

Spring 2013

## CE 660 Syllabus: Counseling Theory and Practice (Winona)

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*Winona State University*

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**Winona State University Counselor Education Department**  
**CE 660 - Counseling Theory and Practice**  
**Spring 2013 Course Syllabus**  
**Winona – Minnè 106; Thursdays 5-8pm**

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**Office Hours:** Tuesday 2-5 (Rochester)  
Wednesday 12-5 (Rochester)  
Thursday 3-5 (Winona; Gild 111)

**Prerequisites:** Admission to Dept.  
CE 601; Concurrent registration in or prior completion of CE 658.

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

**Course Objectives:**

The purpose of this course is to expose students to a wide variety of theories of personality 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.

Upon completion of this course the student will be able to:

- a. Understand personality theory as it relates to human development and how this understanding enables one to work effectively with clients from a variety of populations.
- b. Demonstrate counseling competence with the counseling theories of Rogers, Adler, Glasser, Perls, cognitive behaviorists (Ellis, Beck, Michenbaum) and various behaviorists (skills).
- c. Understand the pros and cons of each theory as it relates to multicultural perspectives (knowledge, professionalism).
- d. Recognize and practice interventions for issues related to a variety of populations (practice).

- e. Formulate his/her own personal counseling philosophy which integrates several theories and produce a written theory paper (knowledge).
- f. Demonstrate personality and counseling theoretical knowledge as it applies to specific cases (skills, knowledge).
- g. Understand the ethical knowledge as it applies to specific cases (skills, knowledge).
- h. Demonstrate the ability to integrate several theoretical perspectives into a counseling session (skills, practice).

**Council for Accreditation of Counseling and Related Educational Programs (CACREP)  
Related 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;

**Method of Instruction**

- a. Experiential learning activities
- b. Lecture/ discussion
- c. Videotapes, films and powerpoints
- d. Modeling
- e. Internet-based learning
- f. Videotaped role plays with peer feedback
- g. Case studies and responses to manual exercises
- h. Reflective self evaluations

**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.

### **Diversity Statement**

This is meant to be a safe, welcoming, and inclusive classroom 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, representative and culturally appropriate.

### **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 1st week of the term.

### **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 any noise.

### **Laptop/PDA Policy:**

Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

### **Academic Integrity:**

Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system.

### **Class Visitor Policy:**

Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

### **E-mail Policy:**

You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

### **Course Expectations:**

#### *Attendance:*

Students are required to attend all class sessions. If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor before the missed class. If it

is necessary to miss more than one class for any reason, the student should withdraw from the course.

You should be an active member of this class and it is expected that you will be an engaged learner, bringing energy and enthusiasm to every class.

The syllabus details readings for each week. When you come to class, it is expected that the readings will be finished and that you will have watched the demonstration video via Tegrity, and you will be prepared to engage in meaningful discussion about them. You will receive a participation grade and this will reflect your professionalism including attendance, participation, preparation for class, and professional conduct. Attendance and participation will be worth 30 points towards your final grade.

*Assignments:*

Assignments are to be turned via D2L on the day the assignment is due. Only in the event of documentable extenuating circumstances are assignments accepted late. With the exception of documentable emergencies, late assignments will be assessed a 2-point deduction per day of lateness up to two weeks, after which late assignments will not be accepted. With the exception of quizzes, you are encouraged to work together, however your finished work must always be unique to you, and is your individual responsibility to complete.

*Evaluation:*

I will provide written feedback on all videotape demonstrations and written work, supplemented by one-on-one supervisory sessions as needed. Evaluation includes both cognitive work and skill development. A letter grade will be assigned.

If you have questions concerning any type of evaluation you receive, please see me immediately. Bring your evaluation in question. Remember, this class is a learning, growing experience. Perfection is not expected, but improvement in judgment and techniques is.

After the completion of CE660, based on all your coursework to date, a decision will be made on your entrance into the practicum/internship sequence. Explanation of course grades is as follows:

Grade of "A" means you have done excellent work and are practicum-ready. Requires a minimum of 90% of total points.

Grade of "B" means you have done good work. With the assignment of a B you will either be given a practicum-ready rating or will be told specifically what needs to be done before practicum. Requires a minimum of 80% of total points.

Grade of "C" or below means you do not have the skill readiness that practicum requires. You may be asked to either retake procedures or remain in Professional Development.

## Assignments:

### 1. Attendance and participation (30 points)

Students are *required to attend all class sessions*. If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor before the missed class. If it is necessary to miss more than one class for any reason, the student should withdraw from the course.

