

UNIVERSITY OF WISCONSIN PARKSIDE

Clinical Mental Health Counseling Program
Psychology Department
College of Natural Health & Sciences
University of Wisconsin-Parkside

COURSE SYLLABUS

Counseling Theories

CMHC 704 Fall 2025

Basic Course Information

Instructor: John P. Duggan, Ed.D., LPC, LCPC, LSATP

Modality: Online, 100% asynchronous

Course Website or Online Platform: <https://uwpks.instructure.com/courses/762032>

Contacting Me Outside of Class

Email: Duggan@uwp.edu (Please use Canvas Mail for Communication)

Office or Student Conversation Hours: Please use this schedule link [Appointments](https://uwpks.instructure.com/courses/762032/modules/items/28802939)
<https://uwpks.instructure.com/courses/762032/modules/items/28802939>

Contact Preferences:

Canvas Email is my preferred form of contact. I usually answer emails between the hours of 8:00-5:00 on weekdays, though obviously there will be periods when I will be occupied with classes, meetings, or connecting with students and colleagues and won't be able to respond right away. I do my best to respond to all emails within 24 hours during the week or 48 hours over the weekend, but at some times in the semester I may fall behind. If you have not heard back from me within 36 hours of sending me a message during the week, please send it again as I may have accidentally lost track of it.

Land Acknowledgement

We the Community of the University of Wisconsin-Parkside acknowledge with gratitude and humility the First Nations People of Wisconsin, whose original homelands lie within the state. We especially wish to recognize the Ho-Chunk, Miami, and Potawatomi Nations for their significant historical and spiritual connections with the Parkside area. Our footsteps do not replace theirs, but rest alongside them.

Course Description

This course provides an introduction to the major systematic approaches to clinical mental health counseling. Examines theoretical case conceptualization and interventions, psychotherapy research and integration, the counselor-client relationship, and counseling in a diverse society.

Learning Outcomes

CACREP 2024 Standards – Section 3: Foundational Counseling Curriculum

COUNSELING PRACTICE AND RELATIONSHIPS

| <u>Course Outcomes</u> <i>By the end of this course, students will be able to:</i> | <u>Course Topic</u> | <u>Assessment Method</u> |
|--|--|--|
| Describe and apply theories and models of counseling, including relevance to clients from diverse cultural backgrounds (3.E.1) | All Chapters | Quizzes Case Studies Theoretical Orientation Paper |
| Articulate essential case conceptualization skills using a variety of models and approaches (3.E.3) | Ways Paradigm Foundations of Effective Counseling | Case Studies Week 13 Reflection/discussion Case Studies Theoretical Orientation Paper |
| Apply theories and models of multicultural counseling, social justice, and advocacy (3.B.1) | All Chapters | Week 2 Video reflection/discussion Quizzes Case Studies Theoretical Orientation Paper |
| Identify and evaluate the evidence base for counseling, theories, interventions, and practices (3.H.2) | All Chapters | Week 1 Video reflection/discussion Quizzes Theoretical Orientation Paper |

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| Identify counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships (3.E.8) | All Chapters | Week 1 Video reflection/discussion Week 1 Quiz Case Studies Theoretical Orientation Paper |
| Articulate counseling strategies and techniques used to facilitate the client change process (3.E.10) | All Chapters | Video reflection/discussion Quizzes Case Studies Theoretical Orientation Paper |
| Engage in processes for developing a personal model of counseling grounded in theory and research (3.E.21) | Ways paradigm Chapter 15 | Week 13 Reflection/discussion Theoretical Orientation Paper |
| Apply theories and models of multicultural counseling, social justice, and advocacy (3.B.1) | All Chapters | Week 2 Video reflection/discussion Quizzes Case Studies Theoretical Orientation Paper |
| Identify and evaluate the evidence base for counseling, theories, interventions, and practices (3.H.2) | All Chapters | Week 1 Video reflection/discussion Quiz Theoretical Orientation Paper |

Regular and Substantive Interaction:

Learning becomes most effective, long-lasting, and meaningful when we are engaged in active learning. Each week, students will engage with the learning outcomes through a variety of activities, including listening to lectures, viewing counseling demonstrations, engaging in online discussions, completing readings and taking notes, viewing and taking notes on videos, and completing concept check quizzes. Students will also analyze case studies and reflect on the material during the course. Reading comprises an important component of the learning experience in this course. Reading the required materials each

week is imperative. Asynchronous material will focus on deepening the understanding of important concepts but will not be comprehensive in coverage of this course.

