

Spring 2014

CE 660 Syllabus: Counseling Theory and Practice

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Winona State University

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Winona State University
College of Education
Counselor Education Department
Spring 2014

CE660 Counseling Theory and Practice
Thursdays 5:00-8:00 p.m. Room: Gildemeister 329

Instructor:

Jo Hittner, Ph.D.

Contact Information:

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Office Hours:

Mondays 10:00-2:00

Wednesdays 10:00-2:00

(other times by appointment)

Course Description:

The purpose of the course is to expose students to theories of personality development and counseling and to apply those approaches to the practice of counseling. The course provides students with the opportunity to practice those various approaches to counseling in simulated developmental settings and role-playing situations. The purpose is also to provide the opportunity for students to develop a personal theory of counseling,, a unique style of counseling, effective techniques of counseling, special awareness and particularly multicultural awareness. All practice is done within a safe setting to give and receive critical feedback relating to the student's person, mannerisms, style, counseling techniques and effectiveness.

Text:

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2012). *Counseling and Psychotherapy Theories in Context and Practice*, 2nd. ed. Hoboken, New Jersey: John Wiley.

Prerequisites:

CE 601, concurrent registration in or completion of 658.

Course Objectives:

1. Identify a variety of counseling theories, strategies, and their relevance to counseling practice.
2. Demonstrate counseling competence with the counseling theories of Psychodynamic, Existential-Humanistic and Cognitive-Behavioral, including Psychoanalytic, Adlerian, Person-Centered, Existential, Gestalt, REBT, Cognitive-Behavioral, Reality, Feminist, Family and Brief therapies.
3. Articulate the pros and cons of each theory as they relate to multicultural perspectives.
4. Recognize and practice interventions for issues related to a variety of populations.
5. Formulate one's own personal counseling philosophy which integrates several theories and produce a written theory paper.

6. Evaluate own and others' skill level with use of theory, strategy and microskills.
7. Demonstrate the ability to integrate several theoretical perspectives into a cohesive counseling session.

CACREP Standards:

Students will demonstrate competence and understanding in each of the following areas:

- II.G.2.b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- II.G.2.c. theories of multicultural counseling, identity development, and social justice;
- II.G.3.d. theories and models of individual, cultural, couple, family, and community resilience;
- II.G.3.f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- II.G.5.a. an orientation to wellness and prevention as desired counseling goals;
- II.G.5.b. counselor characteristics and behaviors that influence helping processes;
- II.G.5.c. essential interviewing and counseling skills;
- II.G.5.d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;

Methods of Instruction:

1. Lecture/discussion
2. Videotapes, films and PowerPoints
3. Modeling
4. Videotaped role plays with peer feedback
5. Case studies and responses to manual exercises
6. Reflective self evaluations

Diversity Statement:

This classroom is meant to be a safe, welcoming and inclusive environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive and culturally appropriate. Awareness of your own biases is a necessity for appropriate counseling. [First Impressions](#)

Commitment to Inclusive Excellence:

WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all

ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. (List of campus resources can be found below.)

Electronic Device Notice:

As a matter of courtesy to your classmates and the instructor, **please turn off your beepers, cell phones, and any other electronic devices that make noise.** Cell phone use including texting is allowed during breaks and for emergency purposes only. **Computers are allowed in class only with permission** and usually only for accommodations for a handicapping condition. [Experiment](#)

Academic Dishonesty Policy:

Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing "ghost-written" papers, and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source[s]). The faculty member, in whose course an act of academic dishonesty occurs, has the option of failing the students for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university. [Plagiarism](#).

Students with Disabilities Notice:

Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the first week of the semester.

Policy on Late or Unfinished Assignments:

Late work is not accepted except in extreme circumstances and with prior permission of instructor. Late assignments will be assessed a 2-point deduction per day of lateness. **IMPORTANT:** A grade of incomplete (IP) will not be awarded except under extraordinary circumstances such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately.