You should be an *active member* of this class and it is expected that you will be an *engaged learner*, bringing energy and enthusiasm to every class.

### 2. Preliminary Theoretical “Leanings” Paper (10 points)

On the second week of class, after reading Chapter 1 of the text, students will write a 2 page paper reflecting on any preliminary theoretical leanings, and proposing a personal theory (based only on material already acquired and on personal observations/theories) as to what causes suffering and what helps people change. There are no references required. This is a chance for students to begin exploring what their personal beliefs about counseling and psychotherapy are, in hopes that as the semester ensues students’ beliefs can begin to blend and integrate with theories studied in class. The paper should be typed, double-spaced, and demonstrate exceptional writing skills.

### 3. Theory-specific Video Tapes: 100 points (four tapes, 25 points per tape)

Students must have an audio and video recorder (either digital or tape) for each taping session. Flip Cams or other recording devices that can be easily transferred to a flash drive are preferred.

Students will work in pairs/trios 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. **On the nights of taping, you will be given 45 minutes-1 hour of class time to tape. Expect to stay 30 minutes later on taping nights to complete taping and transfer technology.**

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 feels “contained” or safe for them. Students WILL be showing portions of tape to the rest of class, so be sure to choose an issue you feel comfortable sharing with others.

*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 client if there are any portions that should not be shown to the class.
- (2) Write a case note conceptualizing the client issues presented, including assessment and plan if you were to continue with this client. Format for writing the case note will be discussed and provided in class.
- (3) Make a transcript of five minutes of the tape (of your choosing), using the transcript format below.
- (4) At the end of the transcript, include three paragraphs: one paragraph each about your strengths, your areas of improvement, and your goals for the future sessions.
- (5) Cue up a portion of your tape you would like to show the class for feedback, and indicate which 10-minute portion you would like specific feedback on from instructor. **The portion you show to the class should not be the same portion you transcribe, neither should the 10 minute portion you want feedback on from the instructor.** Keep in mind that it is up to the instructor’s discretion whether or not to view your entire tape. If skill development indicates that you are requiring more feedback and guidance, your entire recording may be viewed.

*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.
PS: <i>You sound really overwhelmed.</i>	PS/RF
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

*Three paragraphs:* First paragraph, summarize your strengths; second paragraph summarize your areas of improvement; third paragraph, list goals for next taping.

*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		
Client observations	CO	<i>Preferred Statement</i>	<i>PS</i>

#### 4. Final Integration Tape: 40 points

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.

You do not need to transcribe this final taping, however, you will write the case note and the three paragraphs describing what went well, what challenged you, and what your goals are as you prepare for Practicum.

#### 5. Personal Theory of Counseling Paper: 50 points

This paper will be 8 – 10 pages using APA style (not including title page and references). Students will reference theories that they plan to use in the final integration tape. Students are expected to write about these theories (at least two), 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.

You will be expected to present your personal theory of counseling to the class in an informal, 10-15 minute presentation near the end of the semester (10 points).

#### 6. Final Exam: 50 points

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.

**Total points possible for course: 290**

**Breakdown of points:**

Attendance and Participation: 30 points

Preliminary Theoretical “Leanings” Paper: 10 points

Theory Specific Videotapes: 100 points (25 points/tape)

Final Integration Tape: 40 points

Personal Theory of Counseling Paper: 50 points

Presentation of Personal Theory of Counseling: 10 points

Final Exam: 50 points

- 290 to 261 = A
- 260 to 232 = B
- 231 to 203 = C

**Class Schedule:**

<b>Week: DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>ASSIGNMENTS</b>
<b>Week 1: January 17</b>	Introduction & syllabus, explanation of assignments,  Introduction to theoretical orientation	SF & SF, Chapter 1 & video;  Halbur & Halbur, Chapters 1-3 (on D2L)	
<b>Week 2: January 24</b>	Person-Centered Theory and Therapy	SF & SF, Chapter 5 & video	<b>Make 1<sup>st</sup> tape (Person-Centered) Preliminary Theoretical “Leanings” Paper due</b>
<b>Week 3: January 31</b>	Psychoanalytic Approaches	SF & SF, Chapter 2 & video	<b>Review 1<sup>st</sup> tape, tape due</b>
<b>Week 4: February 7</b>	Psychoanalytic, cont’d; Individual Psychology and Adlerian Therapy	SF & SF, Chapter 3 & video	
<b>Week 5: February 14</b>	Adlerian, cont’d		
<b>Week 6: February 21</b>	Existential Theory and Therapy	SF & SF, Chapter 4 & video	<b>Make 2<sup>nd</sup> tape (Adlerian)</b>
<b>Week 7: February 28</b>	Gestalt Theory and Therapy	SF & SF, Chapter 6 & video	<b>Review 2<sup>nd</sup> tape, tape due</b>
<b>Week 8: March 7</b>	Behavioral Theory and Therapy	SF & SF, Chapter 7 & video	
<b>Week 9: March 14</b>	Cognitive-Behavioral Theory and Therapy	SF & SF, Chapter 8 & video	
<b>Week 10: March 21</b>	Spring Break!		<b>Have fun!</b>