Required Course Materials:

- Kress, K.E., Seligman, L., & Reichenberg, L.W. (2021). Theories of Counseling and psychotherapy: Systems, strategies, and skills (5th ed.). Hoboken, NJ: Pearson

Additional readings and videos will be available in Canvas Modules.

Technology Requirements

To participate in course learning activities and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones and a microphone for weekly video reflections/disussions, and and viewing recorded content (transcripts provided)
- Reliable internet access and a UWP email account
- An internet browser that is compatible with Canvas (Chrome, Firefox, Edge, and Safari are all compatible with Canvas)
- Recent copies of the following software: Microsoft Office
- Reliable data storage for your work, such as a USB drive or Office 365 OneDrive cloud storage

All UWP students have free access to Office 365, which includes Word, PowerPoint, Excel, and other software along with cloud storage via OneDrive. You can use the software online or download up to 5 copies onto your personal computers. Visit the Tech Bar for help installing this and other software, and remember that campus computer labs and the library provide computers and additional software for student use.

Technical Support

If you have problems with your computer or accessing course materials please use the following resources:

- Contact Campus Technology Services (CTS) at 262-595-2444 or servicedesk@uwp.edu
- Canvas support is available 24/7 by chat, email, and phone. Click on the Help icon in Canvas to access chat or email options or call 833-820-4070.
- The UWP Tech Bar offers convenient walk-up technology services, located on the main campus concourse just across from the library, Wyllie L101.

Course Assignments and Assessment

General Assignment Information

- All coursework should be submitted through Canvas and will be returned in the same way.
- All assignment due dates and exam dates are indicated on the course schedule.
- Detailed assignment descriptions and rubrics will be provided in Canvas.

Weekly Video Reflections/Discussions

Each week you will address at least one of the prompts listed by recording a video that is between 1-2 minutes long. Be sure that you record both audio and video, which facilitates us getting to know one another. You will then provide a written response to two of your classmates via the online discussion post. Initial posts will be due by Wednesday at 11:59pm, and all final posts will be due by Sunday at 11:59pm. These discussion posts will help you to engage with your classmates and the professor surrounding these topics. There are a total of 12 video reflections/discussions, each worth 5 points, for 60 points total.

Weekly Quizzes

Each week you will have the opportunity to check and demonstrate your learning by completing a ten-question quiz in Canvas. All items are either multiple choice or true/false. These questions are not designed to trip you up, but to check your understanding of some of the major concepts, ideas and principles of that week's counseling theory. The quizzes are untimed, and you may complete them up to three times and your highest score will be recorded. These are open book, open note quizzes. Quizzes must be done by Sunday at 11:59pm. There are a total of 12 quizzes, each worth 10 points, for 120 points total.

Case Studies

There are two case studies. In these assignments, you will provide a case conceptualization of a client case using the Ways Paradigm from the perspective of one of the theoretical orientations covered in the course. For Case Study 1, you will select from psychoanalytic, psychodynamic, cognitive behavioral, and contemporary cognitive behavioral therapies. For Case Study 2, you will select from person-centered, existential, gestalt, feminist, postmodern, family systems therapies. **Case Study 1** is due by Sunday October 10 at 11:59pm. **Case Study 2** is due by Sunday, November 23 at 11:59pm. Each case study is worth 30 points, for a total of 60 points.