Details about Campus Resources:

- Two good places to help you find resources of all kinds are the WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office. Both offices are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They can facilitate tutoring and point you to a wide range of resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. (www.winona.edu/rochester) The WSU Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595. (www.winona.edu/culturaldiversity)

- If you have a disability, the WSU Disability Resource Center (DRC) can document it for your professors and facilitate accommodation. Their office is on the Winona campus in Maxwell Hall 214 and they can be reached at 457-2391. (www.winona.edu/disabilityservices) If you have a documented disability that requires accommodation, please let your instructor know as soon as possible. If you suspect you may have a disability, you are encouraged to contact the DRC as soon as possible.
- College can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties, ranging from sexual assault, depression, and grief after the loss of a loved one to stress management, anxiety, general adjustment to college, and many others. WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. (www.winona.edu/counselingcenter) The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260. (www.rctc.edu/counseling_career_center)
- For help with writing and the development of papers on the WSU-Rochester campus, contact the UCR Learning Center in AT306 or call 285-7182. On the Winona campus, contact the Writing Center in Minné 348 or call 457-5505. (www.winona.edu/writingcenter)
- The GLBTA Advocate is responsible for documenting homophobic incidents on campus and working with the appropriate channels to get these incidents resolved. In addition, the advocate can direct people to GLBT resources.
* Contact the WSU Counseling Center for the name and number of the current GLBTA Advocate (Integrated Wellness Center 222, 507-457-5330).(www.winona.edu/counselingcenter)

Course Requirements and Grading:

1. Attendance and Participation:

Attendance and participation in classroom activities are essential in order for the student to gain full benefit from this course. Students are expected to attend and contribute to the class by presenting their ideas, reactions, questions and concerns in relation to class discussions. Students are expected to prepare for class by completing all readings and exercises assigned as scheduled prior to the class meeting. Students are expected to bring the main textbook to each class meeting. Students are *required to attend all class sessions*. If there is a need to miss a class based on an emergency, it is expected that the student will contact the professor before the missed class. If it is necessary to miss more than one class for any reason, the student should withdraw from the course. Tegrity is used in each class. If students have to miss class for any reason, they are expected to write a 2-3 page paper from the Tegrity recording including what was learned and the student's reaction to the learning. **30 points** **Note:** Weather will undoubtedly interfere with class at times. Make smart decisions about winter travel and consult the instructor before class time if possible regarding absences. In addition to the WSU homepage and local TV alerts, the professor will provide updates about cancellations via e-mail by 4 p.m. on the day of class. Absences

due to extreme weather conditions will not result in points taken off final grade. However, the expectation that the Tegrity video will be viewed and a paper written will still hold.

2. Chapter Quizzes:

Each chapter will have a five question, 10-point quiz that will be on D2L. The book may be used for the quiz which will be available until the time of class for that week. There will be no way to return to quizzes or make them up later. **150 possible total points.**

3. Preliminary Theoretical Leanings Paper: On the second week of class after reading the Halbur and Halbur article on D2L and doing the theory sorter, students will write a 2-3 page paper reflecting on any preliminary theoretical leanings and proposing a personal theory as to what helps people change. There are no references required except for the use of a citation for the Halbur and Halbur article. This is a chance for students to begin exploring what their personal beliefs about counseling and psychotherapy are, in hopes that as the semester progresses, these beliefs can begin to blend and integrate with theories studied in class. The paper must be typed, double-spaced and demonstrate exceptional writing skills. APA style including title page, headings and subheadings is expected. (No abstract is needed.) **10 points. Due January 23.**

4. Theory-specific Video Tapes:

Students will work in pairs (or triads) to create a total of four videos. Each video will demonstrate one specific counseling theory. Each student will act as both a client and a counselor for each taping. Tapes must be **at least 20 minutes but not more than 30 minutes long.** Each student will cue up **10 minutes** for the professor to evaluate. The professor may view more than the cued minutes if she chooses. Students in the client role may either *role play* or *real play*. When role playing, students are encouraged to use scenarios from real life; the struggles of a family member or friend, for example. When real playing, students are encouraged to choose a topic or issues that feel "contained" or safe for them. Students will be showing tapes to the rest of the class, so be sure to choose an issue you feel comfortable sharing with others. **80 points.** (Four tapes, 20 points per tape.) **Due 1/30, 2/20, 3/20, 4/10.**

Taping should proceed as follows:

1. Assume your client has already signed a release for taping (and mention this) at the beginning of the session.
2. Begin by structuring with a confidentiality statement and informed consent (format to be provided first night of class). EVERY SESSION.
3. Structure appropriately as the session proceeds, according to the techniques/theories you are using. Explain and give rationale where appropriate. If one technique does not work out, try another.
4. Close with a final summary of the session and a discussion with the client about how his/her new knowledge/learning/skill will be carried over to "real life".
5. Process how this session went while tape is running.

