



**Doctor en Educación**

**Doctor of Education  
Counseling Supervision**

English Curriculum

Program Catalog

2017



UNIVERSIDAD AZTECA  
SCHOOL OF COUNSELING EDUCATION

## DIRECTOR OF THE SCHOOL OF COUNSELING AND APPLIED PSYCHOTHERAPY



### **Rev. Fr. George Gonzalez**

M.T.S., M.A., Ph.D. Ph.D.

Rev. Father Prof. Dr. Dr. George Gonzalez (USA), a Catholic priest and long-time university lecturer in Addiction Counseling and Marriage and Family Counseling, is a psychotherapist and clinical psychologist with numerous certifications and licences. He holds a Doctorate in Ministry, and Doctorates in Social Sciences, and Psychology.

#### **EDUCATION**

Bachelor of Arts in Spanish, 5/82 College of Santa Fe, New Mexico

Bachelor of College Studies, 5/81 College of Santa Fe, New Mexico

Master of Theological Studies, 5/9/87 Saint Meinrad School of Theology, St. Meinrad, Indiana

Master of Arts in Counseling & Religion, 1990 Liberty University, Lynchburg, Virginia

Doctor of Ministry, 1999 The American Christian College & Seminary, Oklahoma

Ph.D. in Social Sciences and Psychology, 2015 Universidad Central de Nicaragua UCN, Nicaragua

Ph.D. in Psychology, 2017 Universidad Central de Nicaragua UCN, Nicaragua



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### LICENSURES & CERTIFICATIONS

Certified Clinical Criminal Justice Specialist, By: National Association of Forensic Counselors  
Master Addiction Counselor, By: National Association of Forensic Counselors  
Certified Psychiatric Rehabilitation Practitioner, By: The Psychiatrist Rehabilitation Association  
License Marriage and Family Therapist- Supervisor - State of Texas  
Certified Addiction Specialist-American Academy of Health Care Providers  
License Professional Counselor- State of Maine  
License Professional Clinical Counselor –State of Maine  
License Marriage and Family Therapist - State of Maine  
License Pastoral Counselor- State of Maine  
American Board of Medical Psychotherapists -Board Clinical Certified Medical Psychotherapist  
American Psychotherapy Association Clinical Member –Fellow  
Board Certified Clinical Counselor and Supervisor, by: The College of Counselors  
Board Certified Professional Counselor- American Psychotherapy Association  
National Association of Cognitive Behavioral Therapist-Certified Cognitive Behavioral Counselor  
Master Addiction Counselor by: National Certification Commission for Addiction Professionals  
National Certified Psychologist, By: The Professional Psychologist Certification Board  
Board Certified Clinical Psychotherapist, By: The Professional Psychologist Certification Board  
Certified Pastoral Counselor, By: The American Association of Pastoral Counselors-Fellow  
Board Certified Clinical Correctional Chaplain, By: The American Association Correctional Chaplains  
Certified Correctional Chaplain, By: American Catholic Correctional Chaplains' Association  
Board Certified Chaplain, By: Health Care Chaplaincy Network- Spiritual Care Association  
Board Certified in Pastoral Care, By: The International Association of Christian Chaplains, Inc.  
Board Certified Alcohol and Drug Counselor-Diplomate, By: Texas Certification Board of Addiction Professionals-Also certified by IC&RC  
Board certified Advanced Alcohol and Drug Counselor, By: Texas Certification Board of Addiction Professionals Also certified by IC&RC  
Certified Specialist Pastoral Thanatologist, By: American Institute of Healthcare Professionals, Inc.  
Certified Addictions Treatment Counselor, By: The Addiction Counselor Certification Board of California  
Master Counselor in Addictions, By: Breining Institute  
Certified Clinical Psychotherapist, By: The World Council for Psychotherapy  
Certified Forensic Investigation Professional, By: International of Certified Forensic Investigation Professionals  
Licensed Clinical Christian Psychologist-Licensing Board of Examiners, By: The Federal Association of Christian Counselors and Therapists, Inc.



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## Doctor of Education Program

### **Entry requirements:**

Masters degree or equivalent degree and admission evaluation (240 ECTS credits)

### **Program features:**

120 ECTS in coursework plus 60 ECTS for Doctoral Thesis

### **Degree awarded:**

Universidad Azteca Doctor universitario (Título propio)

### **Program modality:**

Online program.

The curriculum consists of at least **120 ECTS credits** of postgraduate study, offered as modular fashion. Doctoral-candidates in the programme complete 20 required modules/courses (120 ECTS credits), plus a final Thesis/Dissertation (60 ECTS credits). Transfer credits to the modules are possible.

### **Level:**

Postgraduate

A fundamental component of scientific psychology is designing, conducting, and reporting empirical research. Another key objective is to develop skill at presenting material concisely and with impact, through writing assignments, critical evaluations of recent research articles, and an online presentation.



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## Objectives of the Program

The programme combines two key counseling disciplines, addiction counseling and psychology of counseling and education.

The first study year focuses on addiction counseling and the second study year on psychology of counseling.

### **Addiction Counseling**

Drug abuse is an “equal-opportunity affliction.” Historically, probably since the beginning of time, humans have sought out or discovered by accident compounds that have medicinal as well as hedonic effects. As a society, the consequences of improper drug use has also been recognized and attempts to regulate its use is found in the literature going back as far as in the Third Millenium B.C..

This course provides an overview of the principles of substance-related addictions. And the processes and mechanisms that underlie addiction. Students will be introduced to the epidemiology and developmental course of addiction, risk and protective influences that act on the course of addiction and its adverse health consequences. The impact of policy and economics will be studied. Unfortunately, what is not widely recognized is that the use of legal drugs including alcohol and tobacco cause far more deaths, sickness, violent crimes, economic loss and other social problems compared to the use of all illegal drugs combined. Effective interventions and treatment modalities will be discussed. While the emphasis of the course is on addiction to substances (alcohol, tobacco, drugs), the emerging class of non-substance addictive behaviors (food compulsions, internet/gaming, shopping and pathological gambling) will also be discussed.

### **COURSE OBJECTIVES**

After successfully completing this course, student will be able to:

Identify the unique role of social work among the many professions involved in addressing substance abuse.

Know the diagnostic criteria for substance use disorders and be able to use these criteria along with other assessment strategies to identify consequences of use and the level of risk.

Demonstrate the ability to engage the client in setting meaningful, obtainable goals in order to employ appropriate interventions.

Possess a working knowledge of psychopharmacology that includes how drugs are introduced into the body, enter the circulatory system, produce their effect, and are then eliminated.

Identify and be familiar with a variety of national, state and community resources that are available for the education, prevention, support and recovery of individuals, groups, and families.



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Be familiar with the current laws, federal, state, and local public policies that impact substance abusers and others in the social environment.

Demonstrate an understanding of the needs of diverse populations in the assessment, diagnosis and intervention of substance abuse.

Social Work Practice Competencies

**Course Requirements:**

1. Regular participation in activities are mandatory.
2. Completion of all the readings assigned and projects/papers required. To maximize your learning through online meetings, you are expected to complete the assigned readings before the meeting. Throughout the semester, you will be required to complete several projects/papers and submit them by the specified due dates arranged with your tutor.

**Competencies:**

Define addiction and identify its core features and diagnostic criteria.

Illustrate the various theories of addiction.

Understand the developmental course of addiction.

Recognize its adverse health consequences and co-occurring disorders that occur in conjunction.

Differentiate between the pharmacological and neurobiological underpinnings of addiction to various drugs.

Identify the genetic and environmental factors associated with addiction.

Obtain a basic understanding of interventions and treatments for addiction.

Understand how policy, economics, taxation, legislation and other regional parameters influence addiction.

Appreciate other addictive behaviors.

**Education and Psychology**

The programme in psychology provides a standard PhD-level curriculum developed and instructed by Rev. Father Prof. Dr. Dr. George Gonzalez (USA), a Catholic priest and long-time university lecturer in Addiction Counseling and Marriage and Family Counseling. He is a psychotherapist and clinical psychologist with numerous certifications and licences. He holds a Doctorate in Ministry, and Doctorates in Social Sciences, and Psychology.

The modular Doctor of Education in Counseling Supervision program has as a general aim of provision of an academically rigorous education designed to develop skills, expertise, knowledge and vision to enable students, whatever their chosen route, to be critical, analytical and creative. The program aims to provide opportunity for self-development in relation to career enhancement and as life-long learners. The program offers students the opportunity to develop their own capabilities, skills and competencies within a supported environment. The philosophy of the program can be summarized by the following objectives. Develop a critical approach to the use of contemporary sources as a means of exploring



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complex concepts, ideas and issues of relevance and value to the chosen area of study. Develop the power of critical enquiry, logical thought, creative imagination and independent judgment. Provide a forum of study that allows each student to build on his or her past academic and vocational experience in a relevant and meaningful fashion. Expose the student to a range of prospective, which may be applicable to both the interests and work situations as appropriate. Recognize the variety of sources of learning and an appropriate diversity of means for assessing achievement. This program intends to allow the individual student to develop their potential through a carefully selected curriculum of study, which includes elements of a variety of methods of study orientated around both the academic and vocational axis. The doctoral program combines online training in science and research. Students complete specific requirements in didactic instruction, empirical research, and assignments. Graduates are capable of functioning as scientists and practitioners, are trained with a particular emphasis on research and academic aspects of psychology. In addition to coursework and passing courses, students gain focused research experience specific to their area of emphasis. Upon completion of training, program graduates are expected to possess critical analytic skills; be able to identify new knowledge and bring that knowledge to bear upon research and therapy problems; and be competent to use core knowledge in the design of research studies, in teaching, and therapeutic service delivery. Consistent with the essential competencies defined by the APA American Psychological Association, students are trained to administer programs and evaluate outcomes, to develop innovative interventions, to be competent supervisors and consultants, and to function effectively in integrated healthcare settings. The program is generalist and students receive research and applied training in psychology. The program emphasizes the acquisition of the methods, theories, and knowledge of behavioral science along with the practitioner skills of applied psychology. Practitioners assess individuals and their environment, plan and implement psychosocial interventions, and monitor their progress over time. The doctoral program focuses on a wide variety of social, psychological, and practical issues.

## Student Learning Outcomes

The doctoral program has the following objectives:

To prepare *culturally sensitive* **scientists**, with competence at applied health research;

To prepare *culturally sensitive* **practitioners** who provide evidence-based health care services;

To prepare *culturally sensitive* **educators**, committed to lifelong learning and dissemination of psychological knowledge, methods, and practice.

**To produce graduates who are capable of making independent contributions to the scientific knowledge base of applied psychology:**



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Students will demonstrate knowledge in the breadth of scientific psychology, including historical perspectives of its foundations and development. Acquisition of knowledge in the breadth of scientific psychology.

Students will demonstrate knowledge in the theory, methodology, and data analysis skills related to psychological research. Acquisition of a core set of research knowledge and skills.

Students will demonstrate the ability to generate new scientific knowledge and theory related to the field of psychology. Acquisition of knowledge of the scientific, methodological, and theoretical foundations of practice. Acquisition of knowledge of issues of cultural and individual diversity.

**To produce graduates who can competently integrate the science and practice of psychology and can provide evidence-based services:**

Students will acquire knowledge and skills in the assessment of individual strengths and weaknesses, as well as the diagnosis of psychological problems and disorders. Acquisition of basic counseling and professional skills and attitudes related to diagnosis, assessment, intervention, supervision, and consultation.

Students will acquire knowledge and skills in the conceptualization, design, implementation, delivery, supervision, consultation, and evaluation of empirically-supported psychosocial interventions for psychological problems and disorders. Development of skills to apply scientific knowledge and evidence-based interventions to the assessment, diagnosis, and treatment of health and mental health problems. Acquisition of knowledge and sensitivity to cultural and individual diversity, and skill in the application of this knowledge to service delivery.





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**To produce graduates who demonstrate they can conduct themselves in culturally sensitive and ethical ways in the science and practice of psychology:**

Students will demonstrate sensitivity, knowledge, and skills in regard to the role of human diversity in the research and practice of psychology. Development of awareness of the importance of, and gaining experience in, integrating scientific knowledge into practice.

Students will demonstrate a working knowledge of the APA ethical code and will demonstrate their ability to apply ethical principles in practical contexts. Acquisition of knowledge about different research methodologies for conducting process and outcome research in psychology.

## Type of Degree Program

University own degree program of Universidad Azteca acc. Art. 59 General Law of Education (Mexico).

The entry requirements are a graduate degree of at least 240 ECTS credits in total, a MA, MSc, or similar Masters degree, or equivalent qualifications in education, counseling, psychology or mental therapy, or in a functional field by examination awarded by a professional body. We may also ask for significant experience in a counseling or professional mental health position involving responsibility for therapeutic issues.

Both, the Dr. and PhD are terminal degrees. The degree of Doctor in Education is a professional doctorate. The Doctor requires coursework and research beyond the Masters degree requiring a dissertation or journal publication that contributes to counseling practice. The portion of the program, consisting of coursework and examination, is the period of instruction. The part of the program, consisting of independent research and the writing of a thesis, is geared towards more applied research in PhD programs, with the research making a direct contribution to knowledge and practice. The research doctorate requires a significant thesis, dissertation or final comprehensive project including a formal defence and approval by nominated examiners or an officially sanctioned and qualified doctoral review committee. The research aims at the creation of new theory, not excluding applying theory to practical problems; thereby, the program has two purposes: (1) to contribute to both theory and practice; and (2) to develop professional practice and to contribute to professional knowledge. The degree is conferred when all coursework, testing, and written research are completed and reviewed and approved by the jurors of the examination commission.



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## Tuitions

For applicable tuitions, please, see the tuitions sheet of the programs of Universidad Azteca European Programs. Tuitions are due in full with enrolment for the complete program.

## Refund policy

Tuitions are due in full with enrolment. Once the program has started (tuitions collected) no tuitions will be repaid. Students, who do not pay tuitions after admission are not enrolled.

## Degree Regulations

The applicable degree regulations for doctorate and dual degree programs of Universidad Azteca apply.

## Duration and workload of a course

Successful completion of a course with a workload of 6 ECTS credits is estimated to be approximately 150 hours. Students should allocate approximately eight hours a week for reading, personal study, completion of reflection activities and submission of assignments. There is one marked assignment per module. Courses are offered on a part-time basis and are designed to be completed within four months. The asynchronic e-learning mode of the program allows students to proceed at their own pace. Official study time for the Doctor program is three years (180 ECTS).

## Study language

The program is conducted in English. English proficiency is required for the Doctor program.



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## Student Support

The program is administered and provided by Universidad Azteca European Programmes division. Students are eligible for Universidad Azteca European Programmes student support regarding tutoring and assistance in the program.

This is an online class, so the provision is different from courses taught face-to-face in a classroom. For an online class, it is important to schedule time wisely. Students need to feel comfortable studying online from a computer, using the Internet, and being self-motivated to work on the course content throughout the week. It is expected that the completion of this course will take the same amount of time as if it were being taken face-to-face. However, how students spend that time is different.

The instructor is accessible for out-of-class tutoring and consultation regarding course performance and academic achievement. The instructor will make every effort to resolve problems and is available by telephone within 48 hours generally. If you need to speak with the instructor, e-mail him and schedule a conversation.

The goals of this course are consistent with the mission of the School.

School of Counseling and Applied Psychotherapy Mission Statement:

The counseling psychology program has as its mission the preparation of counseling psychologists as addiction, family and marriage counselor, practitioners, researchers, and leaders who facilitate and promote the healthy personal, interpersonal development of the individuals they serve and enhance the environments in which those individuals function.

Psychology Program Training Goals:

Graduates who are competent scientist-practitioner generalists.

Graduates who have found a particular path within the specialty of Psychology, about which they are both competent and passionate.

Graduates who are lifelong learners committed to the development of individual strengths and professional collaboration by providing a positive professional learning environment characterized by cooperation and respect.