<b>Week: DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>ASSIGNMENTS</b>
<b>Week 11: March 28</b>	Motivational Interviewing	Miller & Rollnick, Chapters 1-5 (on D2L)	<b>Make 3<sup>rd</sup> tape (Cognitive/Behavioral)</b>
<b>Week 12: April 4</b>	Choice Theory and the New Reality Therapy	SF & SF, Chapter 9 & videos	<b>Online class – Complete online lecture and discussion board</b>
<b>Week 13: April 11</b>	Feminist Theory and Therapy	SF & SF, Chapter 10 & video	<b>Review 3<sup>rd</sup> tape, tape due</b>
<b>Week 14: April 18</b>	Constructive Theory and Therapy	SF & SF, Chapter 11 & video	<b>Make 4<sup>th</sup> tape (your choice)</b>
<b>Week 15: April 25</b>	Integrative and Evidence- based New Generation Therapies	SF & SF, Chapter 14  Jacobs – Creative Counseling manual (on D2L)	<b>Review 4<sup>th</sup> tape, tape due  Class demos/role-plays</b>
<b>Week 16: May 2</b>	Developing your Multicultural Orientation and Skills	SF & SF, Chapter 13	<b>Personal Theory Presentations Personal Theory paper due Final integration tape due</b>
<b>Week 17: May 6-10</b>	<b>Finals Week</b> No Class		<b>Final Exam Course Evaluation</b>

**Scoring Rubrics:** Written assignments are graded across three dimensions: content, format, and depth of understanding. Taping sessions are also graded across three dimensions: demonstration of theory, therapeutic presence, and structure of session. Please note that your grade will reflect an evaluation of all three dimensions, as explained in the following rubrics.

**Attendance and Participation (30 points)**

<i>Points Possible</i>	<i>Description</i>
24-30 points	-Regularly asks questions or makes observations that indicate reflection, knowledge of readings for class -Participates actively in small groups in class, -Attends class regularly (no missed classes or one with prior arrangement)
18-23 points	-Occasionally asks questions or makes observations that indicate reflections, some knowledge of readings for class -Participates in small groups -Misses 1 class with prior arrangement -Is never late or leaves early w/out due reason
11-17 points	-Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class -Does not actively participate in small groups

	-Misses no more than 1 classes w/o prior arrangement -Is occasionally late or leaves early w/out due reason
0 -10 points	-Does not ask questions or make comments that indicate familiarity with topics for class -Does not participate actively in small groups -Misses class often -Is often late or leaves early w/out due reason

**Preliminary Theoretical “Leanings” Paper (10 points)**

	<b><i>4 points</i></b>	<b><i>3 points</i></b>	<b><i>2 points</i></b>	<b><i>Below 2 points</i></b>
<i>Content (4 points)</i>	Clear articulation of personal theoretical “leanings.”	Mostly clear articulation of personal theoretical “leanings.”	Vague articulation of personal theoretical “leanings.”	Incomplete articulation of personal theoretical “leanings.”
<b><i>Content Grade</i></b>				
	<b><i>2 points</i></b>	<b><i>1 point</i></b>		
<i>Format (2 points)</i>	Excellent writing skills, no grammatical errors, thorough, and within the approximate page limitation	Good writing skills, few errors, complete and within the approximate page limitation		
<b><i>Format Grade</i></b>				
	<b><i>4 points</i></b>	<b><i>3 points</i></b>	<b><i>2 points</i></b>	<b><i>Below 2 points</i></b>
<i>Depth of Understanding (4 points)</i>	Student provides clear evidence of what he/she believes causes suffering and what promotes change.	Student provides some evidence of what he/she believes causes suffering and what promotes change.	Student provides unclear evidence of what he/she believes causes suffering and what promotes change.	Student does not provide any evidence of what he/she believes causes suffering and what promotes change.
<b><i>Understanding Grade</i></b>				
<b>Total Points:</b>				