After taping:

1. Check with the client if there are any portions that should not be shown to the class.

2. Make a transcript of **five minutes** of the tape (of your choosing), using the transcript format below.
3. At the end of the transcript, include **three paragraphs**; one paragraph each about your strengths, your areas of improvement, and your goals for future sessions.
4. Cue up a portion of your tape you would like to show the class for feedback.

Transcript Format:

Statement	Skill(s)
C1: Tell me what's going on.	ENC
CL: Well, I've just been admitted to grad school and I am worried about everything.	
C2: I was in grad school for awhile and it was really hard.	Ugh! I don't like this.
<i>P.S. You sound really overwhelmed.</i>	<i>PS/RF</i>
CL: I'm working full-time, I'm dealing with a cranky spouse and 3 kids who are driving me crazy, and I think I'm in over my head.	
C3: Tell me what that's like for you, being "in over your head"...	FOC

Skills and abbreviations for transcripts:

Skill Name	Abbreviation	Skill Name	Abbreviation
Encourager	ENC	Immediacy	IMM
Reflection of feeling	RF	Eliciting meaning	EM
Reflection of content	RC	Reflection of meaning	RM
Focusing	FOC	Caring confrontation	CC
Closed question	CQ	Self-disclosure	SD
Open question	OQ	Directive	DIR
Affirmation	AFF	Advice giving	AG
Open summary	OS	Influencing skill	IS
Closing summary	CS	Paraphrasing	PA
Client observations	CO	<i>Preferred Statement</i>	<i>PS</i>

5. Session Case Notes:

Students will write a case note for each of their counseling sessions to be put in the D2L dropbox that shows their understanding of the progress of the session. The DAP format will be followed for the case note and specific case note sheets will be provided. **5 points per case note. Due at the time of each tape submission.**

6. Final Integration Tape:

The final tape should integrate several theories as presented by students in the Personal Theory of Counseling Paper (see below). **The length of the tape will be 40-45 minutes.** As you begin, clear your mind of all personal concerns, realize you now have a good understanding of several theories and focus on your client's verbals and non-verbals. Your goal is to establish rapport and make good judgments within the session as you work with thoughts, feelings, and/or behaviors of your client. Follow the taping guidelines as presented above. No transcripts, session case notes, nor tape critiques are required for the final integration tape.

40 points. Due May 1

7. Peer Tape Critique:

Each student will critique two peers' tapes using a specific rubric and writing a short (3-4 page) summary of the tape, including how the student fared with the rubric, what the student did well, how the student could improve and what could have been done to improve the taped session. **15 points per paper. As 2/6 and 3/27; Bs due 2/27 and 4/17.**

8. Personal Theory of Counseling Paper:

This paper will be 8-10 pages using APA style (including title page, headings, subheadings and references). Students will reference theories that they plan to use in the final integration tape. Students are expected to write about at least two of these theories, including:

1. Important distinctive elements about them which have meaning for you and your potential clients
2. How they mesh well together and complement each other.
3. How you intend to combine technique and philosophy of each of the theories.
4. And how you plan to integrate multicultural issues and concerns with these theories.

