretical constructs of Rational-Emotive Behavior Therapy, and how are these constructs applied in this therapy?

Student Professor: _____________

(2) Discuss both Glasser’s theory of reality therapy and Relational Cultural Theory. Does the integration of these two theories offer a model for culturally competent/sensitive counseling that you might use for some clients?

Student Professor: _____________
Topic IX. Questions for October 22

(1) Give an overview of the existential-humanistic theories. Empathy is an important construct in these theories. Can this construct be measured and promoted, and if so, how?

Student Professor: ______________

(2) Critically evaluate the strengths and weaknesses of the survey study by Correia et al. (2017) that was conducted to identify the characteristic practices of Existential Psychotherapy. Does this study support use of Existential Therapy with clients, including those who are minorities?

Student Professor: ______________

Topic X. Question for October 29

Describe Frankl's Logotherapy and Gestalt Therapy. Is there any empirical support for these therapies? Justify your answer.

Student Professor: ______________

Topic XI. Questions for November 5

(1) What is Feminist Identity Development Theory, and what are the counseling/therapy strategies associated with this theory? Is there any empirical evidence to support either the theory or strategies? If so, what evidence is there?

Student Professor: ______________

(2) Should counseling psychologists be mandated to receive training in counseling transgender individuals in order to get licensed? Is providing gender sensitive counseling by a trained counseling psychologist a social justice issue? Please justify your responses.

Student Professor: ______________

Topic XII. Question for November 12

What are the six central theoretical propositions of Multicultural Counseling and Therapy (MCT)? Identify the key techniques/strategies used in MCT and discuss two you could envision using. If you teach a course on MCT, would you assign students to read the article on cultural soul wounds? Please justify your response to this question.

Student Professor: ______________
Topic XIII.  Question for November 19

Briefly describe five positive psychology perspectives that have been found useful in addressing the common concerns of college students who seek counseling at counseling centers? Would you use Neurofeedback-aided Meditation Therapy and Modified Positive Psychotherapy with sexual minority college students in the U.S.? Please justify your response to the latter question.

Student Professor: ______________

Topic XIV. Questions for November 26

(1) Give a very brief overview of each of the following two counseling theories: (a) Dialectical Behavior Therapy, and (b) Narrative Therapy. In your opinion, how consistent is each of these counseling theories with a social justice counseling framework? Please justify your response to this question.

Student Professor: ______________

(2) Briefly describe Acceptance and Commitment Therapy (ACT). Consider the treatment of binge eating using ACT that was described in the article by Hill et al. (2015). What do you think are the strengths and weaknesses of this treatment and of the assessment approach used to assess the effectiveness of this treatment?

Student Professor: ______________

Topic XV. Questions for December 3

(1) What are the similarities and differences when comparing Individual Counseling, Family Counseling, and the Network Therapy Model? Discuss any empirical evidence for using family therapy approaches.

Student Professor: ______________

(2) What is motivational interviewing and what is its relevance to both family counseling and counseling psychology more generally?

Student Professor: ______________

(3) What is the role of the therapist in effective family and marital/relationship therapy?

Student Professor: ______________
Think Tank Questions to Address in Class, by Topic

**Topic I.** What do you think needs to be done to be able to provide effective psychotherapy/counseling to new immigrants in the U.S. from different countries? (August 27)

**Topic IV.** A counseling psychology student that I talked with a few years ago told me that taking a multicultural counseling course is not needed in our counseling psychology training program because such courses lead to cultural stereotyping of clients. This student argued that getting to know the client, being empathetic with the client, and understanding the client’s presenting problem are the keys to successful therapeutic outcomes. What would be your response to this student? (September 17)

**Topic X.** Are Logotherapy and Gestalt Therapy appropriate for use in counseling racial/ethnic minority clients and/or sexual minority clients? Justify your answer. (October 29)

**Topic XII.** What is Consciousness-In-Action Theory? Is this theory relevant for counseling the AfroLatinx queer immigrant presenting in the Adames et al. article in the readings for Topic XII? Justify your answer to this latter question. (November 12)

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**APPENDIX C**

Schedule for Theory-Focused Interview Reports

**Topic V.** Two counseling theory-focused interview reports (September 24)

Student: _____________

Student: _____________

**Topic VI.** Three counseling theory-focused interview reports (October 1)

Student: _____________

Student: _____________

**Topic VII.** Two counseling theory-focused interview reports (October 8)

Student: _____________

Student: _____________
APPENDIX D

Workshop Topics by Number and Date

Workshop I: Theoretical and Practical Contributions of Carl Rogers and their Usefulness and Limitations in Counseling Minorities and Multicultural Clients [October 22, Topic IX]
Student Psychologist: _____________

Workshop II: Spirituality and Mindfulness in Psychotherapy [October 29; Topic X]
Student Psychologists: _____________ and _____________

Workshop III: Feminist Counseling [November 5, Topic XI]
Student Psychologist: _____________

Workshop IV: Positive Psychology and Wellness Counseling [November 19, Topic XIII]
Student Psychologist: _____________

Workshop V: Counseling Bisexual and Transgender Individuals: Role of Social Justice [December 3, Topic XIV]
Student Psychologist: _____________

APPENDIX E

Field Trip Topics by Number and Date

Field Trip I. A field trip to the Alachua County Crisis Center to learn about the counseling interventions used there and any evidence of the effectiveness of these interventions [October 8, Topic VII]
Student: _____________

Field Trip II. A field trip to the VA Hospital to learn about the approaches to counseling used there and the evidence of their effectiveness [October 15, Topic VIII]
Student: _____________

Field Trip III. A field trip to an African American church to determine the relevance of the services at this church for counseling clients [November 12, Topic XII]
Student: _____________  Student: _____________

Field Trip IV. A field trip to Meridian Behavioral Healthcare, Inc. or to the Children’s Cancer Hospital to learn about the counseling interventions used there and any evidence of the effectiveness of these interventions [November 12, Topic XII]
Field Trip V. A field trip to the Pride Community Center of North Central Florida to learn about their role(s) in promoting the mental health among the LGBTQ+ community and to participate in one of the following: (a) a Transgender Support Group or any other Support Group or (b) an Educational Event for LGBTQ Family and Friends [November 19, Topic XIII]

Student: ____________