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# GENERAL REGULATIONS FOR DOCTORATES

## APPLICATION

The application process is conducted in the following sequences:

1. Prospective student asks for application form for a given programme of study.
2. Prospective student fills out the application form in word format and remits the scan of the application form with handwritten signature by email, including the following attachments (we accept only PDF for scans, and JPG for the photo):
  - a. Application form and Sworn Declaration signed as scan (PDF, black/white)
  - b. Scans (PDF, b/w, legible!) of all relevant higher education credentials and qualifications (degrees, diplomas, certificates, with all transcripts). If those original credentials are not in English, Spanish or German, pls, provide an English translation.
  - c. Curriculum vitae, highlighting the academic and professional background. (doc or PDF)
  - d. Scan of the passport (or ID card) page with personal data and photo. (PDF in colour)
  - e. Passport style facial photo of applicant (colour, JPG)
3. NOTICE: Only complete applications will be considered for evaluation.
4. The University conducts an evaluation report and reserves the right to charge the applicant for this service.
5. The University issues the evaluation report and in case of possible admission issues an invoice to the student for the tuitions and fees of the given programme.
6. Student accepts evaluation report and pays the full tuition and fees in order to enrol.
7. Payment of tuitions activates the enrolment of the given student. Once a student is enrolled and discontinues a programme, no tuition payment is refunded.



## Applicable Thesis Regulations

### § 13 Dissertation Thesis

1) The range of themes for theses, their extent and particulars, as well as the requirements for theses are announced by the Universities based on the proposals examining committee for the thesis examination.

2) A doctoral thesis is a monothematic work which brings about new findings, it is not a compilation of literature, as a rule it presents personal original research pursued by the Applicant.

3) In general, the thesis is written in Spanish language. An Applicant of different nationality or a foreign Applicant shall ask the admission commission for a possibility to write the thesis in a foreign language. In case of available language capacity the admission commission shall approve the request. A thesis written in a language other than Spanish or English shall include a summary written in Spanish or English language in extent of up to 10 pages.

According to available enrolments and tutoring capacities particularly the following study languages are approved: Spanish, English, German, French, Italian, Greek.

4) The use of Master-theses or doctoral theses having already been used for the award of an academic degree is not allowed. The Applicant cannot submit as a rigorous thesis his/her diploma thesis or any other qualification thesis, neither the work of a compilation character.

5) The Applicant submits to the examining committee the thesis. The thesis has to be written in text editor, printed and bound in hard cover. Upon request of the Applicant or order recommendation of the examination committee the submission of an electronic version is permitted.

6) To evaluate a thesis the examining committee nominates at least one staff member possessing the "assistant professor" or "professor" title or the academic title PhD., Dr. or an equivalent degree at doctoral level. The evaluator/s are appointed by the examining committee.

7) The evaluator first evaluates the methodological aspect of the thesis. In the event of the positive evaluation, the thesis shall be evaluated from a specialized, subject-specific perspective. Positive evaluations of the thesis are necessary preconditions for the invitation of the Applicant to the thesis defence and examination.

8) The nominated evaluator shall submit to the examining committee within 60 days from the delivery of the thesis to the evaluator the evaluation of the thesis in which s/he shall state if the thesis does or does not meet the requirements determined by the examining committee and this given study plan. In the evaluation the evaluator shall also present comments on the content of the thesis and, in conclusion of the evaluation, state if s/he does or does not recommend the thesis for the oral defence, or if s/he recommends to rewrite the thesis.

9) In the event that the evaluator does not recommend the thesis for the defence, the Applicant can rewrite the thesis and resubmit it for evaluation on the next deadline for theses submission as determined by the examining committee. If s/he fails to submit the thesis on the given deadline s/he shall be excluded from the registration of Applicants for examinations and thesis defences. The Applicant can ask the examining committee in writing for the extension of the thesis submission deadline not more than twice.



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10) Within the six months from the thesis submission before the thesis examination the examining committee shall notify the Applicant in writing of the place, date and time of the online-examination and at the same time notify him/her the result of the evaluation of the thesis.

11) Precondition of the invitation to the thesis defence and examination is the positive evaluator evaluation.

#### **§ 14 Examining Committee**

- 1) The examination and thesis defence take place in front of the examining committee.
- 2) The right to act as examiners is granted only to university teachers occupying the posts of professors or assistant professors or other experts possessing at least the academic title PhD., Dr. or comparable qualification at doctoral level, approved by the Universities.
- 3) The committee is appointed by the University, the nominees are selected from the eligible staff members as stated in Paragraph 2.
- 4) The committee consists of a chairman and a minimum of two other members.
- 5) As a general rule, the committee is appointed for a period until dismissal.

#### **§ 15 Examination and Defence of Thesis**

- 1) The examination can take place only when a chairman and a minimum of two other members are present online. The procedure of the examination is delivered by means of electronic tele-communications media (video-conference).
- 2) The examination is generally conducted in the language of the thesis.
- 3) The examination consists of two parts. It starts with the thesis presentation and defence and continues immediately by the oral examination by the examining committee. In defence of thesis the Applicant responds to the comments and answers the questions of the committee members.
- 4) The committee members vote upon the result of the examination in the non public part of the session on the day of the doctoral examination. The examination result is expressed in words as “passed” or “failed”.
- 5) The examination procedure is recorded in writing. All documents including the notation and the evaluation are kept in the Archive in compliance with the valid regulations.

#### **§ 16 Retaking Examinations**

- 1) In the event the Applicant cannot take the online-examination on the given date and gives a written apology for his/her absence within seven days thereafter, the examining committee shall provide on the basis of Applicant’s request and consultation with the committee chairman a substitute date for taking the examination.
- 2) In the event the Applicant fails to appear in the stipulated time for the online-examination without giving a written apology within seven days thereafter, s/he shall be evaluated as if s/he had “failed” in the examination.
- 3) In the event the Applicant failed in the defence of the thesis or in the oral examination, the examination can be repeated on the next date announced for the examinations; the examining committee shall determine the date of the repeated examination. The examining committee can permit two further repetitions of the examination.



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### **§ 17 Academic Degree**

1) In compliance with the provisions of the Ley General de Educación, applicable to Universidad Azteca in Mexico, after passing the examination of the thesis the following academic degree is conferred:

By Universidad Azteca:

Doctor en Educación / Doctor of Education

In Counseling and Supervision

2) The degree of Universidad Azteca is legally awarded university academic degree in accordance with Article 59 without RVOE according to Article 60 of the General Law of Education. Universidad Azteca has RVOE (program recognition) in Mexico for the Doctor en Educación by the Federal Secretary of Public Education.

3) The University does not exclude any responsibility for the lawful use of the academic degrees or recognition of the studies acc. to Paragraphs 2 and 3 outside of Mexico, being regulated by national provisions in third countries, however, the University generally expects the application of multilateral and bilateral agreements and recommendations of UNESCO.

### **§ 18 Distance Learning Mode**

1) Notification: the International Doctoral Program is a distance education program only to be completed by means of electronic media of tele-communications and e-learning directly on the University in Mexico, and that no elements of the study program are conducted in third countries.

2) The Applicants are enrolled in Mexico and not in a third country.

3) As far as professors and evaluators are applied outside of Mexico, they are operating via e-learning and tele-communications directly from the autonomous domains of the University and their internet-platforms and not in or from a third country. No physical presence abroad unless approved by foreign authorities.

4) Mexican study law applies to Universidad Azteca. Place of delivery and court jurisdiction is Mexico City, Mexico.

# Academic Rules & Regulations

## Criteria for Marked Assignments (TMA, CMA)

### Marking Criteria

Assessment is a very important part of a course. The assessment on a course is designed to enable graduates to practise and demonstrate the learning outcomes. The marks they receive in the final stage constitute their degree results. However, before that, and arguably even more importantly, feedback on the work supports their learning by helping them understand what is expected of their work at this level, analysing what they have achieved so far, and indicating how they can improve their work in future.

All assignments will be given a percentage mark. The pass mark for an assignment is 70%. Assignments will be assessed on the basis of presentation and the demonstration of skills, knowledge and understanding.

Assignments will be assessed using the following generic marking criteria that will be applied as appropriate, depending on the nature of the module.

Subject-specific criteria may also be available. Please refer to the course handbook.

The relationship between course learning outcomes and marking criteria

A course is designed to enable students to demonstrate the learning outcomes by completing the assessments. The work will be assessed through the marking criteria, which have been developed to help tutors give students clear and helpful feedback on their work. The course handbook shows the relationship between the course and unit learning outcomes and the marking criteria.

### ***Additional criteria for marking coursework***

- Work that significantly exceeds the word limit specified for an assignment may be penalised.
- Students who fail to submit coursework in the correct format may have their work penalised.





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## Grade distinctions

At taught levels students may be awarded one of the following:

- **Excellent:** Students will be awarded a Distinction if they achieve an average result of **98% or above** in modules as well as a Excellence mark in the dissertation.
- **Very Good:** Students will be awarded a Very Good if they achieve an average result of between 90% and 97% in modules.
- **Good:** Students will be awarded a Good if they achieve an average result of between 80% and 89% in modules.
- **Pass:** Students will be awarded a Pass if they achieve an average result of between 70% and 79% in modules.
- **Fail:** Students will be considered to have failed if they achieve an average result of below 70% in modules.



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### Criteria for a Masters degree with thesis

A Research Masters Degree is awarded to students who will have shown originality in the application of knowledge and who understand how the boundaries of knowledge are advanced through research. They must demonstrate the ability to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems.

Research Masters are awarded to students who, through the production of an extended thesis, have demonstrated:

- A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.
- A comprehensive understanding of techniques applicable to their own research or advanced scholarship.
- Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.
- Conceptual understanding that enables the student:
  - To evaluate critically current research and advanced scholarship in the discipline.
  - To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

1. Deal with complex issues both systematically and creatively, make informed judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.
2. Demonstrate self direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.
3. Continue to advance their knowledge and understanding, and to develop new skills to a high level.

Research Master graduates will have:

1. The qualifications and transferable skills necessary for employment requiring:
  - The exercise of initiative and personal responsibility.
  - Decision making in complex and unpredictable situations.
2. The qualities needed for employment in circumstances requiring sound judgment, personal responsibility and initiative in complex and unpredictable professional environments.



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### **Criteria for the award of a Doctorate**

Doctorates are awarded for the creation and interpretation of knowledge, which extends the forefront of a discipline, usually through original research. Holders of doctorates will be able to conceptualise, design and implement projects for the generation of significant new knowledge and/or understanding.

A doctoral degree will be awarded to students who have demonstrated:

- The creation and interpretation of new knowledge, through original research, or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication.
- A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice.
- The general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems.
- A detailed understanding of applicable techniques for research and advanced academic enquiry.

Typically, holders of the qualification will be able to:

- Make informed judgments on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences.
- Continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas, or approaches.

They will have:

- The qualifications and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.
- The qualities needed for employment requiring the ability to make informed judgments on complex issues in specialist fields, and innovation in tackling and solving problems.



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**THESIS GRADING STANDARDS / CRITERIA**

CRITERIA	100	90	80	70	Fail
Research: Purpose 30%	Purpose is clear; original ideas	Clear thesis; some independent thought	Recognizable thesis but lacks of original, significant purpose	Contains thesis but purpose is not always clear	No clear purpose; often does not correctly respond to the assignment
Development 30%	Thesis is imaginatively, logically and precisely developed; analysis guides development	Examples support the thesis in an orderly and logical fashion; analysis predominates, but some descends into narrative	Adequate development; some evidence of analysis, but narrative guides development	Some development	No development
Organization 15%	Well organized; not mechanical or imposed	Clearly, logically organized; transitions are sometimes strained	Organized; predictable, mechanical sequence	Some evidence of organization; not clearly followed	No apparent principle of organization; no apparent rationale for paragraphing
Source materials 10%	References to materials are appropriate and significantly related to purpose	Most references to materials are appropriate and related to thesis	References to materials are appropriate but not always related to thesis	Few references to materials; references seldom related to thesis	No references to materials or references are irrelevant
Sentence Structure 5%	Sentences are varied in length and structure	Sentences are usually varied	Very few errors in sentence structure; some variation in length and structure	Errors in sentence structure; no variation in length and structure	Frequent sentence structure errors; some indicate a failure to understand the basic grammar of the sentence
Diction 5%	Concrete, specific words used correctly; diction is distinctive and mature; no colloquialisms, clichés or trite expressions	Word choice is generally accurate; writer goes beyond automatic word choices to more precise and effective choices	Word choice is generally correct; range of words is limited, and in some cases the wording is abstract and imprecise	Vague, ordinary words; relies on clichés and jargon	Words that should be within the range of college students are misused or confused
Grammar/ Mechanics 5%	Virtually free from grammatical/mechanical errors	Generally correct mechanically; some problems with complex grammar and punctuation traps	Some errors in syntax, agreement, pronoun case and reference, spelling and punctuation	Sentence fragments and run-on sentences, and basic errors in syntax, agreement, reference, spelling and punctuation	Frequent misspellings, syntax errors, and other basic errors make comprehension difficult



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## Qualification

Examination Criteria (Dublin Descriptors):

Qualifications that signify completion of the third cycle are awarded to students who:

- have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;
- have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;
- have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication;
- are capable of critical analysis, evaluation and synthesis of new and complex ideas;
- can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise;
- can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society;

Terms:

The word 'professional' is used in the descriptors in its broadest sense, relating to those attributes relevant to undertaking work or a vocation and that involves the application of some aspects of advanced learning. It is not used with regard to those specific requirements relating to regulated professions. The latter may be identified with the profile / specification. The word 'competence' is used in the descriptors in its broadest sense, allowing for gradation of abilities or skills. It is not used in the narrower sense identified solely on the basis of a 'yes/no' assessment.

The word 'research' is used to cover a wide variety of activities, with the context often related to a field of study; the term is used here to represent a careful study or investigation based on a systematic understanding and critical awareness of knowledge. The word is used in an inclusive way to accommodate the range of activities that support original and innovative work in the whole range of academic, professional and technological fields, including the humanities, and traditional, performing, and other creative arts. It is not used in any limited or restricted sense, or relating solely to a traditional 'scientific method'.



### Third Cycle Qualifications

Cycle	Knowledge and understanding:
3 (Doctorate)	[includes] a systematic understanding of their field of study and mastery of the methods of research* associated with that field..
	Applying knowledge and understanding:
3 (Doctorate)	[is demonstrated by the] ability to conceive, design, implement and adapt a substantial process of research* with scholarly integrity .. [is in the context of] a contribution that extends the frontier of knowledge by developing a substantial body of work some of which merits national or international refereed publication ..
	Making judgements:
3 (Doctorate)	[requires being] capable of critical analysis, evaluation and synthesis of new and complex ideas..
	Communication
3 (Doctorate)	with their peers, the larger scholarly community and with society in general (dialogue) about their areas of expertise (broad scope)..
	Learning skills ..
3 (Doctorate)	expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement ..



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## HOW TO STUDY THE COURSE AND SUBMIT THE TUTOR MARKED ASSIGNMENT TO UNIVERSIDAD AZTECA EUROPEAN PROGRAMMES (TERM PAPER)

- **1. Select the course**
- **2. Buy one book from the suggested list.**

These courses include reading suggestions of books that are not available for free (meaning you have to buy them if you want to take full advantage of the course). The proposed textbooks selection is the direct result of what we consider the best options to meet the course contents. You should start your selection from the top and select one of them.

- **3. You study the course on your own.**

With these self-education courses you will not access any tutoring, teacher guidance, classroom discussions or the group study sessions encountered in a traditional online degree program. Still, you will find that the recommended bibliography is surprisingly comprehensive. Universidad Azteca provides teachers or evaluators for evaluation of your course assessment. **The report must be submitted to the Universidad Azteca European Programmes appointed tutor or supervisor by email attachment .pdf, or .doc formats) with the corresponding evaluation request.**

- **4. Get the most out of a course.**

Ultimately, what each student gets out of online learning depends on his or her own investment into the process. Our classes are a real university education, helping you build the core and advanced knowledge in a certain subject. Purchase the recommended reading books, take your study process seriously, and you will actually learn.

- **5. Course credit certification.**

Studying a book on your own does not guarantee that the course learning outcomes have been met. In order to get a complete course credit certification you need to demonstrate that you have met the course learning outcomes. You may do so with the presentation of a 15 – 25 pages report about the selected book. In order to pass the course, students are required to submit a report that meets the following minimum requirements:

- **Extension:** Minimum of 15 pages. Single line spacing, font size 12, on white paper and typed or legibly handwritten on one side of the page only.
- **Language:** Report should be written in Spanish or English or German (unless another language is authorized by Universidad Azteca European Programmes)
- **Cover:** Front page should include the student's full name, course name, and the complete textbook data (title, author, publisher) and the date.
- **Structure:** A one page table of contents should follow the cover page. Then the content of the report should follow as indicated in the table of contents. We recommend that the report's length does not exceed 25 pages.