Finally, students will discuss the *self-as-instrument* concept (how counselors are the "change agent" or "tool" in the relationship) in relation to their chosen theories. Students will also outline a self-care plan for their counseling careers. **50 points. Due April 24**

9. Informal Presentation of Theory of Counseling:

Students will be expected to present their personal theory of counseling to the class in an informal, 10-15 minute presentation near the end of the semester. **10 points. Due April 24 and May 1.**

10. Final Exam:

The final exam will be multiple choice and will test students' knowledge of the various theories learned over the course of the term. The exam will be taken online via D2L. The exam is open book. However, students may NOT use each other, the internet or other resources. Only the textbook is permissible as a reference when taking the exam. Students will be allowed one attempt only. **50 points. Due May 8.**

11. Evaluation:

Even though the course evaluation is anonymous, extra points will be given for completing it and including your name at the end of the survey. The evaluation will be through a Qualtrics survey which assures anonymity. Extra points are awarded in order to obtain the maximum number of responses. In turn, the more responses, the more the instructor is able to obtain more accurate student feedback and make necessary changes for future classes. **3 bonus points. Due May 8**

COURSE REQUIREMENTS

#	Assignment	Related Scoring Rubric	Points Possible
1	Attendance and Participation	1	30
2	Chapter Quizzes		150 (total)
3	Theoretical Leanings Paper	2	10
4	Theory Specific Videotapes	3	80 (total)
5	Session Case Notes	4	20 (total)
6	Peer Tape Critique	5	30 (total)
7	Final Integration Tape	6	40
8	Personal Theory of Counseling Paper	7	50
9	Informal Presentation of Personal Theory of Counseling	8	10
10	Final Exam		50
11	Course Evaluation		3 (bonus)
Total			470

Scoring Rubrics

1. Attendance and Participation

Criteria	Exceptional 10 points	Competent 8 points	Fair 6 points	Poor 0 points
▼ Individual Participation	Regularly asks questions or gives responses that indicate reflection and knowledge of class material. Allows time for everyone to participate.	Occasionally asks questions or gives responses that indicate reflection, some knowledge of class material. Dominates class discussions.	Rarely asks questions or gives responses that indicate familiarity with class material.	Does not ask questions or give responses that indicate familiarity with topics for class.
▼ Group Participation	Routinely takes a leadership role and verbalizes learning from small group activities.	Occasionally takes a leadership role and verbalizes learning from small group activities.	Rarely takes a leadership role and verbalizes learning from small group activities.	Does not take a leadership role and does not verbalize learning from small group activities.
▼ Attendance	Attends every class. Is always on time and stays until the end of class.	Misses one class. Turns in makeup paper that reflects material learned in class as well as an analysis and personal evaluation of the learning. Is usually on time and usually stays until the end of class.	Misses more than one class; Turns in makeup paper that reflects material learned in class as well as an analysis and personal evaluation of the learning for each class missed. Occasionally comes late or leaves early.	Misses more than one class; does not turn in makeup paper that reflects material learned in class as well as an analysis and personal evaluation of the learning for each class missed. Frequently comes late or leaves class early.

▼ Overall Score	▼ Exceptional 24 or more	▼ Competent 18 or more	▼ Fair 12 or more	▼ Poor 0 or more
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2. Preliminary Theoretical Leanings Paper

Criteria	▼ Exceptional 2 points	▼ Competent 1 point	▼ Poor 0 points
▼ Articulation	Clear articulation of personal theoretical leanings.	Vague articulation of personal theoretical leanings.	Incomplete articulation of personal theoretical leanings.
▼ Personal Theory of Change	Clear statement of personal theory as to what helps people change.	Vague statement of personal theory as to what helps people change.	No statement of personal theory as to what helps people change.
▼ APA Style	Correct use of APA Style including title page, headings and subheadings. (No abstract or references needed.)	Incorrect use of APA Style omitting title page, headings, or subheadings.	No use of APA Style, omitting title page, headings, and subheadings.
▼ Writing Skills	▼ Exceptional 2 points	▼ Competent 1 point	▼ Poor 0 points
▼ Grammar and Spelling	Fewer than two grammar or spelling errors.	Fewer than five grammar and spelling errors.	Five or more grammar and spelling errors.
▼ Timeliness and Length	Two pages in length and turned in on time.	More or less than two pages in length. Turned in on time.	More or less than two pages in length. Turned in late.
▼ Overall Score	▼ Exceptional 6 or more	▼ Competent 4 or more	▼ Poor 0 or more