Week 13 Discussion Board

The discussion board for week 13 is a little different from the previous video reflection/discussion assignments. The purpose of this assignment is to get you started on your final theoretical orientation paper. In your post, you will describe what theoretical orientations you are planning to use for the (1) way of understanding, (2) way of being, and (3) way of intervening with clients sections of the final paper. For the final paper, you will need at least two theoretical approaches. Describe what approaches you are thinking of using for each of the above sections, and why and how you see them being integrated. You can also include any challenges you are coming up with in outlining and thinking through your paper. In response to two of your colleagues, provide them with one element of strength you notice in their outline so far (or address their question/challenge), and one area that they may improve or consider for their final paper. Your initial post is due by Wednesday, November 26 at 11:59pm, and your responses to colleagues is due by Sunday, November 30 at 11:59pm. This assignment is worth 20 points.

Theoretical Orientation Paper

The purpose of this paper is for you to describe your current thinking about counseling theories using the perspectives of different theories of psychotherapy and The Ways Paradigm. You will accomplish this by integrating concepts and techniques from at least 2 different theories covered in the textbook. It is not necessary to follow the same two theories all the way through your paper. For example, you may choose one or two theories to help you describe the Way of Understanding, and a different one or two theories to help you describe the Way of Being. However, be sure that within a specific section of the paper (e.g., Way of Understanding) that you describe/demonstrate the logical connections between concepts from different theories. Furthermore, be sure to describe/demonstrate the logical connections between different sections of the paper (e.g., Way of Understanding and Way of Intervening). Overall, you are using concepts, principles, etc. from different theories to describe and explain your current thinking about counseling theories. Be sure to avoid writing a mishmash of disconnected ideas. Instead, present an integrated perspective with a sound rationale both within sections, and between sections. The paper needs to be submitted by 11:59pm of Thursday, December 11. The paper is worth 40 points.

| Assignment | Points |
|--------------------------------------|------------|
| Video Reflections/Discussions | 60 |
| Quizzes | 120 |
| Week 13 Discussion Board | 20 |
| Case Conceptualization 1 | 30 |
| Case Conceptualization 2 | 30 |
| Theoretical Orientation Paper | 40 |
| TOTAL POINTS | |

Final Grade Scale

| Letter Grade | Percentage | Points (300 total) |
|--------------|------------|--------------------|
| A | 94-100 | 280-300 |
| A- | 90-93 | 268-279 |
| B+ | 87-89 | 259-267 |
| B | 84-86 | 250-258 |
| B - | 80-83 | 238-249 |
| C+ | 77-79 | 229-237 |
| C | 74-76 | 220-228 |
| C - | 70-73 | 208-219 |
| D+ | 67-69 | 199-207 |
| D | 64-66 | 190-198 |
| D - | 60-63 | 178-189 |

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|---|------|-----------|
| F | < 60 | Below 178 |
|---|------|-----------|

Incompletes: If you are in good class standing, but due to an end of the course emergency find that you are unable to complete the final course requirements, you may be eligible to request an incomplete grade. For additional information, please refer to UWP's catalog [policies](#) section. If you believe your situation makes you eligible for an incomplete and would like to learn more, please contact me and I'll be happy to discuss it with you.

Course Policies

Inclusivity, Respect, and Ability/Disability Expectations

UW-Parkside is committed to fostering and maintaining a safe, inclusive learning and working environment for all students, faculty, and staff. Because we value our diverse campus community, all forms of discrimination and harassment are prohibited at our institution. If you have experienced or witnessed such behavior, you may contact your instructor, the [Dean of Students](#) at 262-595-2598, or the [Office of Equity, Diversity, and Inclusion](#) at 262-595-2090 to file a complaint.

UW-Parkside seeks to uphold standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. Gender-based discrimination, pregnancy discrimination, relationship violence, and sexual misconduct, which includes harassment, assault, exploitation, and stalking, violate the university's core values and policies and may also violate state and federal law. University faculty and staff are considered "Mandated Reporters" and must report incidents of sexual misconduct and relationship violence for the safety of the individuals involved and the wider community. If you or someone you know has been impacted by sexual misconduct, relationship violence, gender-based discrimination, or needs support as a pregnant student, please visit the [Title IX Office](#) for a variety of [resources](#), support, and reporting options, which includes options for confidentiality and anonymity.

UW-Parkside recognizes that all persons, regardless of ability, are an integral part of our community and is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability, or think you may have a disability, you are also welcome to meet with the [Student Accessibility Services](#) office. The SAS office works with students with disabilities and instructors to identify reasonable accommodations and remove barriers. You can find the SAS office [online](#), visit them in Wyllie D1, or contact them at sas@uwp.edu or 262-595-2372.