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- **Content:** A comprehensive synopsis (summary or synthesis) of the selected textbook has to be developed according to the organization and hierarchy established by the table of contents. Examples, case studies or expressed opinions from the student should be included as applicable to illustrate the student's critical thinking and the application of the theoretical concepts.
- **Final conclusion:** The last page of the report should be devoted to a final personal conclusion and/or global summary of the contents exposed in the report.
- **Textbook:** The report should be based on one selected textbook that must be specified in the cover or front page. Select the most relevant textbook from the list provided.

**A report not meeting these requirements will not be accepted by the University or submitted for evaluation.**

## EVALUATION, TUTORING & REPORT WRITING PROCESS

### TUTOR MARKED ASSIGNMENTS

The self-learning academic courses do not offer any tutoring or academic guidance. However, the evaluation of the report is included. Hence these are Tutor Marked Assignments.

Assignments/Projects:

The main purpose of TMA's is to make sure students' understanding and mastery of the structures, basic concepts, and key terms of theories introduced in a course.

Case conceptualization TMA is a professional write-up identifying underlying psychological or social/cultural factors and describing what might have contributed to the presenting problems of a given case, based on one or more particular counseling theories.

Theory critique: Pick a theory and critique it from a disciplinary perspective. Your paper needs to contain the following elements:

Pick one theory from those presented in the text book. Describe its characteristics and discuss its efficacy (cite at least one reference that presents empirical evidence to support the theory).

b. Describe its limitations or applicability from a disciplinary perspective. Use "examples" (clinical example, personal experiences, etc.) to illustrate your points. You are also encouraged to cite the critiques from the literature (cite them properly in APA style).

c. To propose and discuss "solutions" that you see fit to address the limitations.

d. You need a reference list containing at least 3 references. You need to prepare the paper in APA style, 15-20 page long and double spaced.

4) Personal theory paper. This is a 15-20 page long, double-spaced integrative personal scientific theory paper. Basically, the paper will be your first attempt to put together a





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scientific model consisting of a set of theoretical constructs that are aligned with your personal values and beliefs. At this stage of your professional development, you are encouraged to “quote” or integrate concepts from existing theories, instead of creating new sets of theoretical constructs. This paper should be prepared in APA style.

5) Presentation. The presentation is an opportunity for you to share your learning with the class and enrich other students’ learning by your sharing yours with them. You are expected to make a free style presentation that contains, at minimum, major elements of your critique to one or more theories from a multicultural point of view and your own scientific theory. Try to present to your classmates about what you have learned this course and what are some of the growth experiences you have obtained through this class.

## EVALUATION

Universidad Azteca European Programmes will provide you with a feedback of the evaluation of your report. If you fail, the University will notify you the reasons why your report failed and you will be given one more opportunity to resubmit the report with the required improvement. If you fail a second time you will be dropped from the course certification process.

Universidad Azteca European Programmes will send your work for evaluation to one of our associated instructors. The evaluation of your work starts at the time of receipt by Universidad Azteca. Evaluation may take from 2 to 8 weeks depending on the availability of the appropriate instructor.

**The evaluation method encourages developing of thinking ability and information processing. It is based on 4 criteria graded on a 0 to 4 scale.**

### **40% Theoretical Content.**

- *The way the report corresponds to the selected textbook and reflects it.*
- *Evaluation of contents comprehension, synthesis skills and concept interaction.*
- *Report contents are valued only a 40% of the final grade because UA considers they should be correct given the fact that the textbook is available for the student during report elaboration.*

### **30% Applicable content.**

- *How the subject is mastered through the use of a case study, examples or comments.*
- *How the information is applied to subject related problem solving.*

### **20% Format:**

- *The organization and presentation of the information and the overall report.*
- *Evaluation of course data organization, hierarchy and interrelationships, and clarity of presentation.*



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### 10% PQT- Personal Quality Thinking:

- *Evaluation of student's analysis criteria and critical thinking reflected in writing and presentation style, expressed opinions, comments and conclusion.*

### GRADING

The Universidad Azteca / UCN European Programmes uses the following grading scale for Tutor Marked Assignments

4.0- Excellent	99-100%	Exc
3.5- Very Good	90-98%	MB
3.0- Good	80-89%	B
2.5- Satisfactory	71-79%	P (Minimum passing grade)
2.0- Unsufficient	61-70%	U
1.5- Fail	<60%	F



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## STUDY PLAN

<p style="text-align: center;"><b>DOCTOR of EDUCATION</b></p> <p style="text-align: center;"><b>Doctor of Education in Counseling Supervision</b></p>
<p style="text-align: center;"><b>TYPE AND WORKLOAD OF PROGRAMME</b></p> <p>TYPE: Universidad Azteca university own award, grado propio degree. LEVEL: Third cycle, level 8 MMC university own award. WORKLOAD: 180 ECTS</p>
<p style="text-align: center;"><b>AWARDING UNIVERSITY AND TARGET GROUP</b></p> <p>AWARDING UNIVERSITY: Universidad Azteca (Mexico) UNIVERSITY DEPARTMENT IN EUROPE: Universidad Azteca European Programmes. TARGET GROUP: Doctoral students interested in credit transfer from doctoral study or Level 8 EQF courses in one of the following disciplines to Universidad Azteca pursuing the completion of the doctoral programme by thesis / professional doctorate examination. SPECIALISATION: Education, Counseling, Psychology, Supervision studies at level 8 MMC (EQF) DISCIPLINES: Psychology, Education Sciences, Counseling Education, Supervision, Ethics. STUDY LANGUAGE: English ADMISSION REQUIREMENT: Master or equivalent degree and postgraduate coursework or qualifications for credit transfer to the programme or research experience.</p>
<p style="text-align: center;"><b>Modality and Course Team</b></p> <p>MODALITY: e-learning and distance education modality.</p> <p>COURSE TEAM: Prof. Dr. Gerhard Berchtold, Prof. Dr. Ricardo Saavedra Hidalgo, Prof. Dr. P.C. Endler, Prof. Rev. Dr. Jorge González.</p>



## Study Plan

### Year 1 Addiction Counseling

Transfer credits – Mandatory courses (54 ECTS)	Test mode	ECTS (credit hrs)
ACS 525-Pharmacology & Addictions	Term Paper & Online Test	6 (3)
ACS 529-Co-Occurring Disorders	Term Paper & Online Test	6 (3)
ACS 530-Counseling Techniques Theories	Term Paper & Online Test	6 (3)
ACS 531-Family Issues & Addictive Disorders	Term Paper & Online Test	6 (3)
ACS 535- Counseling Chemical Dependency Adolescents	Term Paper & Online Test	6 (3)
ACS 560-Assessment Methods in Addictions Counseling	Term Paper & Online Test	6 (3)
ACS 580-Ethics in Counseling	Term Paper & Online Test	6 (3)
ACS 595-Drug Abuse & Counseling	Term Paper & Online Test	6 (3)
ACS 600- Group Counseling Theory and Practice	Term Paper & Online Test	6 (3)
Mandatory Science Module (6 ECTS)	Test mode	ECTS (credit hrs)
ACS 649- Research Project	Presentation	6 (3)

### Year 2 Psychology

Transfer credits – Core courses (54 ECTS)	Test mode	ECTS (credit hrs)
PSY 700 Advanced Cognitive Psychology PSY 700 Psicología Cognitiva Avanzada	Term Paper & Online Test	6 (3)
PSY 701 Advanced Psychopathology PSY 701 Psicopatología Avanzada	Term Paper & Online Test	6 (3)
PSY 702 Statistical Analysis in Psychology PSY 702 Análisis Estadístico en Psicología	Term Paper & Online Test	6 (3)
PSY 705 Counseling & Psychotherapy PSY705 Consejería y Psicoterapia	Term Paper & Online Test	6 (3)
PSY 713 Advanced Behavioral Neuroscience PSY 713 Neurociencia Conductual Avanzada	Term Paper & Online Test	6 (3)
PSY 844 Assessment & Diagnosis in Clinical Psychology PSY 844 Evaluación y Diagnóstico en Psicología Clínica	Term Paper & Online Test	6 (3)
PSY 858 Advanced Marriage & Family Therapy & Supervision PSY 858 Terapia de Matrimonio Familiar Avanzada y Supervisión	Term Paper & Online Test	6 (3)
PSY 885 Advanced Addiction Counseling & Psychopharmacology PSY 885 Consejería de Adicciones y Farmacología Avanzada	Term Paper & Online Test	6 (3)
PSY 915 Research Methodology & Design PSY 915 Metodología y Diseño de la Investigación	Term Paper & Online Test	6 (3)
Mandatory Science Module (18 ECTS)	Test mode	ECTS (credit hrs)
Research Project / Term Papers	Presentation	18 (9)
Thesis / Rigoroso Examination	Test mode	ECTS (credit hrs)
Thesis in the Specialisation (Major)	Written thesis presentation and defense	48 (24)
WORKLOAD	Test mode	ECTS (credit hrs)
ECTS (credit hrs.)	Defence / Rigoroso	180 (90)



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## ETHNIC AND MULTICULTURAL COUNSELING

**ACS 502- 3 CREDIT HOURS**

**Professor: Dr. George Gonzalez, Ph.D.**

### SYLLABUS

**COURSE OVERVIEW:** The purpose of this course is to familiarize the students with the concepts and paradigms used in counseling diverse populations, and the development of multicultural competencies. Students preparing to work as professional counselors must know and demonstrate the content, pedagogical and professional knowledge, skills, and dispositions necessary to help all clients. Students will study the main characteristics and needs of multicultural groups including African Americans, Asian Americans, Hispanic Americans, Native Americans, women, gay and lesbians, people in poverty, people with disabilities, people who are gifted and talented, and, people who are elderly. The purpose of this course is to provide students an opportunity to gain multicultural competency as professional counselors. Students will be exposed to current issues in broad diversity constructs: culture, national origin, language, physical appearance and ability, sexual orientation, spirituality, SES. This online course will examine substantive and theoretical constructs concerning the inherently complex dynamics involved in counseling people from diverse cultural contexts. An emphasis will be placed on expanding awareness about diverse cultures and personal bias in the effort to enhance cultural sensitivity and diffuse potential barriers in the counseling relationship and process. Current research about cultural specific issues will be addressed including race, ethnicity, socioeconomic class, gender, age, marital status, sexual orientation and disability. Completion of this course will provide the student an understanding of current theories, trends, and issues in counseling special populations; relevant skills to work with diverse populations; and strategies for studying and changing organizations and communities understanding, attitudes, and behaviors towards multicultural groups. The Association for Multicultural Counseling and Development (AMCD) lists Multicultural Counseling Competencies grouped by attitudes, beliefs, knowledge, and skills in areas related to awareness of our own cultural values and biases, awareness of client's worldview, and culturally appropriate intervention strategies (Arredondo, et al., 1996).

**COURSE OBJECTIVES:** The objectives for this course are:

This course seeks to refine the students' awareness of and ability to counsel clients across a range of diversity.

The student will have a greater understanding of the development of concepts of race and culture has developed and how it applies more specifically to the counseling profession.

The student will gain a greater understanding of and appreciation of differences. The student will gain a greater understanding of how cultural differences has been treated by testing and assessment processes.



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The student will gain a greater understanding of the various aspects and considerations when treating someone from a different culture.

The student will gain a greater understanding of the various cultures and how that influence how the deal with being involved in counseling and how the counselor can address issues during the course of counseling.

The student will gain a greater understanding of the impact their cultural background has on their counseling.

The student will gain a greater understanding of the cultures of: African Americans, Asian Americans, etc.

The student will gain a greater understanding of how to provide culturally sensitive counseling services to clients who are: African American, Asian Americans, etc.

The student will gain a greater understanding of the issues related to culture as it applies to the meaningful and effective counseling services.

The student will gain a greater understanding of the strategies they can take when dealing with clients from cultures different from their own.

### **COURSE OUTCOMES**

To cognitively and intuitively understand the various complex dimensions of different cultures with sensitivity, respect and appreciation.

To gain insight into how to best counsel and disciple people from diverse cultures.

To acquire objective and subjective knowledge about the specific skills associated with multicultural counseling.

To apprehend a broad theoretical base regarding the counseling skills necessary to address the mental health needs of diverse clients, which will involve a concentration on prevention, intervention and crisis management.

Students will acquire knowledge and skills of:

Multicultural and pluralistic trends, including characteristics and concerns.

The nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors.

Theories of identity development: attitudes, beliefs, understandings, and cultural experiences.

Principles of multicultural counseling, multicultural competencies, including individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.

Counselors' roles in promoting social justice through advocacy and conflict resolution.

Cultural self-awareness.

Ethical and Legal considerations.

### **CACREP REQUIREMENTS:**



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According to CACREP (the Council for Accreditation of Counseling and Related Educational Programs, 2009), the foundations topics for SOCIAL AND CULTURAL DIVERSITY include all of the following:

multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;  
attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;  
theories of multicultural counseling, identity development, and social justice;  
individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;  
counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and  
counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

**TEXTBOOK:**

Ethnic and Multicultural Drug Abuse: Perspectives on Current Research: Vols 1-2. Jun 11, 2014 by William Liu and Joseph Trimble-ISBN-13: 978-1560243212

**SUGGESTED BOOKS**

American Psychological Association (2009). Publication Manual of the American Psychological Association, 6th Ed. Washington, DC: APA.

Zulu, Princess, K., & Collins, B. A. (2009). Warrior Princess: Fighting for Life with Courage and Hope. Intervarsity Press.

Smith, L. (2010). Psychology, Poverty and the End of Social Exclusion. Teachers College Press.

Kristof, N. & WuDunn, S. (2009). Half the Sky: Turning Oppression into Opportunity for Women Worldwide. Knopf Publishers.

Sue, D. W. & Sue, D. (2013). Counseling the Culturally Diverse: Theory and Practice. (6thEd.). New York, NY: John Wiley & Sons, Inc.

**EXAMINATIONS:** The will be a final test true/ and false, and multiple choice test.



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**GRADING:** The grading scale for this course is as follows:

91-100%	=	A
81-90%	=	B
71-80%	=	C
Below 70%	=	Failed

**COMMUNICATION:** You are encouraged to communicate with me. I am available as a teacher, coach, tutor.





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## Pharmacology & Addictions

ACS 525

Instructor: Dr. George Gonzalez, Ph.D.

### SYLLABUS

**COURSE OVERVIEW:** Welcome to Pharmacology & Addictions. This course covers an account of the effects of psychoactive drugs on the brain and their behavior. Learning about current trends that mark today's drug climate as students explore the social, psychological, economical and biological reasons why drug use and abuse occur. Students will also learn about current pharmacotherapies/treatments for individuals suffering from a substance use disorder. Topics include: Brain areas targeted by addictive drugs. Actions of addictive drugs on individual neurons. Nicotine, alcohol, and opiate addictions. Hallucinogens. Public policy for managing addiction in society. Introduction to pharmacology and addictions. Understanding of the biological basis for drug abuse and addiction. Major topics include: pharmacodynamics, pharmacokinetics, introductory neuroanatomy, introductory neurophysiology, alcohol use and abuse, opiate use and abuse, cocaine and amphetamine abuse, barbiturate use and abuse, benzodiazepine use and abuse, hallucinogen abuse. The relationship between the increased illegal use of prescription opioids and the rising increase in accidental opioid overdose deaths. This course will consider the benefits and consequences of drug use (legal and illegal). The mechanism(s) of action and therapies for drugs of abuse will also be presented. Students will also be introduced to the roles of different health care professionals, and the challenges of therapies; what is available for the patient.

**COURSE OBJECTIVES:** Upon completion of this course, you will be able to:

- 1). Become familiar with each psychoactive drug.
- 2). Become familiar with the actions, uses and side effect of the psychoactive drug.
- 3). Become familiar with the special topics in psychotherapeutics.
- 4). Become familiar with the agents primarily considered as Drugs of Abuse.
- 5). Become familiar with the drugs that depress brain function (sedatives).
- 6). Become familiar with the drugs that stimulate brain function (Psychostimulants).
- 7). Become familiar with antidepressant drugs.
- 8). Become familiar with Child and Adolescent Psychopharmacology.
- 9). Become familiar with Psychedelic Drugs.

Upon successful completion of this course you should be able to demonstrate a working knowledge of:

The principles of drug abuse; trends and statistics; differing commonly abused drug groups

The differing biochemical mechanisms of drug action for commonly abused drugs

The latest biological, psychological, social-psychological, and sociological perspectives related to drug use and abuse



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The consequences of improper drug use and abuse and its relationship to health, economy, wellbeing and society.