3. Theory Specific Videotape:

Criteria	▼ Exceptional 8 points	▼ Competent 7 points	▼ Fair 6 points	▼ Poor 0 points
▼ Theory Demonstration	Exemplary tape illustrating theory clearly and completely.	Theory is illustrated somewhat clearly or somewhat completely.	Theory is illustrated somewhat clearly and somewhat completely.	Tape does not illustrate theory.
▼ Therapeutic Presence	Student demonstrates empathy, excellent listening skills, and a variety of microskills.	Student demonstrates empathy, good listening skills, and some microskills.	Student lacks empathy, demonstrates marginal listening skills, and few microskills.	Student lacks empathy, poor listening skills, and no microskills.
▼ Criteria	▼ Exceptional 4 points	▼ Competent 3 points	▼ Fair 2 points	▼ Poor 0 points
▼ Session Structure	Session is within 20 minute time limit. Client is introduced to session and structure of session is maintained throughout. Summary of session is included with processing following the session.	Session is either too long or too short. Student maintains structure of session throughout. Summary of session is not included or processing following the session is omitted. Transcript is mostly correct – few errors –	Session is either too long or too short. Student does not maintain structure of session throughout. Summary of session is not included and processing following the session is omitted. Transcript has several	Session is either too long or too short. Student does not maintain structure of session throughout. Summary of session is not included and processing following the session is omitted. Transcript has several

	Transcript is completed correctly with weak statements replaced with preferred statements. The transcript also includes three paragraphs critiquing your session with your strengths, your areas of improvement and your goals for future sessions.	with weak statements replaced with preferred statements. The transcript also includes three paragraphs critiquing your session with your strengths, your areas of improvement and your goals for future sessions.	errors – with weak statements replaced with preferred statements. The transcript includes three paragraphs critiquing your session with your strengths, your areas of improvement and your goals for future sessions.	errors –weak statements are not replaced with preferred statements. The transcript does not include three paragraphs critiquing your session with your strengths, your areas of improvement and your goals for future sessions.
Overall Score	Exceptional 17 or more	Competent 14 or more	Fair 11 or more	Poor 0 or more

4. Session Case Notes:

Criteria	Exceptional 1 point	Competent 0.75 points	Fair 0.5 points	Poor 0 points
▼Data	Subjective and objective data is present and completely accurate.	Subjective or objective data is present and mostly accurate.	Subjective or objective data is present with many inaccuracies.	Subjective or objective data is present but completely inaccurate.
▼Assessment	Effectiveness of intervention is clearly stated.	Effectiveness of intervention is well stated.	Effectiveness of intervention is poorly stated.	Effectiveness of intervention is not stated.
▼Plan	Plan for next session is clearly stated with clear interventions for next time.	Plan for next session is well stated with somewhat clear interventions for next time.	Plan for next session is vague with unclear interventions for next time.	Plan or interventions for next session are missing.
▼Writing Style	Writing is readable with no spelling or grammatical errors.	Writing is readable with fewer than five spelling or grammatical errors.	Writing is hard to read with fewer than five spelling or grammatical errors.	Writing is hard to read with more than five spelling or grammatical errors.
▼Timeliness	Case note is turned in on time.	Case note is turned in one day late.	Case note is turned in two days late.	Case note is turned in more than two days late.
Overall Score	Exceptional 3.75 or more	Competent 2.5 or more	Fair 1.25 or more	Poor 0 or more

5. Peer Tape Critique

Criteria	Exceptional 5 points	Competent 4 points	Fair 3 points	Poor 0 points
▼Accuracy	Critique represents a completely accurate assessment of the peer's counseling skills.	Critique represents an overall accurate assessment of the peer's counseling skills.	Critique represents a vague assessment of the peer's counseling skills.	Critique represents a lack of assessment of the peer's counseling skills.
▼Thoroughness	Critique includes at least two positive comments and two challenges regarding the peer's counseling session.	Critique includes at least one positive comment and one challenge regarding the peer's counseling session.	Critique includes at least one positive or one challenge regarding the peer's counseling session.	Critique does not include a statement about a positive nor a challenge regarding the peer's counseling session.
▼Writing Skills and Timeliness	There are no grammatical nor spelling errors present. Paper is turned in on time.	There are fewer than three grammatical and spelling errors. Paper is turned in on time.	There are fewer than five grammatical and spelling errors. Paper is turned in one day late.	There are more than five grammatical and spelling errors. Paper is turned in more than one day late.
▼Overall Score	Exceptional 13 or more	Competent 10 or more	Fair 6 or more	Poor 0 or more