Academic Integrity

When grading I look for growth and individual progress, not perfection. Please familiarize yourself with UW-Parkside's [academic misconduct policy](#) to better understand what constitutes cheating and the possible penalties involved. Student work is to be performed honestly and without unauthorized

assistance. All assignments for this course are to be original works. Academic dishonesty (cheating, plagiarism, fabrication, etc.) can result in a grade of F for the course; and be reported to the university for appropriate disciplinary action. Each assignment will make clear what is permitted, including the possible use of AI software like ChatGPT. In addition, the professional dispositions policy addresses academic honesty and professional behavior in the classroom. Students should consult with the instructor if they need clarification. If your academic life is becoming difficult and you are tempted to plagiarize to save time or get a good grade, please talk to me instead. I understand that sometimes things go off the rails and I would rather grant you an extension than send you to the Dean of Students' office for plagiarism. [Student Academic Misconduct Policy Student Handbook](#)

What are the penalties for Academic Integrity violations? Depending on the severity of the misconduct, penalties can include repeating the assignment, a lower or failing grade on the assignment or in the course, a notation indicating an academic integrity infraction in your academic record, or probation or suspension from the university. These are serious consequences and I want to help you avoid incurring them. Yes, we take this very seriously.

[Academic Calendar](#)

Please refer to the Registrar's [webpage](#) for the details of the Academic Calendar, especially important deadlines for dropping a course, withdrawing, university breaks, and other key dates and deadlines.

[Course Conduct & Netiquette](#)

In order to learn, we must be open to the views of people different from ourselves. In this time we share together over the semester, please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from one another. Please respect each others' opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class.

In this course, much of our communication with one another will be done through discussion boards. Please remember to follow appropriate Netiquette guidelines when interacting with each other in the online environment. Proper Netiquette includes respecting the rights and opinions of others, providing constructive feedback that advances a conversation, and engaging in thoughtful dialogue with your peers. For additional information on Netiquette, please visit [Online Netiquette](#).

Professionalism and Dispositions

The CMHC program maintains expectations for professional behavior and dispositions throughout all coursework and clinical practice. This policy includes the engagement in the online course environment and the ability to uphold the American Counseling Association Code of Ethics (2014). Please see the CMHC Handbook for more detail.

Students will be evaluated throughout the CMHC program based upon these general dispositions through formal (e.g. dispositional evaluation) and informal methods (e.g. individual faculty meetings). The dispositions assessed include:

Class and cohort engagement and respect for diversity:

Content throughout the program may elicit personal responses, and many have predefined opinions and values. Although it is not expected to agree with your cohort or peers, participation in this course indicates your willingness to remain respectful and open to all students. Values of this course include willingness and ability to adhere to the American Counseling Associations code of ethics, actively promoting respect for human dignity and diversity, and a focus on health and wellness.

Professional behavior and ethics

Expectation for students to demonstrate professional, ethical, and legal behavior. Recognizing and fulfilling professional responsibilities and demonstrating thoughtful and effective communication.

Professional identity

Expectation for students to demonstrate openness, initiative, and motivation in their role as counselor-in-training. Commitment to working collaboratively with peers and colleagues and respecting cultural contexts in response to peers and the classroom

Self-Awareness and Growth

Expectation for students to demonstrate reflection towards their own progress, identify their strengths and weaknesses, and act meaningfully on feedback. Demonstrates and ability to maintain emotional stability and self-control and personal wellness.

Dispositional self-evaluations are completed at program orientation and prior to practicum enrollment. In addition, self-evaluation of dispositions is completed through the practicum and internship coursework.

Formal program evaluation of dispositions are completed by the faculty in student progress reviews. These reviews occur after completion of the first semester of coursework (e.g., 9 credits) and prior to the clinical orientation in preparation for practicum. Dispositional review can be utilized by the faculty at any point over the program should the student be demonstrating behavior that does not uphold professional dispositions outlined in this document. Program faculty will meet individually with each student to provide an overview of the student progress review including feedback from dispositions evaluation.