The signs and symptoms of drug abuse; why it is important

Drug abuse prevention and treatment strategies; utilization of drugs/medications for the drug dependent individual

The challenges in developing effective medications for addicted individuals

**TEXTBOOK:**

Foundations in Behavioral Pharmacology: An Introduction to the Neuroscience of Drug Addiction and Mental Disorders- Paperback – November 1, 2008, by Mark Stanford (Author)  
ISBN-10: 1440472920

**Recommended Textbooks**

Addiction: From Biology to Drug Policy. Paperback: 353 pages. Publisher: Oxford University Press; 2 edition (September 6, 2001). ISBN-10: 0195146646. ISBN-13: 978-0195146646.

Goldstein A. Addiction: From Biology to Drug Policy". 2nd Ed. Oxford University Press, 2001.

McKim, WA, Drugs and Behavior: An Introduction to Behavioral Pharmacology. 5th Ed. Prentice Hall, 2003.

Erickson CK. The Science of Addiction: From Neurobiology to Treatment. Norton & Co, 2007.

**EXAMINATIONS:** Student at the end of the course will take a multiple/or true and false test.

**GRADING:**

91-100% = A

81-90% = B

71-80% = C

Below 70% = Failed

**ASSIGNMENTS:** After reading the course material then you can take the test.



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## Co-Occurring Disorders

### ACS 529

**Instructor: Dr. George Gonzalez, Ph.D.**

#### **SYLLABUS**

#### **COURSE OVERVIEW:**

A person who has an alcohol or other drug problem combined with another mental health problem is said to have a co-occurring disorder that may require a dual diagnosis. In order to provide quality treatment services, the person will require treatment methods designed to address both mental health issues. The goal of this course is to provide students with an understanding of co-occurring disorders and their impact on the individual, the family and the community. The individual will be aware of the complexities of treating individuals with substance use disorder and psychiatric disorders. This course provides students with an understanding of co-occurring psychiatric and substance abuse disorders and their impact on the individual, family and community. We will focus on where the field is in regard to treating these disorders, on the assessment and screening for co-occurring disorders, integrating substance abuse treatment and mental health services, working with clients with co-occurring disorders, treatment settings, the most common mental disorders seen in substance abuse treatment, substance abuse induced mental disorders, common medications used for treating individuals with co-occurring disorders, and strategies for working with clients with co-occurring disorders. This course is designed to focus on the development of knowledge, skill, and theoretical frameworks applicable to the diagnosis and treatment of co-occurring disorders. Students will gain an understanding of chemical dependency and mental health, and look at best practice models of treatment. This course will help students learn to distinguish symptoms of dependency and addiction in conjunction with signs and symptoms of other mental health and/or safety issues.

#### **COURSE OBJECTIVES:**

This course is designed to prepare students to apply for state certification as Certified Drug and Alcohol Counselors (CADC)

The material presented is clinical in nature and may not be suitable for the general population of students.

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

Identify factors accompanying selected mental illnesses as they relate to an individual with addiction disorder. The student will be able to identify the need for integrated treatment systems, no closed door to treatment, case management, use the DSM to identify characteristics of mental illness, and describe special issues as they relate of the substance abuse counselor working with individuals experiencing coexisting mental illness and how their families are impacted.



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Develop a working familiarity with terminology from the mental health and addictions arenas that serve to form a basis for dual diagnosis.

Improve skills in assessment, treatment planning, and treatment for with co-occurring disorders.

Learn the clinical framework of concurrent treatment for dual-diagnosis clients

Understand the concepts of engagement and treatment framed as fundamental principles in dual diagnosis treatment

Review principles of group work in treating dual clients

Increase knowledge of psychopharmacological interventions most often used with dually diagnosed clients

### TEXTBOOK:

Treating Co-Occurring Disorders: A Handbook for Mental Health and Substance Abuse Professionals (Haworth Addictions Treatment) 1st Edition, by Sharon Ekleberry (Author)  
ISBN-13: 978-0789018021

### Reference Materials:

DHHS TIP 42 Publication "Substance Abuse Treatment for Persons With Co-Occurring Disorders"  
<http://www.ncbi.nlm.nih.gov/books/NBK14528/>

Developing Clinical Skills for Substance Abuse Counseling, Daniel Yalisove

Introduction to Addictive Behaviors, Fourth edition, Dennis L. Thombs

Publication Manual of the American Psychological Association, Sixth Edition.

### Reference Texts and Websites:

Diagnostic and Statistical Manual of Mental Disorders, 5th Edition  
Website: <http://dsm.psychiatryonline.org/book.aspx?bookid=556>

The ASAM Criteria for Substance Abuse, American Society for Addiction Medicine.  
Website: <http://www.asam.org/>

### Treatment Improvement Protocol (TIP):

The following publications can be downloaded free of charge, online at SAMSHA  
<http://www.samhsa.gov/> under publications, addictions:

TIP 34 Brief Interventions and Brief Therapies for Substance Abuse

TIP 35 Enhancing Motivation for Change in Substance Abuse Treatment



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## TIP 42 Substance Abuse Treatment for Persons with Co-Occurring Disorders

**EXAMINATIONS:** At the end of doing all the reading assignments the students will take a multiple choice/or True or False test.

**GRADING:**

91-100% = A

81-90% = B

71-80% = C

Below 70% = Failed

**ASSIGNMENTS:** To read several pdf assignments, to dread several power point presentations and other electronic virtual assignments.



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## Counseling Techniques and Theories

PSY 530

Instructor: Dr. George Gonzalez, Ph.D.

### SYLLABUS

#### General Course Information

This course serves as a basic introductory course in the master curriculum.

**COURSE OVERVIEW:** A study of the philosophical and theoretical bases of the helping process. Includes study of major counseling theories, basic helping skills, and applications to diverse populations. Also includes professional issues related specifically to the counseling process. In this course you will examine broad landscape of counseling theory and techniques including social-cultural perspective, specific therapeutic skills and professional issues. You will examine the various theoretical approaches, the need to apply different therapeutic approaches with different client presenting problems and the areas of specialty that exist in the field of counseling. This course is designed to help students learn major theoretical systems of counseling and psychotherapy, with a special emphasis on how clients in therapy change and how to conceptualize clients' presenting concerns from theoretical points of view. Issues related to application of theory in practice, especially those related to individual/cultural diversity will be addressed and emphasized.

**COMMUNICATION:** You are encouraged to communicate with me. I am available as a teacher, coach, and mentor to assist you in meeting your goals for this course. Please keep my email address handy so that you can contact me whenever necessary. If at any time during this course you change your email address, please be sure to notify me right away.

#### COURSE OBJECTIVES:

Students who successfully complete this course will:

- understand the basic constructs and concepts of major counseling theories;
- become acquainted with the history of ideas and current systems of thought about psychotherapy and change mechanisms in the traditions of counseling practice and philosophy;
- understand the cultural biases and limitations of different theories as applied to minority populations in a multicultural society;
- be able to critically evaluate the major theories of counseling and apply them in case conceptualizations in a culturally appropriate manner;
- develop and expand personal multicultural awareness and understanding of counseling theories to begin developing your personal theories of counseling.

The student will have a greater understanding of counseling in the greater context of society, treatment settings, and its history.



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The student will have a greater understanding of the socio-cultural implications of counseling.

The student will have a greater understanding of therapeutic skills including the development of the client-counselor relationship, assessment and case formation, and others.

The student will have a greater understanding of professional issues such as clinical supervision, insurance, codes of ethics, etc.

The student will gain a greater understanding of role law and competence plays in the practice of counseling.

The student will gain greater understanding of various therapeutic models including psychotherapy, cognitive-behavioral approaches, humanistic-existential approaches.

The student will gain greater understanding of an eclectic-integrative approach to counseling.

The student will gain greater understanding of how counseling theory, concepts and techniques address client's presenting problems including alcohol problems, anger control, anxiety, etc.

The student will gain greater understanding areas of specialty in counseling including assertiveness, brief counseling, career counseling, etc.

The student will gain greater understanding of various modalities including group counseling, family and systems therapy, etc. The student will identify, explain, and/or describe generally accepted characteristics of effective counselors. Students will differentiate counseling from traditional interpretations of guidance, psychotherapy, and consultation via explanation, description, or the identification of descriptive statements. Students will distinguish between the outcome and process goals of counseling and consultation via explanation, description, or the identification of descriptive statements. Students will identify, generate responses, and/or demonstrate appropriate behaviors which are consistent with the Ethical Standards and Standards of Practice of the American Counseling Association, including differentiating between ethical and legal issues. Students will identify, explain, and/or describe characteristics and behaviors that influence helping processes, including, but not limited to age, gender, ethnicity, culture, race, lifestyle, verbal and nonverbal communication styles, personal characteristics, traits, capabilities and life circumstances. Students will identify, describe, and/or apply appropriate counseling skills to client/consultees who are different from the counselor in terms of race, cultural background, gender, age, physical abilities, lifestyle, and/or other criteria. Students will identify, describe, and/or apply appropriate counseling skills to clients who are reluctant or resistant. Students will identify, describe, and/or apply appropriate counseling skills to clients who are suicidal. Students will identify and/or list and describe the typical stages of counseling initial interview through termination. Students will identify, explain, apply, and/or evaluate hypothetical examples of basic listening, empathy, genuineness, unconditional positive regard, concreteness, immediacy, confrontation, self-disclosure, structuring, use of silence, nonverbal communication, and communication leads such as interpretation, probes, reassurances, questions, and restatements and reflections. Students will identify, explain, or demonstrate behaviors congruent with currently accepted, psychodynamic, cognitive-behavioral and affective counseling theories, techniques, and practices.



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**TEXTBOOK:**

Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques, 2nd Edition, by John Sommers-Flanagan (Author), Rita Sommers-Flanagan (Author)

ISBN-13: 978-0471211051

**Suggested Textbooks:**

Corey, G. (1996). Theory and practice of counseling and psychotherapy (Current edition). Pacific Grove, CA: Brooks/Cole.

Corey, G. (1996). Student manual for theory and practice of counseling and psychotherapy (Current edition). Pacific Grove, CA: Brooks/Cole.

American Psychological Association. (1994). Publication manual of the American Psychological Association. (6th ed.). Washington, D.C.: Author.

Murdock, N. L. (2013). Theories of counseling and psychotherapy: A case approach (3rd ed.). Columbus, Ohio: Prentice Hall. ISBN-13: 978-0-13-2659789-9.

Corsini, R., & Wedding, D. (Eds.) (2008) Current psychotherapies (9th ed). Belmont, CA. ISBN-13: 978-0-495-90336-9.

**EXAMINATIONS:** There is a multiple-choice examination of 40 questions.

**GRADING:** The grading scale for this course is as follows:

91-100% = A

81-90% = B

71-80% = C

Below 70% = Failed





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## **FAMILY ISSUES & ADDICTIVE DISORDERS**

### **ACS 531**

**Professor: Dr. George Gonzalez, Ph.D.**

#### **SYLLABUS**

#### **COURSE OVERVIEW:**

This course is designed to provide you with a thorough background in the techniques and theories of family issues and addictive disorders. Additionally, family therapy stretching from initial intake to termination will be examined to give you a broad view of how therapy changes over the course of treatment. The focus of this course is amelioration of problems associated with substance abuse and the interaction of macro and micro systems increasing risk and resilience in achieving this goal. In the macro sphere federal and state policies affect how substance use disorders are defined, who receives treatment, at what level, and at what cost. The micro sphere includes strengths and limitations of the personal relationships of family, friends and others who are impacted by and in turn impact the development of strengths and resources to aid in both prevention and intervention. The dimensions of diversity and the unique impact of age, race, class, color, culture, political ideology, disability, ethnicity, immigration status, gender.

This course is designed to help graduate students develop a family approach to the understanding of the problems of psychoactive substance misuse and dependency and other related disorders. The emphasis is on examination of the reciprocal interaction between the individual experiencing addiction and the various systems of family and marriage that impact misuse, addiction, treatment, and recovery. Sociologically, the course will recognize that the individual addict does not live in a vacuum but is both shaped by and shaper of his or her social and political environment. The strengths perspective and client-centered practices are emphasized throughout. Topics will include the nature of addiction, historical perspectives, strength-based helping strategies including harm reduction, the psychology of addiction, co-existing disorders, and social aspects of addiction including family risks and resilience, racial and ethnic issues, gender and sexual orientation, the nature of mutual help groups, and public policy issues. The content of the course will draw heavily on current research and emphasize critical thinking and analysis of the current controversies in the addiction field. The overall framework of the course rests on the foundation of the strengths perspective and client-centered practices.

Upon completion of the course, students will understand the reciprocal interaction between the individual addict and the various systems that impact addiction, treatment and recovery (such as genetics, family, SES, ethnicity, opportunity, values, and spiritual frameworks). The content of the course will draw heavily on current research and the process will emphasize critical thinking and analysis of the current controversies in the substance misuse field.



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### **COURSE OBJECTIVES:**

The addiction counselor seeks to reduce or eliminate the detrimental impact of substance use disorders at multiple levels (families, groups organizations, and communities). Students gain skills that assist in this effort through an ability to identify, assess, intervene and evaluate those struggling with substance abuse and dependency throughout the lifespan.

Upon completion of the course, students will understand:

The student will have a greater understanding in the family model of assessing marriage and family issues.

The student will have a greater understanding in the family model of the development, implementation and evaluation of interventions when counseling marriages and families.

The student will have a greater appreciation of what occurs prior to and what prompt a family to seek counseling.

The student will have an understanding of what is involved in conducting an initial interview with their client.

The student will have a greater understanding of the assessment process.

The student will have a greater understanding of how to focus counseling so subsequent sessions meet the client's needs.

The student will gain greater interviewing/treatment skills and be able to tailor interventions to meet the client's needs.

The student will gain greater understanding about how counselor services are provided based on whether they are serving an entire family, a couple or if one of the members has mental illness issues.

The student will have a greater understanding of how to become unstuck in counseling and what is involved in the final termination of services.

To gain a greater understanding of the counseling theories and methodology as they apply to marital counseling.

Explore the process of family counseling from the initial session to the final termination of services.

Students will learn about the nature of addiction; how the family framework can inform the complexities of addictive disorders, and the current controversies associated with various models of misuse and addiction. Historical perspectives that have influenced our modern practices. Help-giving models and their implications in addiction counseling work practice: harm reduction, mutual-help (Alcoholics and Narcotics Anonymous), abstinence-only models, cognitive/behavioral therapies, and strength-based practices such as solution-focused and narrative therapies. Addiction issues across the life span, from teenage to the elderly. Substance misuse with a coexisting disorder or disability. Special population issues, risks and resilience in various types of groups including families, racial and ethnic groups, males, females, and people with various sexual orientations. Related disorders such as eating disorders, problem gambling, and dysfunctional shopping. Mutual help groups that impact recovery.



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**Competency:**

Screening, Assessment, and Diagnosis of substance use disorders.

Apply the substance abuse and dependence criteria to several case examples to determine need for services.

Identify referral and treatment resources for specific cultural groups and advocate for client access to these resources.

**EXAMINATIONS:** After reading the course material then you can take the test.

**GRADING:** The grading scale for this course is as follows:

91-100% = A

81-90% = B

71-80% = C

Below 70% = Failed

**TEXTBOOK:**

Drugs in Perspective: Causes, Assessment, Family, Prevention, Intervention, and Treatment (B&B Health) 9th Edition, by Richard Fields (Author) ISBN-13: 978-0078028656



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## Counseling Chemical Dependency Adolescents

### ACS 535

**Instructor: Dr. George Gonzalez, Ph.D.**

#### **SYLLABUS**

**COURSE OVERVIEW:** By the time high school students have used an illicit drug at least once in their lifetimes. Many other substances, such as aerosol sprays and glues, are even easier for adolescents to obtain and use. Therapists need to be aware of the warning signs of an adolescent substance use disorder and the relationship between mental disorders and addiction in order to properly diagnose and treat these young individuals. The purpose of this course is to provide clinicians with knowledge of the issues related to the risks associated with substance use and addiction in adolescents. Topics include the abuse of active agent chemicals, affecting neural growth and development; the emerging body of evidence suggesting a relationship between chemicals abuse and psychotic disorders, a trend that has evolved in adolescent substance abusers in the past decade.

#### **COURSE DESCRIPTION:**

Provides comprehensive coverage and the latest information on a full spectrum of substance use disorders and the compounds commonly abused.

Identify the major types of substance use disorders in adolescents.

Describe factors that may contribute to the incidence of a substance use disorder.

Describe the impact of substance use on adolescent sleep patterns.

List treatment options for an adolescent substance use disorder

Course Objectives include:

Concerns About Substance Abuse?