6. Final Integration Tape

Criteria	Exceptional 15 points	Competent 13 points	Fair 11 points	Poor 0 points
▼Theory Demonstration	Exemplary tape illustrating theory clearly and completely.	Theory is illustrated somewhat clearly or somewhat completely.	Theory is illustrated somewhat clearly and somewhat completely.	Tape does not illustrate theory.
▼Theory Presence	Student demonstrates empathy, excellent listening skills, and a variety of microskills.	Student demonstrates empathy, good listening skills, and some microskills.	Student lacks empathy, demonstrates marginal listening skills, and few microskills.	Student lacks empathy, poor listening skills, and no microskills.
▼Session Structure	Level 4 10 points	Level 3 8 points	Level 2 6 points	Level 1 0 points
▼Session Structure	Session is within 45 minute time limit. Client is introduced to session and structure of session is maintained throughout. Summary of session is included with processing following the session.	Session is either too long or too short. Student maintains structure of session throughout. Summary of session is not included or processing following the session is omitted.	Session is either too long or too short. Student does not maintain structure of session throughout. Summary of session is not included and processing following the session is omitted.	Session is either too long or too short. Student does not maintain structure of session throughout. Summary of session is not included and processing following the session is omitted.

Overall Score	Exceptional 36 or more	Competent 31 or more	Fair 26 or more	Poor 0 or more
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7. Personal Theory of Counseling Paper

Personal Theory	Exceptional 15 points	Competent 14 points	Fair 13 points	Poor 0 points
▼ Counseling Theory	Personal "leanings" theory clearly stated.	Personal "leanings" theory somewhat stated.	Personal "leanings" paper vaguely stated.	Personal "leanings" paper not stated.
▼ Use of Resources	Strong synthesis of relevant theories and ideas from multiple sources including course readings with excellent flow and structure. At least five references including text.	Good synthesis of relevant theories and ideas from multiple sources including course readings with good flow and structure. At least four references including text.	Fair synthesis of relevant theories and ideas from multiple sources including course readings with good flow and structure. At least three references including text.	Poor synthesis of relevant theories and ideas from a few sources including course readings and with inadequate flow and little structure. Fewer than three references used.
▼ APA Style	Exceptional 10 points	Competent 9 points	Fair 8 points	Poor 0 points
▼ Use of APA Style	Completely accurate use of APA style including Title Page, Introduction, Headings, and Subheadings that include: Distinctive elements, Complementary Aspects, Multicultural Issues and Concerns, Concept of Self-As-Instrument, Self-Care Plan and Discussion	Fewer than three errors using APA Style including Title Page, Introduction, Headings, and Subheadings that include: Distinctive elements, Complementary Aspects, Multicultural Issues and Concerns, Concept of Self-As-Instrument, Self-Care Plan, and Discussion.	Fewer than five errors using APA Style including Title Page, Introduction, Headings, and Subheadings that include: Distinctive elements, Complementary Aspects, Multicultural Issues and Concerns, Concept of Self-As-Instrument, Self-Care Plan, and Discussion.	More than five errors using APA Style including Title Page, Introduction, Headings, and Subheadings that include: Distinctive elements, Complementary Aspects, Multicultural Issues and Concerns, Concept of Self-As-Instrument, Self-Care Plan, and Discussion.
▼ Writing Style	Exceptional 5 points	Competent 4 points	Fair 3 points	Poor 0 points
▼ Timeliness and Length	Paper handed in on time with no more than 10 pages and no fewer than 8.	Paper handed in on time with more than 10 pages or fewer than 8.	Paper handed in 1 day late with no more than 10 pages or fewer than 8.	Paper handed in more than 10 pages or fewer than 8.
▼ Grammar and Spelling	Fewer than 3 grammar and spelling errors.	Fewer than 5 grammar and spelling errors.	More than 5 grammar and spelling errors.	More than 10 grammar and spelling errors.
▼ Overall Score	Exceptional 46 or more	Competent 38 or more	Fair 33 or more	Poor 0 or more