Reflective practice

As a counselor-in-training, it is expected that you actively engage in critical self-reflection as a means to understand your own values, assumptions, and bias. Reflection is vital for your development as a professional counselor. Please see student handbook for more information on expectations for reflective practice.

Discussions are a large component of many of the courses. Students are not expected to self-disclose beyond their comfort and are encouraged to reflect on the relevance and purpose of the self-disclosure. As students and instructor may share personal information, confidentiality is highly valued, though cannot be guaranteed among students. Please be respectful of each other's choice to discuss personal information as it relates to course content.

Course Engagement Policy

Students are expected to complete assigned readings, activities, exercises, and reflections/discussions. Each student will contribute his or her fair share and communicate consistently and professionally with peers and the instructor as part of meeting the requirements for the course. Students should:

- Actively participate in all course activities
- Engage in active learning on a graduate student level
- Communicate effectively and respectfully with instructor and peers

Course Content

The texts (books, articles, videos, and images) used in this class will cover a variety of topics from a wide range of viewpoints in order to enhance the process and experience of learning. Course materials are selected for their historical and/or cultural relevance, or as an example of stylistic and/or rhetorical strategies and techniques. They are meant to be examined in the context of open-minded, intellectual inquiry of the sort encountered at the university level.

Students' Rights and Responsibilities

Academic freedom is a cornerstone of higher education and applies to students as well as instructors. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

If you have any concerns about the class or course grading, please talk with me first. Occasionally, a student will encounter a concern/problem that they do not know how to resolve. Student complaint procedures (informal and formal) have been developed and posted on the [Dean of Students](#) webpage to guide the student through the process in an effort to resolve the issue as quickly and fairly as possible. The Student Complaint policy can be viewed here:

<https://www.uwp.edu/explore/offices/governance/policy51.cfm>

Student Support Resources

Tutoring and Writing Center

The Parkside Academic Resource Center ([PARC](#)) is available to support all Parkside students free of charge. Free tutoring is also available online via NetTutor, which is linked in Canvas. Please take advantage of these excellent resources, especially the writing tutors who may be able to help you with your essays and written assignments.

Student Health and Wellbeing

Being a student can be stressful, particularly given the current state of the world. Mental health issues, including significant stress, mood changes, excessive worry, or problems eating or sleeping can interfere

with reaching your academic goals. If you think that some of your symptoms might be related to your coursework in this class, please contact me. However, these symptoms can also be the consequence of personal struggle, loss, or crisis, which can also affect your well-being in the classroom. UW-Parkside provides counseling resources to support students, faculty, and staff. Some of your options include approaching the Student Health and Counseling Center, faculty advisor, the Dean of Students office, and the Title IX office. You can contact the Counseling Center at 262-595-2366 during business hours or contact these [partners](#) for urgent after hours needs. Additionally, students can schedule [free telecounseling appointments](#) at any time with our Mantra Health counseling partners.

The [Student Health and Counseling Center](#) is open to all enrolled students and provides low- or no-cost basic medical assistance and mental health support services. All appointments with the health professionals are conducted via a private and confidential sessions. When acute medical or psychiatric care is needed, a referral will be made. Book an [appointment](#) online or call 262-595-2366.

Basic Needs Security

We learn as whole people. To learn effectively you must have basic security: a roof over your head, a safe place to sleep, enough [food](#) to eat. If you're having trouble with any of those things, please talk with me or with the Dean of Students. Together we can work to make sure those needs are met. It can be challenging to do your best in a class if you have trouble meeting basic needs like safe shelter, sleep, and [nutrition](#). If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, I urge you to contact the Dean of Students and/or me. We are here to help.