What are the Substance Use Disorders?

Pharmacology.

Social Alcohol Use and its Effects.

Chronic Alcohol Use and its Consequences.

Barbiturates and Barbiturate-like Drugs.

Benzodiazepines.

Amphetamine and Amphetamine-like Compounds.

Cocaine.

Marijuana.

Narcotic Analgesics.

Hallucinogens.

Inhalants.

Anabolic Steroids.

OTC Analgesics.

Tobacco Use.

Neonatal Drug Exposure.



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Addiction in Women.  
Hidden Faces of Substance Use Disorders (Minorities, etc.).  
Substance Use by Children and Adolescents.  
Substance Abuse in College Settings (NEW CHAPTER).  
Codependency.  
Addiction and the Family.  
Dual Diagnosis Issues.  
Medical Model of the Addictions.  
Psychosocial Models of the Addictions.  
Spiritual Model of the Addictions.  
Assessment of the Patient.  
Intervention.  
Treatment Settings.  
Treatment Formats.  
Treatment Process.  
Pharmacotherapy (Pharmacological Treatment of Addictions).  
Treatment Problems.  
Support Groups.  
Drug Use and Infections.  
Drug Use and Crime.

### **SUGGESTED READINGS**

Perkinson, R. R. (2012). *Chemical Dependency Counseling: A Practical Guide*, 4th Ed. Thousand Oaks, CA: Sage Publications, Inc. ISBN - 13: 978-1-4129-7921-4

Addiction Counseling Competencies: The Knowledge, Skills & Attitudes of Professional Practice. Technical Assistance Publication (TAP) Series 21: <http://www.kap.samhsa.gov/products/manuals/pdfs/TAP21.pdf>

OR

[http://kap.samhsa.gov/products/manuals/pdfs/tap21\\_2011.pdf](http://kap.samhsa.gov/products/manuals/pdfs/tap21_2011.pdf)

Confidentiality of Patient Records for Alcohol and Other Drug Treatment. Technical Assistance Publication (TAP) Series 13:

<http://kap.samhsa.gov/products/manuals/taps/13.htm>

Checklist for Monitoring Alcohol and Other Drug Confidentiality Compliance. Technical Assistance Publication (TAP) Series 18:

<http://kap.samhsa.gov/products/manuals/taps/18.htm>

Schwartz, B. M., Landrum, R. E., & Gurung, R. A. (2014).

*An Easy Guide to APA Style*, 2nd ed. Washington, DC: Sage Publishing. ISBN: 978-1-4522-6839-2



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American Counseling Association (ACA) 92014. AC A Code of Ethics  
<http://www.counseling.org/resources/aca-code-of-ethics.pdf>

NAADAC Code of Ethics  
[https://www.myaccucare.com/\\_common/pdf/2011\\_naadac\\_code\\_of\\_ethics.pdf](https://www.myaccucare.com/_common/pdf/2011_naadac_code_of_ethics.pdf)

<http://www.naadac.org/resources/codeofethics>

Substance Abuse Confidentiality Regulations: 42 CFR Part 2  
[http://www.samhsa.gov/about/laws/SAMHSA\\_42CFRPART2FAQII\\_Revised.pdf](http://www.samhsa.gov/about/laws/SAMHSA_42CFRPART2FAQII_Revised.pdf)

Title 42, SUBCHAPTER A, PART 2 — CONFIDENTIALITY OF ALCOHOL AND DRUG ABUSE PATIENT RECORDS:

<http://www.gpo.gov/fdsys/search/pagedetails.action?browsePath=Title+42%2FChapter%2FSubchapter+A%2FPart+2&granuleId=CFR-1997-title42-vol1-part2&packageId=CFR-1997-title42-vol1&collapse=true&fromBrowse=true&bread=true>

<http://www.gpo.gov/fdsys/pkg/CFR-1997-title42-vol1/pdf/CFR-1997-title42-vol1-part2.pdf>

Understanding Health Information Privacy—Summary HIPAA Privacy & Security Rules  
<http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/privacysummary.pdf>

<http://www.hhs.gov/ocr/privacy/hipaa/understanding/srsummary.html>

THE CONFIDENTIALITY OF ALCOHOL AND DRUG ABUSE PATIENT RECORDS REGULATION AND THE HIPAA PRIVACY RULE: IMPLICATIONS FOR ALCOHOL AND SUBSTANCE ABUSE PROGRAMS

<http://www.samhsa.gov/HealthPrivacy/docs/SAMHSAPart2-HIPAAComparison2004.pdf>

Applying the Substance Abuse Confidentiality Regulations to Health Information Exchange (HIE)

<http://www.samhsa.gov/healthprivacy/docs/EHR-FAQs.pdf>

#### **TEXTBOOK:**

Special Problems in Counseling the Chemically Dependent Adolescent (Journal of Adolescent Chemical Dependency) Oct 26, 1991 by Eileen S Sweet ISBN-13: 978-1560241638



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**EXAMINATIONS:** After you have read all the reading materials you will have a multiple choice/or true and false test.

**GRADING:**

91-100% = A

81-90% = B

71-80% = C

Below 70% = Failed

**ASSIGNMENTS:** Text book.



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## Assessment Methods in Addictions Counseling

ACS 560

Professor: Dr. George Gonzalez, Ph.D.

### SYLLABUS

**COURSE OVERVIEW:** This master course presents substance abuse studies, individual and group counseling and family systems approaches to prevention and intervention. The course provides an overview of models, assessment instruments to identify addictive behavior, methods and skills for treating addictions and collaborating with other health professionals. The course presents clinical models (developmental, solution-focused, biopsychosocial, motivational interviewing, stages of change, self-help) from which interventions are drawn. Emphasis is on building community and preventing relapse. This course will introduce you to assessment methods in addiction counseling with regard to relevant theories, applications, issues and ideas. Understand how to critically evaluate research relevant to the practice of clinical mental health counseling. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified. Identifies standard screening and assessment instruments for substance use disorders and process addictions.

When you finish this course, you will have an understanding of:

### COURSE OBJECTIVES:

An evidence-based approach to interventions, treatment, and the recovery process will allow students to develop skills and best practices in working with clients in the community. The AODA Assessment, Diagnosis and Treatment Planning for Addictions / Substance Abuse Counseling student in this course is introduced to the process and tools for how AODA counselor collaborates with a client and others gathering and interpreting information for the formation of a diagnosis based on the criteria in the DSM-IV TR. This course teaches the student how to analyze and interpret the data gained in order to determine treatment recommendations and the ability to document findings, including a procedure for counselor and client developing treatment goals based on clients' identified strengths and weaknesses. Students learn how to collaborate with the client in identifying the strategies required to attain these goals.

Course objectives are derived from CACREP Standards on Clinical Mental Health Counseling Learning Activities & Experiences CMHC so that at completion of this course students will be able to demonstrate knowledge of:





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Theories (including the disease concept) and etiology of addictions.  
Substance use disorders and process addiction , and recovery processes.  
Biopsychosocial approach to assessment and counseling.  
Screening/assessment instruments for substance use disorders and process addictions.  
Application of stage of dependence, change, recovery to determine appropriate treatment modality and placement criteria within the continuum of care.  
Appropriate counseling strategies when working with co-occurring disorders.  
Appropriate use of culturally responsive systems modalities for counseling.  
Commonly prescribed psychopharmacological medications and side effects.  
Importance of family, social networks and community systems in treatment.  
Research & Evaluation  
Human Growth & Development  
Counseling, Prevention & Intervention  
Role Plays/ Assignments/ Experiential activities

The student will have an understanding of the history and cultural aspects of assessment methods.  
The student will have a greater understanding of the ethical/legal implications of assessment methods.  
The student will have a greater understanding of the various scales, data, etc. and their applications and limitations.  
The student will have a greater understanding the various tests and testing and how to determine how well they reflect what they purport to measure.  
The student will have a greater understanding of the concepts of reliability and its implications to assessment testing.  
The student will have a greater understanding of the concepts of validity and its implications to assessment testing.  
The student will have a greater understanding of how tests are developed for assessments.  
The student will have a greater understanding of the various types of development of and application of intelligence assessments.  
The student will have a greater understanding of the various types of development of and application of personality assessment instruments.  
The student will have a greater understanding of the various types of development of and application of clinical assessment instruments.  
The student will have a greater understanding of the various types of development of and application of various other instruments designed to measure neuropsychological performance, people with disabilities and in career and business settings.

**TEXTBOOKS:**

Substance Use Disorders: Assessment and Treatment (Practical Resources for the Mental Health Professional) 1st Edition, by Charles E. Dodgen (Author), W. Michael Shea (Author)  
ISBN-13: 978-0122191602



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**Readings to order/download include:**

Motivation Enhancement Therapy Manual, NIDA Substance Abuse Treatment and Family Therapy, TIP 39

Addictions Counseling Competencies, TIP 21

**EXAMINATIONS:** After reading the materials the student will take a final test either of multiple choice or true or false.

**GRADING:**

91-100%	=	A
81-90%	=	B
71-80%	=	C
Below 70%	=	Failed

Student activities will include readings, assignment papers, and online exams.



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## Ethics in Counseling

### ACS 580- Ethics Counseling

**Professor: Dr. George Gonzalez, Ph.D.**

#### SYLLABUS

**COURSE OVERVIEW:** This course is designed to provide you with a general and vital background in ethical and issues as they relate to the field of counseling.

The course covers legal and ethical aspects of counseling and psychology, particularly the interrelationship of ethical standards and legal regulation in professional counseling, education, and psychology. This course examines ethical, legal, and professional issues in counseling practice. Students learn to utilize ethical decision-making based upon the standards of the American Counseling Association and laws governing professional counselors. Ethical standards, litigation and legal regulation are examined in regard to professional practice.

This course is designed to address ethical and legal considerations for professional counseling, education, and psychology. It covers ethical standards for addiction counseling, clinical counseling, school counseling, couple and family counseling, and psychology. It also addresses litigation and legal regulation in regard to professional practice. The course will introduce students to ethical standards of professional organizations and credentialing bodies (i.e. ethical standards of the American Counseling Association (ACA) and related entities, and applications of ethical and legal considerations in professional counseling, Association of Marriage and Family Therapy, CACREP). It covers ethical and legal considerations of Professional Identity, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment Research and Program Evaluation.

This class is taught in online modality by lecture//activity format. Students are involved in learning in many ways (lectures, activities and projects).

#### COURSE OBJECTIVES:

The student will gain a greater background in the general area of ethics and legal issues as they apply to counseling.

The student will understand the ethical principles as they apply to counseling.

The student will gain an appreciation of the standard of practice expected of those practicing professional counseling.

The student will learn how to think of the ethical implications of their actions and those of their employer as they serve clients.

The student will learn of the legal ramifications of their actions and inaction as they serve their clients.

The student will have a greater grasp of the greater responsibilities their employer has to its



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clients and the greater community.

The student will have a greater understanding of their profession's code of ethics and how it applies their work and the work of their place of employment.

The student will understand their responsibility and how ethics applies to their limits of practice, their duty to inform, etc.

The student will understand their role and the organization's role in the ethical or unethical outcome of a dilemma.

The student will understand the dynamics involved in ethical decision-making in organizations.

Upon successful completion of this course (assessed through Written Assignments and Ethical Issues Test) students will be able to:

Understand ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

Inform others, including consumers of counseling services and members of other professions, of the ethical standards (with historical and philosophical background and current rationale) about which counselors are expected to be knowledgeable.

Understand ethical and legal considerations specifically related to the practice of clinical mental health and addiction counseling.

Analyze conflict situations of an ethical/legal nature via a decision-making model utilizing ethical principles and standards within an identified personal value system.

Demonstrate an awareness of professional issues that affect addiction and clinical mental health counselors, e.g., core provider status, expert witness status, access to and practice privileges within managed care system.

Demonstrate a working knowledge of ethical and legal terminology and Concepts.

Demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.

Understand the ethical and legal considerations specifically related to the practice of addiction, marriage, couple, and family counseling.

Demonstrate the ability to apply and adhere to ethical and legal standards in addiction, marriage, couple and family counseling.

Understand confidentially responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.

Pursue productive avenues to gather information regarding accreditation, licensure, and/or certification in various states, agencies, and organizations; and,

Recognize and be able to reason through the complexity and ambiguity in applying ethical principles and standards to daily living and professional situations, including cross-cultural and special needs contexts, in light of ever-changing societal expectations.



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**TEXTBOOK:**

Ethics for Addiction Professionals 1st Edition, by Jennifer D. Berton (Author)

ISBN-13: 978-0470907191

**EXAMINATIONS:** After the material for Ethics then there will be a final exam you will take.

**GRADING:** The grading scale for this course is as follows:

91-100% = A

81-90% = B

71-80% = C

Below 70% = Failed



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## Drug Abuse and Counseling

ACS 595

Instructor: Dr. George Gonzalez, Ph.D.

### SYLLABUS

**COURSE OVERVIEW:** This course covers an approach for assessing and treating alcohol and drug-abusing/dependent patients in the modalities of drug abuse and counseling. This course will introduce students to the fundamental concepts of AODA counseling. It will cover all aspects of the scope of practice for substance use disorder practitioners. The AODA Counseling profession encompasses a number of knowledge and skill areas and this course will provide the student with an introduction to all of those areas. The course will give students an overview of the practice of individual, group, and family counseling. Students will also be introduced to the skills an AODA counselor needs to have a working knowledge of in order to practice the AODA counseling profession. The course will also give students a basic knowledge of the disease concept of Chemical Dependency, drug actions and interactions, as well as, familiarize them with current treatment methods and practices in the AODA field.

### COURSE OBJECTIVES:

The objective of the course is to provide information to Students in Addiction Counseling on counseling applicable to the treatment of substance abuse and addiction; highlighting similarities and differences among these forms, focussing on evolving forms of counseling and therapy for substance abuse and addiction.

Aid the student in expanding skills in facilitating change more effectively with substance abusing clients, especially those from minority or multicultural populations. Upon completion of this course, you will be able to:

- 1). Know the methods and techniques for assessing a client in drug abuse and counseling.
- 2). Know the principles of treatment.
- 3). Know how to treat special populations.
- 4). Know the drug abuse & counseling principles and Modalities.
- 5). Know Counseling Techniques.
- 6). Become familiar how to counsel the families of Drug Abusers.
- 7). Know how to work with special populations.
- 8). Become familiar with drugs and their effects.
- 9). Become familiar with group interventions in drug abuse and counseling.
- 10). Become familiar with Assessment and Diagnosis in drug abuse and counseling.



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**TEXTBOOK:**

Addictions Counseling: A Practical and Comprehensive Guide for Counseling People with Addictions Paperback – May 1, 2004, by Diane Doyle Pita (Author)

ISBN: 9780824527167

**EXAMINATIONS: GRADING:**

91-100% = A

81-90% = B

71-80% = C

Below 70% = Failed

**ASSIGNMENTS:** At the end of the reading assignments there will be a multiple choice /or true and false test.



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## Group Counseling

### ACS 600- Group Counseling Theory and Practice

Professor: Dr. George Gonzalez, Ph.D.

#### SYLLABUS

Primarily asynchronous online source with some synchronous group components.

Modality: Online

**COURSE OVERVIEW:** This course is designed to provide you with a thorough background in the techniques and theories of group counseling. How group therapy and individual therapy can be integrated using the cognitive-behavioral approach is examined. Additionally, how the group modality of treatment can be used in the treatment of substance abusers. Group counseling is generally considered an effective, efficient modality of treatment and is preferred to individual counseling in many settings. While there is some overlap in the skill sets between individual and group modalities, there are also some pronounced differences.

Despite the online class does have a specific focus, students are encouraged to set individual learning goals and work toward those throughout the course and develop own learning goals and choose assignments helping to attain these goals.

#### COURSE OBJECTIVES:

The student will have a greater understanding of the history, rationale and theories of group counseling.

The student will have a greater understanding of the role and responsibilities of the group leader.

The student will have a greater understanding of how to initiate and maintain a counseling group.

The student will have a greater understanding of how to effectively deal with resistance in groups.

The student will have a greater understanding of the typical issues addressed in group.

The student will have a greater understanding of how group is effective with children, adolescents, families and with special populations.

The student will have a basic understanding of the application of cognitive-behavioral as a group modality.

The student will have a greater understanding of how to integrate group and individual counseling.

The student will have a greater understanding of how cognitive-behavioral group therapy is effective with various disorders such as various anxiety disorders and depression.

The student will have a greater understanding of how group therapy can be used effectively with substance abusers and other addicted clients.