8. Informal Presentation of Personal Theory of Counseling

Criteria	Exceptional 4 points	Competent 3 points	Fair 2 points	Poor 0 points
▼Clarity of Personal Theory	Excellent clarity of personal theory of counseling including very good summary of written paper.	Good clarity of personal theory of counseling including good summary of written paper.	Personal theory of counseling is vague. Summary of written paper is fair.	Personal theory of counseling is vague. Summary of written paper is poor.
Quality of Presentation	Exceptional 3 points	Competent 2 points	Fair 1 point	Poor 0 points
▼Audience Engagement	High engagement with audience, speaks clearly, effectively "teaches" audience about personal theory.	Good engagement with audience, speaks somewhat clearly, effectively "teaches" audience about personal theory.	Poor engagement with audience, speaks somewhat clearly, effectively "teaches" audience about personal theory.	Poor engagement with audience, does not speak clearly, does not effectively "teach" audience about personal theory.
▼Creativity, Time Limit	Creativity is evident in presentation. Time line is strictly observed; no less than 10 minutes, no more than 15.	Creativity is somewhat evident in presentation. Time line is not observed; less than 10 minutes or more than 15.	Creativity is not evident in presentation. Time line is not observed; less than 10 minutes, more than 15.	Creativity is not evident in presentation. Time line is not observed; less than 5 minutes, more than 20.
Overall Score	Exceptional 7 or more	Competent 4 or more	Fair 3 or more	Poor 0 or more

Grade Scale

A=470-437 (93-100%)
 B=336-413 (92-86%)
 C=412-357 (85-79%)
 D=356-324 (78-72%)
 F=below 324 (<72%)

TENTATIVE COURSE OUTLINE

<u>Session:</u>		<u>Readings:</u>
1 (1/16)	Introduction, overview	
2 (1/23)	Psychotherapy and Counseling Essentials: An Introduction Person-Centered Theory and Therapy Make 1 st tape at end of class (Person centered) Preliminary Theoretical Leanings Paper due on D2L	Chaps. 1 and 5
3 (1/30)	Psychoanalytic Approaches 1 st tape due	Chap. 2
4 (2/6)	Existential Theory and Therapy As--First Tape Critique Due Review and Discuss Person-centered Tapes in class	Chap. 4
5 (2/13)	Individual Psychology and Adlerian Therapy Make 2 nd tape at end of class (Adlerian)	Chap. 3
6 (2/20)	Gestalt Theory and Therapy 2 nd tape due	Chap. 6
7 (2/27)	Behavioral Theory and Therapy Bs-- First Tape Critique Due Review and Discuss Adlerian Tapes in class	Chap. 7
8 (3/6)	Cognitive-Behavioral Counseling and Therapy Make 3 rd tape at end of class (Cognitive-Behavioral)	Chap. 8
(3/13)	Spring Break—no class	
9 (3/20)	Choice Theory and Reality Therapy 3 rd tape due	Chap. 9
10 (3/27)	Feminist Theory and Therapy As--Second Tape Critique Due Review and Discuss Cognitive-Behavioral tapes in class	Chap. 10
11 (4/3)	Constructive Theory and Therapy Make 4 th tape at end of class (Students' choice)	Chap. 11
12 (4/10)	Family Systems Theory and Therapy 4 th tape due	Chap. 12

- 13 (4/17) Developing your Multicultural Orientation and Skills Chap. 13
Personal Theory Paper due on D2L
Bs—Second Tape Critique Due
Review and Discuss Students' Choice tapes in class
- 14 (4/24) Motivational Interviewing Miller & Rollnick Chaps. 1-5
Personal Theory Presentations (5)
- 15 (5/1) Integrative and Evidence-Based New Generation Therapies Chap. 14
Personal Theory Presentations (5)
Final integration tape due
- (5/8) No class-exam week
Final exam due on D2L
Course evaluation due via Qualtrics survey