Schedule of Weekly Readings and Assignments

Please Note: I reserve the right to revise this portion of the syllabus at any point during the semester. I will try to keep this to an absolute minimum and will give you as much notice as possible of any changes.

| Week | Dates | Topics | Learning Activities/Assignments |
|--------|-------------|---|--|
| Week 1 | 9/3 - 9/7 | Ways Paradigm and Foundations of Effective Counseling | Online lectures Cheston (2000) article Ch. 1 ●Week 1 Video Reflection/Discussion ●Week 1 Quiz |
| Week 2 | 9/8 - 9/14 | Multicultural Counseling Approaches | Online lectures MacCuthcheon (2018) article Ratts et al., (2016) article Ch. 1 (pp. 16-20) "What is Multicultural Counseling" video Cultural Formulation Interview video ●Week 2 Video Reflection/Discussion ●Week 2 Quiz |
| Week 3 | 9/15 - 9/21 | Psychoanalytic/Psychodynamic Therapies | Online lectures Chs. 2 & 4 Sommers-Flanagan demonstration video Defense Mechanisms video ●Week 3 Video Reflection/Discussion ●Week 3 Quiz |

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| Week 4 | 9/22 - 09/28 | Behavioral Therapy | <p>Online lectures</p> <p>Ch. 5</p> <p>Sommers-Flanagan demonstration video</p> <p>Online videos</p> <p>● Week 4 Video Reflection/Discussion</p> <p>● Week 4 Quiz</p> |
| Week 5 | 09/29 - 10/05 | Cognitive-Behavioral Therapies | <p>Online lectures</p> <p>Ch. 6</p> <p>Sommers-Flanagan demonstration video</p> <p>CBT for Psychosis video</p> <p>● Week 5 Video Reflection/Discussion</p> <p>● Week 5 Quiz</p> |
| Week 6 | 10/06 - 10/12 | Contemporary CBT | <p>Online lectures</p> <p>Ch. 8</p> <p>ACT video</p> <p>● Week 6 Video Reflection/Discussion</p> <p>● Week 6 Quiz</p> |
| Week 7 | 10/13 - 10/19 | Person-Centered Therapy | <p>Online lectures</p> <p>Ch. 10</p> <p>“This is Me” article</p> <p>Emotion-Focused Therapy video</p> <p>• Week 7 Video Reflection/Discussion</p> <p>• Week 7 Quiz</p> <p>• Submit Case Study 1</p> |

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| Week 8 | 10/20 - 10/26 | Existential Therapy | <p>Online lectures</p> <p>Ch. 9</p> <p>Sommers-Flanagan demonstration video</p> <p>● Week 8 Video Reflection/Discussion</p> <p>● Week 8 Quiz</p> |
| Week 9 | 10/27- 11/2 | Gestalt Therapy | <p>Online lectures</p> <p>Ch. 11</p> <p>Sommers-Flanagan demonstration video</p> <p>“Visiting Feelings” video</p> <p>3 Emotion-Focused Therapy videos</p> <p>● Week 9 Video Reflection/Discussion</p> <p>● Week 9 Quiz</p> |
| Week 10 | 11/3 - 11/9 | Feminist Therapy | <p>Online lectures</p> <p>Jordan (2017) article</p> <p>Ch 12</p> <p>Feminist Therapy video</p> <p>● Week 10 Video Reflection/Discussion</p> <p>● Week 10 Quiz</p> |
| Week 11 | 11/10 - 11/16 | Postmodern Therapies (Narrative Therapy & Solution-Focused Brief Therapy) | <p>Online lectures</p> <p>Ch 13</p> <p>Sommers-Flanagan demonstration video</p> <p>“Narrative Therapy Session” video</p> |

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| | | | "Self-care to Communities of Care" video ●Week 11 Video Reflection/Discussion ●Week 11 Quiz |
| Week 12 | 11/17-11/23 | Family Systems Therapies | Online lectures Ch 14 Sommers-Flanagan demonstration video "Creating a Genogram" video ●Week 12 Video Reflection/Discussion ●Week 12 Quiz ●Submit Case Study 2 |
| Week 13 | 11/24-11/30 | Developing your own Theoretical Orientation Thanksgiving | Online lectures Ch 15 Theoretical Orientation Scale Measure ●Week 13 Discussion Board – outline their theory |
| Week 14 | 12/1 - 12/7 | Developing your own Theoretical Orientation | Online lectures Ch 15 |
| Week 15 | 12/8 - 12/12 | | ●Submit Final Theoretical Orientation Paper |