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This course allows students to explore the group experience as both a leader and participant while exposing them to the fundamentals of effective group counseling and applicability for client populations. Students will take an active role in learning the skills and knowledge of group counseling by completing the readings and participating.

This skills and content course helps students gain basic knowledge and skills for conducting group counseling. Provide the structure for learning about group counseling through lectures, discussion, role plays, and assignments. Help set and complete individualized learning goals.

An introduction to social and interpersonal influences on behavior, group dynamics, developmental stages of a group, and an overview of theoretical approaches to group counseling. Emphasis is on developing group leadership skills. Acquire a basic knowledge of group counseling such as the role of the therapeutic factors and the stages of typical group development. The course will focus primarily on therapy groups and will also include information about psycho-educational groups and longer term therapy groups.

Acquire basic skills of group counseling, such as screening clients into groups, identifying process versus content, building trust, developing norms, and recognizing the difference between working at the individual versus group levels.

This course aims to satisfy the Texas Administrative Code (TAC) and Texas Education Code (TEC), TAC, Title 22, §681.83 - Professional Counselors, and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Common Core Standards II.G; including Academic Requirements for Licensure and Learner-Centered Communications, Social and Cultural Diversity, Helping Relationships, Group Work, CACREP Clinical Mental Health standards.

**TEXTBOOK:**

**Theory and Practice of Group Counseling 9th Edition, by Gerald Corey (Author), ISBN-13: 978-1305088016**

**EXAMINATIONS:** The exam(s) for this course are true/false and multiple choice in nature and ought to be completed as scheduled when you finish reading the materials.

**GRADING:** The grading scale for this course is as follows:

91-100% = A

81-90% = B

71-80% = C

Below 70% = Failed



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## Research Methods

### ACS 650 Research Writing Thesis

Instructor: Dr. George Gonzalez, Ph.D.

#### SYLLABUS:

**COURSE OVERVIEW: Counseling Research** This class will provide an analysis in writing an APA Style format Thesis and the use of scientific research as part of its collective data. This encompasses the understanding and application of appropriate research designs, research statistics, and the use of the computer for data analyses, and report writing and presentation. This course is designed to Learner Centered Knowledge. Research and writing of the thesis. Students take this course to begin, continue, and/or complete thesis work under supervision. Counseling Research is a graduate course designed to provide the learner with knowledge of terminology, symbols, methods employed in research, it focuses on the development of a fundamental level of research design necessary for interpreting and completing basic small-scale research and evaluation projects.

**COURSE OBEJECTIVES: (PLEASE READ THE APA FORMAT POWERPOINT PRESENTATION FOR THIS COURSE, BEFORE YOU ATTEMPT TO START YOUR RESEARCH WRITING PROJECT.)**

Learning Objectives/Outcomes for the Course

- 1.Utilize various sources to gather data for your research writing project paper;
- 2.Organize ideas, write annotated bibliographies, and thesis statements;
- 3.Understand how to develop outlines for research papers;
- 4.Complete a rough draft of a research paper by correcting punctuation, mechanics, and spelling;
- 5.Compile a final form of the research thesis project of no more than 25 pages long with a works cited page.
6. Make sure before you begin your Research Thesis you select a title, do an explanation of what your Thesis will be about with the approval of your professor, Dr. George Gonzalez.

This course is designed to meet CACREP Core Standards (RESEARCH AND PROGRAM EVALUATION); covering:

Common Core: statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;  
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice;  
Identification of evidence-based counseling practices;  
Needs assessment: Development of outcome measures for counseling programs;



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Evaluation of counseling interventions and programs;  
Qualitative, quantitative, and mixed research methods;  
Designs used in research and program evaluation;  
Statistical methods used in conducting research and program evaluation;  
Analysis and use of data in counseling;  
Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation;  
Clinical Mental Health Counseling: Psychological tests and assessments specific to clinical mental health counseling;  
School Counseling: Use of developmentally appropriate career counseling interventions and assessments;  
Use of accountability to inform decision-making;  
Use of data to advocate for programs and students;  
Student Learning Objective: Counseling and guidance graduate students will demonstrate understanding and knowledge of quantitative and/or qualitative research designs.

**TEXTBOOK:**

Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Edition 4th Edition, by John W. Creswell (Author), ISBN-13: 978-1452226101

**Required Texts:**

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author. (ISBN: 978-1433805615)

**EXAMINATIONS: Research and do a 25 page in research writing project. But, the professor has to approve your TITLE of your paper and at least give the professor an abstract of what you are covering in the following 25 pages long.**

**GRADING:** The grading scale for this course is as follows:

<b>90-100%</b>	<b>= A</b>
<b>80-89%</b>	<b>= B</b>
<b>70-79%</b>	<b>= C</b>
<b>Below 70%</b>	<b>= Fail</b>



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### WRITTEN ASSIGNMENTS:

- **APA style-** The University requires the use of APA format for academic writings. I highly recommend purchasing the APA Publication Manual (6th ed.). This manual provides guidance and examples of how to properly cite and reference the work of others. This is also where you will find the specific requirements regarding text type and size, margin settings, etc. These are the basic mechanical requirements of the paper and points are deducted for not complying with these. I am specifically looking for proper APA formatting of in-text citations and references.
- **Plagiarism-** If you are incorporating information from outside sources you need to cite those sources; otherwise you are presenting the work of others as your own. This is called plagiarism and is a serious academic offense. I do have all the technology to spot plagiarism.
- **Grammar/punctuation/flow-** You are expected to write at the collegiate level. Proof your paper to check for errors. Better yet, have someone else proof it for you if possible. The highest performing students will take pride in their written presentations and their papers will be free of grammar/punctuation errors and will have a well-structured and logical flow.



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## Advanced Cognitive Psychology

PSY 700

Professor: Dr. George Gonzalez, Ph.D.

### SYLLABUS

**COURSE OVERVIEW:** In this course, you will be introduced to the field of advanced cognitive psychology, as we investigate the mechanisms of human thinking. Cognitive Psychology is the scientific study of mental processes; that is, the processes by which we acquire, store, transform, and use information. The main topics in this field are pattern recognition, attention, memory, knowledge, judgment, decision making, and problem-solving. What changes occur in thinking and problem solving with the development of expertise? Important topics considered include: perception, attention, consciousness, memory, meaning - based mental representations and imagery, language, thinking and reasoning, problem solving, and the nature of expertise. Students will learn the different ways of psychologists conceptualization of the topics comprising cognitive psychology, relating cognition to behavior. Relevant are questions about the nature of emotion and consciousness, and relations between mind, brain, and behavior. We'll cover basic mental processes such as how our brains let us "see" the world, how our perceptions depend on our current state of attention, and how memories can change over time. The goal of the course is to introduce students to the contemporary field of cognitive psychology, its key questions, methods, findings, debates, and proposed models and theories. How is information represented in the different components, and how does form of representation affect inference, thinking, and problem solving? As we seek to better understand the human mind, we'll discuss language abilities and the mental representation of concepts and schemas. How is the mind designed that allows it to function so well in the everyday world? To what extent does the mind have both modular and general purpose components? What might be the advantages and disadvantages of this form of design? We'll look at mistakes that people make, from simple visual illusions to errors in higher-level decision-making.

### COURSE OBJECTIVES:

Learning objectives for this course include acquiring a deep understanding of core concepts of human cognition and appreciating the scientific process whereby real-world issues are investigated through controlled laboratory experimentation.



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Students successfully completing this course will be able:

to describe the historical and philosophical background of cognitive psychology;  
to understand and apply experimental methods in the study of human cognition;  
to describe current knowledge about human cognition derived from research findings in a variety of domains within cognitive psychology (e.g., attention, consciousness, memory, language, thinking, and reasoning);  
to identify and critique the primary research literature on cognition;  
to describe different theoretical approaches to human cognition;  
to design, conduct, statistically analyze, and interpret cognitive research;  
to develop an empirical study intended to investigate some aspect of human cognition and to effectively describe this study in a written proposal;  
to communicate ideas and data related to the scientific understanding of human cognition;  
to identify "important general principles" of how the mind functions, the evidence for those principles, and the applicability of the theories and findings to issues of improving learning and teaching.

**EXAMINATIONS:** You will have a multiple choice/or true/ false final exam. Term Paper.

**Reading Material:** You will read pdf and power point materials.

**REQUIRED TEXTBOOK:**

**Cognitive Psychology (Advanced Psychology Text Series) 2nd Edition**

by Ronald T. Kellogg (Author)- ISBN-13: 978-0761921301

**Readings**

Daniel Reisberg. (2009) Cognition: Exploring the Science of the Mind. 4th edition. New York: W.W. Norton & Company.

Cognitive Psychology: In and Out of the Laboratory, 4th Edition by K. Galotti (2008).

**GRADING:** The grading scale for this course is as follows:

91-100% = A  
81-90% = B  
71-80% = C  
Below 70% = Failed



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## Advanced Psychopathology

PSY 701- 3CH

Prof. Dr. George Gonzalez, Ph.D.

### SYLLABUS

**COURSE OVERVIEW:** This course is designed to build on student's understanding of psychopathology, including diagnosis and theories of etiology. As an advanced approach to psychopathology, students will gain increased familiarity with the Diagnostic and Statistical Manual of Mental Disorders (DSM-V) and will develop competency in diagnostic assessment and therapeutic approaches, with an additional emphasis on neurobiology of psychopathology and psychopharmacological treatments. This course covers most of the major psychiatric diagnoses currently in use. There will be an emphasis on increasing understanding of clinical issues and current research related to arrests in development and maladaptive behavior. Students encompassing etiological theories, epidemiology, and treatment approaches used with all major behavioral disorders will apply this knowledge through assessment, treatment planning, lectures and course readings.

### COURSE OBJECTIVES:

Reinforce students' familiarity with a wide variety of pathology.

To provide students with an understanding of pathology from several frameworks and contexts.

Obtain advanced knowledge of the diagnostic system, the DSM-5 including differential diagnosis, describing specific mental conditions using the language of the DSM, and categorizing disorders

Understand major differences in DSM-4-TR and DSM-5 and the issues that were involved in the development of the recent revision of the manual

Demonstrate competency how to evaluate a client's reported symptoms and how to assign DSM diagnoses in accurate diagnosis and developing effective treatment plans

Develop awareness of empirically supported treatments for various disorders and become familiar with both basic psychopathology and treatment outcome research

Understand basic brain anatomy, along with an overview of psychopharmacology

To consider research, clinical, and ethical issues involved in cases.



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**TEXTBOOKS:** Pdf, PowerPoint presentations and other virtual book material to read.

**REQUIRED TEXTBOOK:**

**Comprehensive Handbook in Psychopathology**, Author: Henry E. Adams (Editor) ISBN: 1461566835 Publisher: Springer US

**Reading Recommendations:**

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.) Craighead, E., Miklowitz, D. & Craighead, L. (2008).

Psychopathology: History, diagnosis, and empirical foundations. John Wiley and Sons, Inc. Preston, J., O'Neal, J. & Talaga, M. (2010).

Handbook of clinical psychopharmacology for therapists, (6th ed). New Harbinger Publications Inc.

**EXAMINATION:** There is a final exam of True or False and Multiple Choice questions. Term Paper.

**GRADING:** The grading scale for this course is as follows:

90-100% = A

80-89% = B

70-79% = C

Below 70% = Fail





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## STATISTICAL ANALYSIS IN PSYCHOLOGY

PSY 703- 3 CREDIT HOURS

Professor: Dr. George Gonzalez, Ph.D.

### SYLLABUS

**COURSE OVERVIEW:** This course will introduce you to the basic statistics used in psychological research. Psychology has developed scientific methods to explore questions about humanity and this course will introduce you to the statistics used to interpret and evaluate research findings. This is an introduction to the use of scientific methods in psychology and to the statistical analysis of data. Attention is given to descriptive, correlational, and inferential statistical methodology. The goal is to provide you with a foundation to continue your training in psychology and to think critically about psychological findings reported in research articles and the media. Research Methods in Advanced Statistics for Psychology. Understand, apply and evaluate research methods in Psychology, including research design, advanced data analysis and interpretations, and the appropriate use of terminology. Design basic studies to address psychological questions: frame research questions; formulate hypotheses; operationalise variables; choose an appropriate methodology and data analysis technique; analyse data and interpret results appropriately; and write interpretations and research reports.

### COURSE OBJECTIVES

In this course, you will learn about various mathematical techniques that are commonly used by researchers to organize, summarize, and interpret the results obtained from their studies. During the course you will learn how to perform these different statistical procedures and understand the specific purpose each procedure serves. The goal of this course is to provide students with the basic principles of analysis of variance, and with the basic principles of designing experiments. Topics will include between-subject, within-subject, mixed and nested designs, random factors, constructing contrasts, orthogonal contrasts, polynomial trends, simple effects, and multiple comparisons. At the end of the course, we will cover dummy coding for multiple regression analysis of nonorthogonal designs in order to establish the relationship between anova and multiple regression.

### Learning Outcomes

Learn to appreciate statistics. Learn how to use statistical techniques to answer research questions. Learn ways to critically interpret statistical observations reported in newspapers, journal articles, political speeches, commercials, and wherever else we find them. Learn ways to critically interpret conclusions drawn using statistical inference. Learn the logic behind various statistical tests and how to calculate them by hand. Gain the ability to comfortably analyze numerical data with a computer using SPSS. Learn ways to use statistics to communicate our own observations



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Critically analyse empirical studies. To develop a critical understanding of the major methods of research in psychology and how they relate to psychology as science. Ability to distinguish and evaluate research studies that focus on finding causality or/and prediction. Develop the ability to describe the key principles for designing and evaluating research focusing on behaviour change.

Know key terms and major contributors pertaining to psychological statistics. Define and identify basic concepts in inferential and descriptive statistics. Define and identify basic general concepts in statistics. General Statistical Concepts and Terminology: Define Statistics, Population, Sample, Parameter, Statistic, Descriptive statistics, Inferential statistics, Sampling errors. Methodology – Define: correlational method, experimental method, and nonexperimental methods (quasi-experimental method). Variables and Measurement – Define: Discrete variable, Continuous variable, Real limits, Scales of measurement, the nominal scale, the ordinal scale, the interval scale, the ratio scale, summation notation.

Know how to set up and interpret datasets in charts, graphs, and distributions in meaningful ways.

Evaluate and use relevant statistical terminology appropriately in psychological research. Understand the concepts of central tendency and dispersion, and be able to compute relative statistics. Understand correlation, and other inferential methods covered in this class.

Understand the difference between descriptive and inferential statistics. Explain and apply the concepts and procedures of descriptive statistics. Describe and explain concepts and procedures of descriptive statistics. Frequency Distributions. Describe and explain the procedure to construct: Frequency distribution tables, Frequency distribution graphs, Histograms, Polygons, Bar graphs. The Shape of a Frequency Distribution – Describe: Symmetrical distribution, Positively skewed distribution, Negatively skewed distribution.

Undertake statistical analysis appropriately. Be able to do calculations for descriptive and inferential statistics, and test hypotheses using the appropriate inferential distributions and formulae. Calculate and interpret a one-way analysis of variance, including tests of contrasts. Calculate, analyse and interpret data from factorial designs including ANOVA and contrasts. Perform computer-based analyses for ANOVA and contrast testing, and interpret the results appropriately. Write effectively psychological reports that cover both ANOVA and MR analyses.

Be able to apply the basic methods studied in this class in limited research endeavors. Describe and utilize principles of probability and hypothesis testing. Central Tendency - Describe and explain: Central tendency, types of central tendency, features of the mean, features of the median, features of the mode.

Be apprised of the scope and limitations of the various methods discussed in the course. Interpret statistical analyses correctly and competently depending on the research design and the postulated hypotheses. Apply and interpret common inferential statistical tests and correlational methods. Variability - Describe and explain: Variability, Ranges, Variance, Standard deviation. Demonstrate a deep understanding of the problem of multiple comparisons and control of the Type I error rate. Demonstrate understanding of issues



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involved in the treatment of data involving repeated measurements. Evaluate how matters of the reliability of psychological test items affect research and data analyses.

**TEXTBOOK:**

Statistical Analysis in Psychology and Education; by George A. Ferguson, ISBN: 0070204802, Publisher: McGraw-Hill Companies

Suggested Reader:

Keppel & Wickens, Design and analysis, 4th ed.

**EXAMINATION:** There is a final exam of True or False and Multiple Choice questions. Term Paper.

**GRADING:** The grading scale for this course is as follows:

90-100% = A

80-89% = B

70-79% = C

Below 70% = Fail



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## **COUNSELING & PSYCHOTHERAPY**

**PSY 705- 3Credit Hours**

**Prof. Dr. George Gonzalez, Ph.D.**

### **SYLLABUS**

**COURSE OVERVIEW:** This course is intended to teach some of the most influential theories of psychotherapy and counseling. This course is designed to familiarize students with the theoretical bases of the different theories of counseling and psychotherapy. Similarities and differences among the approaches will be explored. This course will present effective approaches and a variety of techniques of intervention with individuals with psychological, physical, cognitive disabilities. Students will become familiar with the central tenets and techniques of several major counseling and psychotherapeutic approaches to people with disabilities and others experiencing a variety of psychological and emotional disturbances. The emphasis will be on learning to address mental health issues related to trauma and life experiences. The focus will be on models and approaches that have been empirically shown to enhance well-being and quality of life in this population segment. It covers theories ranging from the older, traditional techniques through the contemporary approaches that begin to integrate greater awareness of the impact of one's gender and ethnicity. A range of techniques will be taught within the context of an understanding of the theory, rationale, and implication of each technique. Techniques and the process of counseling and psychotherapy including: facilitative relationships, case conceptualization, goal setting, intervention, and outcome evaluation will be explored. Development of counseling and psychotherapeutic skills to facilitate growth or change with respect to psychological, vocational, and social concerns through self-advocacy, cognitive, affective, and behavioral interventions will be thought through analysis and practice using simulated counseling experiences. The course presents examples of various counseling theories from various sources. There will be an emphasis on approaches that are frequently used today. Readings will be assigned for some of the less popular approaches, but they will not be discussed in class. The lectures will stress theory and case conceptualization; readings will address both theory and application. By the end of the course, the students will be expected to articulate an eclectic personal approach to counseling, derived from the case conceptualizations, and the students will gain specific, pragmatic knowledge of the treatment of adolescents and adults with disabilities experiencing emotional.



### OBJECTIVES FOR THE COURSE:

The objectives for this course are to develop the knowledge and skills requisite for comprehensive case analysis, counseling intervention, and psychotherapeutic approaches including the following:

Demonstrate a working knowledge of the profession of counseling, including professional associations, contemporary issues, and counseling research. (CACREP II.K.1.a, b, c, d, e, f, h.) Counseling Skills; Basic Relationship and Counseling Skills; Diagnostic Interviewing; Problem Specification; Case Conceptualization; Goal Setting; Intervention Planning; Progress/Outcome Evaluation. To increase students' knowledge of the interpretation and application of the legal requirements and ethical codes related to the practice of counseling. Understand theories of learning and personality development, including current understandings about neurobiological behavior. Understand a general framework for understanding exceptional abilities and strategies for differentiated interventions.

Demonstrate appropriate sensitivity to clients, their cultural background, and their presenting situations. (CACREP II.K.2.a, b, c, d, e, f.) Develop awareness of issues related to the application of theory and techniques of counseling clients from culturally diverse backgrounds.

Demonstrate a working knowledge of the philosophical history and philosophical concepts underlying the various counseling theories. (CACREP II.K.2.a, b, c, d, e, f.; (CACREP II.K.3.a, b, c, d, e.) Develop awareness and skills related to the application of theory and techniques of counseling clients with physical, cognitive, and psychiatric related disabilities. Develop skills in postmodern approaches to counseling, including solution-focused, narrative, and motivational interviewing. Understand theories and etiology of addictions and addictive behaviors including strategies for prevention, intervention and treatment. Understand counseling theories that provide the student with models to conceptualize client presentation and to assist the student in selecting appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so that they begin to develop a personal model of counseling.

Begin to investigate the importance of human development and its influence on human behavior and choice of counseling theory. (CACREP II.K.3.a, b, c, d, e.) Ways of understanding and perceiving others. Understand a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.

Understand the importance of multicultural issues in counseling. (CACREP II.K.2.a, b, c, d, e, f.)

Demonstrate understanding and use of the following counseling theories: Classical Psychoanalytic Theory, Individual Psychology, Person-Centered Therapy, Behavioral Therapy,



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Cognitive Therapy, Rational- Emotive/Behavioral Therapies, Reality Therapy, Systems and Strategic Therapies, Gestalt Therapy, Transactional Analysis, and Redecision Therapy. (CACREP II.K.5. a, b, c, d, e, f, g.) Develop skills required to complete a comprehensive case conceptualization. Understanding the dynamics of resistance, along with the importance of respecting and reframing resistance. Understanding the dynamics of transference and countertransference as it pertains to client growth and development. Understanding the role of the past, present and future as it pertains to counseling clients.

Discuss how the above theories relate to agency counseling, individual counseling, group counseling, family counseling, career counseling, substance abuse counseling, marriage counseling, school counseling, college and university counseling, and brief therapy. (CACREP II.K.1. b, c, d, e, g.) Understand evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

Discuss efforts to research and validate various theories of counseling; discuss empirically validated techniques, and use of research to improve counseling effectiveness. (CACREP II.K.8. a, c, d, e, f.) Understand evidence-based treatments and basic strategies for evaluating counseling outcomes in rehabilitation and clinical mental health counseling. Understand the importance of research in advancing the counseling profession. Understand use of research to inform evidence-based practice. Understand how to critically evaluate research relevant to the practice of clinical mental health counseling.

**TEXTBOOK:**

Counseling and Psychotherapy: Theories and Interventions, Edition 5, By: David Capuzzi\_Douglas R. Gross and John Wiley & Sons, ISBN: 9781119025450

**READERS:**

David H. Barlow (Ed.), Clinical handbook of psychological disorders;

Alan E. Kazdin & John R. Weisz (Eds.) Evidence-Based Psychotherapies for Children and Adolescents.

**EXAMINATIONS:** The exam(s) for this course are true/false and multiple choice in nature.

**GRADING:** The grading scale for this course is as follows:

91-100% = A  
81-90% = B  
71-80% = C  
Below 70% = Failed



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## ADVANCED BEHAVIORAL NEUROSCIENCE

PSY 713- 3 Credit Hours

Prof. Dr. George Gonzalez, Ph.D.

### SYLLABUS

#### COURSE OVERVIEW:

Behavioral Neuroscience is the study of the biological basis of the mind and behavior. This course will start with a review of fundamental principles of biology, neuroscience, and behavior. This course will examine central nervous system (CNS) dysfunction related to neurodevelopment, psychopathology, and anxiety, among others. Study of human patient populations and relevant animal models. Selected topics will then be covered in more detail, including: Neurophysiology, Psychopharmacology, Sensory and Motor systems, Hormones, and Addiction. Discussing each disorder from four perspectives: etiology, symptomology, animal models, and therapy/therapeutics. A variety of neuroscience techniques and methodologies will be utilized in the pursuit, with an emphasis on neuropharmacology and neurophysiology.

#### OBJECTIVES FOR THE COURSE:

Understand theories of learning and personality development, including current understandings about neurobiological behavior.

##### Learning Objectives:

This course provides an introduction to behavioral neuroscience.

Introduction to behavioral neuroscience.

Cracking the neural code: Neural signals, neural prostheses, and mind reading.

Action potential

Brain Networking

Structure of the Nervous System

Synaptic transmission

Learning, memory and synaptic plasticity.

Memory systems

Molecular mechanisms of learning and memory

Visual physiology and psychophysics.

Central visual system

Auditory physiology and psychophysics.

Somatosensory physiology and psychophysics.

Somatic sensory system



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**TEXTBOOKS:** In this course you will use pdf, power point presentations and other technical virtual reading materials

#### **TEXTBOOK**

**Behavioral Neurobiology: The Cellular Organization of Natural Behavior / Edition 1, by Thomas J. Carew, ISBN-10: 0878930922**

#### **SUGGESTED READER**

Biological Psychology - An Introduction to Behavioral and Cognitive Neuroscience, Fourth Edition. Rosenzweig, Breedlove, and Watson. Sinauer Associates, 1994.  
An Introduction to Brain and Behavior, Kolb & Wishaw, 4th edition.

**EXAMINATIONS:** The exam(s) for this course are true/false and multiple choice in nature.

**GRADING:** The grading scale for this course is as follows:

91-100% = A

81-90% = B

71-80% = C

Below 70% = Failed





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## **ASSESSMENT & DIAGNOSIS IN CLINICAL PSYCHOLOGY**

PSY 844- 3 CREDIT HOURS

Prof. Dr. George Gonzalez, Ph.D.

### **SYLLABUS**

#### **COURSE OVERVIEW:**

Psychological tests represent a more indirect method of assessing psychological characteristics. The tests used by psychologists compare the client's responses to standardized stimuli with the responses of other people with similar demographic characteristics, usually through established test norms or test score distributions. In many ways, psychological testing and assessment are similar to medical tests. The results of the tests will help inform develop a treatment plan. Psychological evaluations serve the same purpose. Psychologists use tests and other assessment tools to measure and observe a client's behavior to arrive at a diagnosis and guide treatment. Psychologists administer tests and assessments for a wide variety of reasons. Tests for skills such as dexterity, reaction time and memory can help a neuropsychologist diagnose conditions such as brain injuries or dementia. Psychological tests and assessments allow a psychologist to understand the nature of the problem, and to figure out the best way to go about addressing it. Tests and assessments are two separate but related components of a psychological evaluation. Psychologists use both types of tools to help them arrive at a diagnosis and a treatment plan. Students become knowledgeable of the principles of clinical diagnosis and the development of treatment plans. The objective of this course is to provide students with a fundamental background in assessment and measurement, and to prepare students to function in clinical assessment settings. This course provides an introduction to concepts, theory, and practices in clinical psychological assessment for all ages. This course focuses on methods and objective measures used in the assessment of child, adolescent and adult patients across a wide range referral questions. It is designed to cover major domains of assessment of practicing clinical psychology. The objective is to provide students with skills for conducting psychological assessment. Understanding and appropriately treating psychological disorders depends, in large part on the adequacy of clinical assessment. The assessment process typically involves interviews, observations, and psychological tests that are then integrated to develop a summary of the client's symptoms and problems. Psychological assessment uses tests, observations, and interviews. Clinical diagnosis is when the clinician arrives at a disorder based on the most recent edition of the DSM, the DSM-5. Assessment results are frequently used to establish a baseline of client behavior from which subsequent behavior can be judged in the process of clinical diagnosis; by classifying a disorder according to a clearly defined system such as the DSM-5 or the ICD-10 (International Classification of



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Disease). Even after this initial assessment and diagnosis, continued assessment is critical to determine the course and effectiveness of treatment procedures. Introduction to the structure and uses of the DSM-5 and ICD-10 systems for diagnosing mental and emotional disorders. Limits and weaknesses of these approaches—especially with regard to cultural differences—and alternatives to them. How to use these systems effectively in the context of person-centered, psychosocial, and systemic interventions, and in culturally diverse environments. Current knowledge, theory, and issues regarding selected disorders. Testing involves the use of formal tests such as questionnaires or checklists. These are often described as “norm-referenced” tests. That simply means the tests have been standardized so that test-takers are evaluated in a similar way, no matter where they live or who administers the test. A psychological assessment can include numerous components such as norm-referenced psychological tests, informal tests and surveys, interview information, school or medical records, medical evaluation and observational data. A psychologist determines what information to use based on the specific questions being asked. Together, testing and assessment allows a psychologist to see the full picture of a person's strengths and limitations. Use of technology-based research tools to secure and evaluate contemporary knowledge. This course is designed to introduce students to the current standard used in diagnosing mental disorders, DSM-IV-TR. Students will learn the components of the mental status examination and clinical inquiry necessary to collect sufficient data to utilize the DSM-IV-TR effectively. Mindful of the biological, psychological, social, and spiritual dimensions of each person, students will be challenged to approach the evaluation of individuals with mental and emotional disorders in a holistic fashion. Understanding and appropriately treating psychological disorders depends, in large part on the adequacy of clinical assessment. The assessment process typically involves interviews, observations, and psychological tests that are then integrated to develop a summary of the client’s symptoms and problems. Assessment results are frequently used to establish a baseline of client behavior from which subsequent behavior can be judged in the process of clinical diagnosis; by classifying a disorder according to a clearly defined system such as the DSM-5 or the ICD-10 (International Classification of Disease). Even after this initial assessment and diagnosis, continued assessment is critical to determine the course and effectiveness of treatment procedures.

**TEXTBOOKS:** To read pdf, power point presentations and virtual technical readings.

The current edition of the Diagnostic and Statistical Manual is emphasized, with consideration also given to dimensional, relational, and systemic issues important in diagnosis and treatment planning.

**TEXTBOOK:**

**Handbook of Assessment and Treatment Planning for Psychological Disorders, 2/e 2<sup>nd</sup> by Martin M. Antony PhD ABPP FRSC (Editor), David H. Barlow PhD (Editor) Edition, ISBN: ISBN-13: 978-1462504497**



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## **SUGGESTED READERS**

Diagnostic and statistical manual of mental disorders: Fifth Edition (DSM-5). Washington, D.C.: Author. Kaplan, R.M., & Saccuzzo, D.P. (2008).

Psychological testing: Principles, applications, and issues, (7th Edition). Belmont, CA: Thompson Wadsworth.

Washington, DC: American Psychological Association. Freedman, R., Lewis, D.A., Michels, R., et al. (2013). The Initial Field Trials of DSM.

## **OBJECTIVES FOR THE COURSE:**

Diagnosis and differential diagnosis using the DSM-5; Understand the intended uses and benefits of the DSM multi-axial system. Describe and explain how DSM-5 diagnoses contribute to good assessment and treatment planning. Determine appropriate diagnoses on the 5-axis model using client information and the DSM diagnostic categories and descriptions.

Psychometric issues associated with inferring a diagnosis from interview, laboratory, or test data. Explain and compare the limits/limiting assumptions of the medical model, psychosocial models, and the developmental models of human behavior.

Cultural and individual differences in psychological assessment and diagnosis. Describe, explain, and demonstrate ethically sound uses and limitation of diagnostic judgments, including cultural and gender biases of the diagnostic system.

Structured diagnostic interviewing, unstructured clinical interviewing, assessment of suicide risk and mental status. Psychometric principles in assessment, test construction, test theory. The measurement of intelligence.

Describe different sources of information and methods that can be employed for psychological assessment. Perform a clinical interview to acquire information necessary for psychological diagnosis and case formulation. Evaluate the psychometric properties of psychological assessment measures. Develop awareness of the dynamics of diagnostic modifications and changes. Appreciate the threats to valid assessment and be able to appropriately minimize or avoid such threats when they arise.

Administer, score, and interpret results of tests of intelligence according to guidelines discussed. Interpret and integrate results of assessment procedures into a clearly written clinical report appropriate for the intended audience and contains appropriate diagnoses, case conceptualization, and treatment recommendations.



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**CACREP objectives/student learning outcomes:**

II.K.2.d. Counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;

II.K.3.c. Human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

II.K.7.h. An understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status;

C4. Principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans;

C5. Knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual;

C7. Application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

**EXAMINATIONS:** The exam(s) for this course are true/false and multiple choice in nature. Term Paper.

**GRADING:** The grading scale for this course is as follows:

91-100% = A

81-90% = B

71-80% = C

Below 70% = Failed



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## **ADVANCED FAMILY & MARRIAGE THERAPY & SUPERVISION**

PSY 858- 3 CREDIT HOURS

Prof. Dr. George Gonzalez, Ph.D.

### **SYLLABUS**

#### **COURSE OVERVIEW:**

This course is designed to introduce students to the major theoretical approaches to family counseling, and to strengthen students' theoretical understanding and application of family therapy. A broad theoretical and practical foundation for counseling couples and families is emphasized. A core emphasis is placed on the development of personal theory, professional development and therapeutic change / outcome (Common Factors in Family Therapy); with a focus on the interventive aspects of therapy with couples and families, emphasizing and encourage student's development of a conceptual understanding of family therapy practice, an expanding toolkit of specific treatment skills and interventions, and utilization of self-as-therapist that influences the therapeutic system. It provides a survey of current approaches to family and marital counseling with an emphasis on various systemic models of family functioning and therapeutic intervention. A significant focus of this course will be on the practical counseling skills and techniques that have emerged from each theory. Additional focus will be on interviewing, assessment, and clinical practice issues central to a systemic approach to family counseling. The development of a conceptual understanding of family therapy practice and theoretical integration will be emphasized, along with the acquisition of specific treatment skills within the context of live supervision. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling. This course will challenge students to look closely at their own family of origin. Students will be expected to draw on their previous experiences, coursework, and knowledge to integrate and apply course material to their counseling work.

#### **COURSE OBJECTIVES**

Students should be able to demonstrate understanding of the major family counseling theories and should be able to apply family counseling theories, skills and techniques within a clinical setting:



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To introduce students to current issues and trends in the marriage, family, and relationship counseling field. To learn family counseling and family education techniques and skills. To introduce counselor trainees to the theories, therapeutic processes, and techniques involved in marriage, family, and relationship counseling. To be exposed to and become familiar with the marriage, family, and relationship counseling literature and with different types of family counseling models.

Apply core theory and research of the cultural context of relationships, issues and trends in a multicultural and diverse society to the counseling profession. Interpret and apply core theory and research of the nature and needs of individuals at all developmental levels. Apply core theory and research of career development and related life factors. Differentiate between the major theories of family counseling by their unique features, goals, techniques and strategies. Explain a range of individual and group approaches to assessment and evaluation.

To promote self-assessment and self-exploration by counselor trainees concerning their family of origin experiences in order to promote optimum functionality as a professional counselor. To look at one's family role and assess the potential implications that role has on one's work as a family counselor. To familiarize students with specific issues pertinent to marriage, family and relationship counseling (e.g., gender, sexual orientation, ethnicity, and culture). Assess family interactions.

To assist counselor trainees in developing their own approach to marriage, family, and relationship counseling relevant to school and agency settings.

**TEXTBOOK:**

Advanced Methods in Family Therapy Research - 14 edition by Richard B. Miller and Lee N. Johnson: ISBN13: 978-0415710909

**SUGGESTED READERS**

Gladding, S. T. (2010). *Family therapy: History, theory, and practice* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall

Napier, A.Y., & Whitaker, C. (1978). *The family crucible*. New York: Quill.

Nichols, M. P., & Schwartz, R. C. (2008). *Family therapy concepts and methods* (8<sup>th</sup> ed.). Needham Heights, MA: Allyn & Bacon..

Worden, M. (2003). *Family therapy basics* (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole

**EXAMINATIONS:** The exam(s) for this course are true/false and multiple choice in nature.

**GRADING:** The grading scale for this course is as follows:

91-100% = A

81-90% = B

71-80% = C

Below 70% = Failed



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## ADVANCED ADDICTION COUNSELING & PSYCHOPHARMACOLOGY

PSY 885- 3 CREDIT HOURS

Prof. Dr. George Gonzalez, Ph.D.

### SYLLABUS

**COURSE OVERVIEW:** Welcome to Pharmacology & Addictions. This course covers an account of the effects of psychoactive drugs on the brain and their behavior. Learning about current trends that mark today's drug climate as students explore the social, psychological, economical and biological reasons why drug use and abuse occur. Students will also learn about current pharmacotherapies/treatments for individuals suffering from a substance use disorder. Topics include: Brain areas targeted by addictive drugs. Actions of addictive drugs on individual neurons. Nicotine, alcohol, and opiate addictions. Hallucinogens. Public policy for managing addiction in society. Introduction to pharmacology and addictions. Understanding of the biological basis for drug abuse and addiction. Major topics include: pharmacodynamics, pharmacokinetics, introductory neuroanatomy, introductory neurophysiology, alcohol use and abuse, opiate use and abuse, cocaine and amphetamine abuse, barbiturate use and abuse, benzodiazepine use and abuse, hallucinogen abuse. The relationship between the increased illegal use of prescription opioids and the rising increase in accidental opioid overdose deaths. This course will consider the benefits and consequences of drug use (legal and illegal). The mechanism(s) of action and therapies for drugs of abuse will also presented. Students will also be introduced to the roles of different health care professionals, and the challenges of therapies; what is available for the patient.

**COURSE OBJECTIVES:** Upon completion of this course, you will be able to:

- 1). Become familiar with each psychoactive drug.
- 2). Become familiar with the actions, uses and side effect of the psychoactive drug.
- 3). Become familiar with the special topics in psychotherapeutics.
- 4). Become familiar with the agents primarily considered as Drugs of Abuse.
- 5). Become familiar with the drugs that depress brain function (sedatives).
- 6). Become familiar with the drugs that stimulate brain function (Psychostimulants).
- 7). Become familiar with antidepressant drugs.
- 8). Become familiar with Child and Adolescent Psychopharmacology.
- 9). Become familiar with Psychedelic Drugs.

Upon successful completion of this course you should be able to demonstrate a working knowledge of:

The principles of drug abuse; trends and statistics; differing commonly abused drug groups  
The differing biochemical mechanisms of drug action for commonly abused drugs



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The latest biological, psychological, social-psychological, and sociological perspectives related to drug use and abuse

The consequences of improper drug use and abuse and its relationship to health, economy, wellbeing and society.

The signs and symptoms of drug abuse; why it is important

Drug abuse prevention and treatment strategies; utilization of drugs/medications for the drug dependent individual

The challenges in developing effective medications for addicted individuals

**TEXTBOOK:**

Substance Abuse Counseling: Theory and Practice / Edition 5<sub>2</sub> by Patricia Stevens, ISBN 10: 0132615649

Clinical Manual of Addiction Psychopharmacology / Edition 2, by Domenic A. Ciraulo, Leah R. Zindel, ISBN-10: 1585624403

**Recommended Textbooks**

Foundations in Behavioral Pharmacology: An Introduction to the Neuroscience of Drug Addiction and Mental Disorders- Paperback – November 1, 2008, by [Mark Stanford](#) (Author) ISBN-10: 1440472920

Addiction: From Biology to Drug Policy. Paperback: 353 pages. Publisher: Oxford University Press; 2 edition (September 6, 2001). ISBN-10: 0195146646. ISBN-13: 978-0195146646.

Goldstein A. Addiction: From Biology to Drug Policy". 2nd Ed. Oxford University Press, 2001.

McKim, WA, Drugs and Behavior: An Introduction to Behavioral Pharmacology. 5th Ed. Prentice Hall, 2003.

Erickson CK. The Science of Addiction: From Neurobiology to Treatment. Norton & Co, 2007.

**EXAMINATIONS:** Student at the end of the course will take a multiple/or true and false test.

**GRADING:**

91-100% = A

81-90% = B

71-80% = C

Below 70% = Failed

**ASSIGNMENTS:** After reading the course material then you can take the test.





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## Research Methodology & Design

**PSY 915- 9 CREDIT HOURS**

**Professor: Dr. George Gonzalez, Ph.D.**

### SYLLABUS

**COURSE OVERVIEW:** PSY 915 is designed to examine the procedures and principals involved with experimental, quasi-experimental, correlational, and other research. Problem formulation, literature review, measurement issues, sampling, research design, data analysis, and report writing using APA format will be addressed. This course will also see the choice of the student in doing a research thesis/dissertation from a quantitative or quantitative viewpoint. This course will provide an analysis in writing an APA Style format Thesis and the use of scientific research as part of its collective data. This encompasses the understanding and application of appropriate research designs, research statistics, and the use of the computer for data analyses, and report writing and presentation. This course is designed to Learner Centered Knowledge.

**COURSE OBJECTIVES: (PLEASE READ THE APA FORMAT POWERPOINT PRESENTATION FOR THIS COURSE, BEFORE YOU ATTEMPT TO START YOUR RESEARCH WRITING PROJECT.)**

Learning Objectives/Outcomes for the Course

- 1.Utilize various sources to gather data for your research writing project paper;
- 2.Organize ideas, write annotated bibliographies, and thesis statements;
- 3.Understand how to develop outlines for research papers;
- 4.Complete a rough draft of a research paper  
by correcting punctuation, mechanics, and spelling;
- 5.Compile a final form of the research thesis project of no more than 25 pages long with a works cited page.
6. Make sure before you begin your Research Thesis you select a title, do an explanation of what your Thesis will be about with the approval of your professor, Dr. George Gonzalez.

This course is designed to meet CACREP Core Standards (RESEARCH AND PROGRAM EVALUATION); covering:

Common Core: statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;



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This course will cover topics in research methods in the field of psychology. You will be able to:

- 1). Understand the “groundwork” of research and the “research cycle”, along with important concepts with direct application to psychological research such as hypothesis testing, operationalization, constructionism and realism.
- 2). Understand the difference between quantitative and qualitative research and learn the usefulness and limitation of each in various contexts.
- 3). Understand the concepts of validity and reliability and learn to apply them to practical examples.
- 4). Understand how to critically review literature and recognize the features of solid vs. flawed research.
- 5). Learn about self-report measures and the usefulness/limitations of these tools.
- 6). Understand structured and semi-structured interviewing in research.
- 7). Understand how to review and construct basic research designs such as correlational, randomized, non-randomized, AB, ABAB, multiple baseline, etc.
- 8). Understand important research concepts like sampling, sample size, effect size, and alpha & beta errors.
- 9). Understand the basics of evaluation, quantitative and qualitative data analysis.
- 10). Learn how do design, conduct and review various types of research and discern the appropriate approach in a range of contexts.
- 11). Learn to apply research methods to addiction related issues or topics.

**Research Project:** For many postgraduate students, the RESEARCH PROJECT is the quintessential part of their course and the basis of their dissertation/thesis. The project is not only integral in passing the course but also serves as the final test of students’ capability to work independently and think critically. (Under and with the Professors Guidance).

**TEXTBOOK:**

Research Design and Methods: A Process Approach / Edition 9, by Kenneth Bordens, Bruce Barrington Abbott, ISBN-13: 9780078035456

**RECOMMENDED MATERIAL:** Read the APA Style Format PowerPoint presentation.

Required Texts:

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author. (ISBN: 978-1433805615)



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**EXAMINATIONS: Research and do a 25 page in research writing project. But, the professor has to approve your TITLE of your paper and at least give the professor an abstract of what you are covering in the following 25 pages long.**

Several factors will be taken into account when I review your work:

**CONTENT:**

1. Content is comprehensive, accurate and all requested information is properly addressed
2. Major points are stated clearly, and are supported by specific references from the literature, details, examples, and/or analysis.
3. Research is adequate for the topic.
4. Any concept that is not strictly your own MUST be appropriately referenced using APA style. The correct format for indirect referencing is (Author's last name, year) at the end of a sentence and (Author, year, p. #) for direct quotes.
5. 5. You are able to show that you are not merely memorizing information but rather are processing it and are capable of applying it to real-life scenarios with clients whenever possible.
6. EVENTUALLY, Lastly to write a Topic and abstract APA format so your instructor will approve your thesis/or dissertation writing research topic in psychology. A thesis/dissertation should be 115-150 pages long, quantitative or qualitative APA Style Format .Periodically you need to check with your professor in the progress of your Ph.D. thesis-dissertation. Also, you need to select how many references and citations you are using in regards to your Ph.D. Thesis-Dissertation. Remember this will be published by the university and you will have to defend YOUR THESIS via SKYPE WITH 2 TO 3 PROFESSORS.

**\*\*\* FOR THIS COURSE YOU ARE TO WRITE AT LEAST 3 REASEARCH WRITING PAPERS OF NO MORE THEN 15 PAGES LONG. THIS IS IN ORDER TO PRACICE TOWARDS YOUR REAL THESIS – RESEARCH DISSERTATION THAT WILL BE UP TO 115-150 PAGES LONG APA STYLE FORMAT.**

**ORGANIZATION:**

1. the introduction provides sufficient background on the topic and previews major points.
2. The structure of the paper is clear and easy to follow.
3. The paper follows a logical structure and concepts are illustrated with examples wherever possible.



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4. The conclusion reviews the major points.

FORMAT/GRAMMAR:

1. Spelling and syntax are correct.
2. Word usage is correct.
3. Punctuation is correct.
4. There is an appropriate title page.
5. There are clear References section in APA style format for them to be used.

READABILITY/STYLE:

1. Sentences are complete, clear, and concise.
2. The tone is appropriate to the content and assignment and qualifies as higher level academic writing.

**GRADING:** The grading scale for this course is as follows:

<b>90-100%</b>	<b>= A</b>
<b>80-89%</b>	<b>= B</b>
<b>70-79%</b>	<b>= C</b>
<b>Below 70%</b>	<b>= Fail</b>



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### WRITTEN ASSIGNMENTS:

- **APA style-** The University requires the use of APA format for academic writings. I highly recommend purchasing the APA Publication Manual (6th ed.). This manual provides guidance and examples of how to properly cite and reference the work of others. This is also where you will find the specific requirements regarding text type and size, margin settings, etc. These are the basic mechanical requirements of the paper and points are deducted for not complying with these. I am specifically looking for proper APA formatting of in-text citations and references.
- **Plagiarism-** If you are incorporating information from outside sources you need to cite those sources; otherwise you are presenting the work of others as your own. This is called plagiarism and is a serious academic offense. I do have all the technology to spot plagiarism.
- **Grammar/punctuation/flow-** You are expected to write at the collegiate level. Proof your paper to check for errors. Better yet, have someone else proof it for you if possible. The highest performing students will take pride in their written presentations and their papers will be free of grammar/punctuation errors and will have a well-structured and logical flow.



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## **PSY 989 THESIS-DISSERTATION**

**PSY 989- 57 CREDIT HOURS**

**Professor: DR. GEORGE GONZALEZ, PH.D.**

### **SYLLABUS**

#### **COURSE OVERVIEW:**

Requirements :

1. Demonstrated ability to read, understand, abstract, select, and integrate the current (and past) literature pertaining to a focal topic of (common) interest in the science (and sometimes the philosophy) of the discipline of psychology
2. Identification and articulation of a theoretical need in that literature (e.g., a gap in the data that, when filled, could add to the theoretical understanding of the focal topic; an empirically resolvable data-theory conflict; or an empirically resolvable conflict between two theories that purport to account for the same phenomenon).
3. Demonstrated ability to produce a professional quality, literature-based, coherent, concrete, and complete proposal or prospectus acceptable to the thesis or dissertation advisory committee, the departmental faculty, and the brotherhood watchdogs in the graduate office.
4. Ability to carry out an accepted proposal completely and with integrity, and within a mutually agreed upon time frame.
5. Demonstrated ability to produce a professional quality, literature-based, coherent, concrete, and complete thesis or dissertation acceptable to the thesis or dissertation advisory committee, the departmental faculty, and the brotherhood watchdogs in the graduate office.
6. The ability and willingness to take direction and correction appropriately, while at the same time moving toward a collegial (rather than a subordinate) relationship with the thesis or dissertation advisor.
7. The dissertation is sometimes quantitatively more complex conceptually or methodologically, and that often means that it has more words in it than does the thesis. In practice, some theses are as good or better (qualitatively) than some dissertations.



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**TIME FRAME:**

THE THESIS DISSERTATION CAN TAKE UP TO 3-4 YEARS AT THE MOST. YOU WILL HAVE TO DEFEND YOUR DISSERTATION VIA SKPE EVENTUALLY AT THE END. YOU HAVE TO PERIODOCALLY SEVERAL TIMES CHECK WITH YOUR PROFESSOR-ADVISOR YOUR PROGRESS. THIS IS VERY IMPORTANT.

**Thesis in the Specialization (Major):**

A thesis (or dissertation) may be arranged as a thesis by publication or a monograph, with or without appended papers, respectively, though many graduate programs allow candidates to propose a curated collection of published papers. An ordinary monograph has a title page, an abstract, a table of contents, comprising the various chapters (e.g., introduction, literature review, methodology, results, discussion), and a bibliography or (more usually) a references section. They differ in their structure in accordance with the many different areas of study (arts, humanities, social sciences, technology, sciences, etc.) and the differences between them. In a thesis by publication, the chapters constitute an introductory and comprehensive review of the appended published and unpublished article documents. Dissertations normally report on a research project or study, or an extended analysis of a topic. The structure of a thesis or dissertation explains the purpose, the previous research literature which impinges on the topic of the study, the methods used and the findings of the project. Most world universities use a multiple chapter format : a) an introduction, which introduces the research topic, the methodology, as well as its scope and significance; b) a literature review, reviewing relevant literature and showing how this has informed the research issue; c) a methodology chapter, explaining how the research has been designed and why the research methods/population/data collection and analysis being used have been chosen; d) a findings chapter, outlining the findings of the research itself; e) an analysis and discussion chapter, analyzing the findings and discussing them in the context of the literature review (this chapter is often divided into two—analysis and discussion); f) a conclusion. (With the professors guidance.)



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## DIVERSITY STATEMENT

The School of Counseling and Applied Psychotherapy is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of AACD (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.





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## **Impressum**

Universidad Azteca European Programmes  
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2017