**Theory-specific tape evaluation (25 points)**

	<b>9-8 points</b>	<b>7 points</b>	<b>6 points</b>	<b>Below 6</b>
<i>Demonstration of Theory (35%)</i>	Exemplary tape illustrating theory.	Above average tape illustrating theory.	Average tape illustrating theory.	Tape does not illustrate theory.
<b>Theory Grade</b>				
	<b>9-8 points</b>	<b>7 points</b>	<b>6 points</b>	<b>Below 6</b>
<i>Therapeutic Presence (35%)</i>	Student demonstrates empathy, exemplary 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.
<b>Presence Grade</b>				
	<b>7 points</b>	<b>6 points</b>	<b>5 points</b>	<b>Below 5</b>
<i>Structure of Session (30%)</i>	Session is within appropriate time limits – not too long or too short. Student introduces client to session and maintains structure of session throughout. Transcript is completed correctly, with weak statements replaced with preferred statements. Case note is professionally written and follows case note format.	Session is either too long or too short. Student maintains structure of session throughout. Transcript is mostly correct – few errors – with weak statements replaced with preferred statements. Case note is professionally written, but formatting is not correct, or format is correct, but not well-written.	Session is either too long or too short. Student does not maintain structure of session throughout. Transcript has several errors – with weak statements replaced with preferred statements. Case note is not well-written or formatted correctly.	Session is either too long or too short. Student does not maintain structure of session throughout. Transcript has several errors – weak statements are not replaced with preferred statements. Case note is incomplete. Requirements not met.
<b>Structure Grade</b>				
<b>Total Points:</b>				

**Final Integration Tape (40 points)**

	<b>14-13 points</b>	<b>12-11 points</b>	<b>10 points</b>	<b>Below 10</b>
<i>Demonstration of Theory (35%)</i>	Exemplary tape illustrating theory.	Above average tape illustrating theory.	Average tape illustrating theory.	Tape does not illustrate theory.
<b>Theory Grade</b>				
	<b>14-13 points</b>	<b>12-11 points</b>	<b>10 points</b>	<b>Below 10</b>
<i>Therapeutic Presence (35%)</i>	Student demonstrates empathy, exemplary 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.
<b>Presence Grade</b>				
	<b>12 points</b>	<b>11-10 points</b>	<b>9 points</b>	<b>Below 9</b>
<i>Structure of Session (30%)</i>	Session is within appropriate time limits – not too long or too short. Student introduces client to session and maintains structure of session throughout. Case note is professionally written and follows case note format.	Session is either too long or too short. Student maintains structure of session throughout. Case note is professionally written, but formatting is not correct, or format is correct, but not well-written.	Session is either too long or too short. Student does not maintain structure of session throughout. Case note is not well-written or formatted correctly.	Session is either too long or too short. Student does not maintain structure of session throughout. Case note is incomplete. Requirements not met.
<b>Structure Grade</b>				
<b>Total Points:</b>				

**Personal theory of counseling paper (50 points)**

	<b><i>20-18 points</i></b>	<b><i>17-16 points</i></b>	<b><i>15-14 points</i></b>	<b><i>Below 14 points</i></b>
<b><i>Content (20 points)</i></b>	Paper clearly concerned with counseling theory. All aspects of assignment addressed and discussed, and complex thinking skills utilized	Paper clearly concerned with counseling theory. Most aspects of assignment addressed and discussed, and complex skills utilized.	Counseling theories chosen do not integrate well, or explanation of integration is lacking. Some aspects of assignment missing.	Counseling theories chosen do not integrate well, or explanation of integration is lacking. Some aspects of assignment missing. No evidence of complex thinking skills.
<b><i>Content Grade</i></b>				
	<b><i>10-9 points</i></b>	<b><i>8 points</i></b>	<b><i>7 points</i></b>	<b><i>Below 7</i></b>
<b><i>Format (10 points)</i></b>	Exceptional Writing (excellent grammar, strong APA style, flow, structure, & strong synthesis of ideas). A minimum of 5 scholarly references, including the text.	Strong writing (excellent grammar, APA mostly correct, synthesis of ideas). Minimum of 3 scholarly references, including the text.	Marginal writing skills utilized, several errors in formatting, grammar, or synthesis of ideas. Minimum reference requirement not met.	Poor writing skills utilized, several errors in formatting, grammar, or synthesis of ideas. Minimum reference requirement not met.
<b><i>Format Grade</i></b>				
	<b><i>20-18 points</i></b>	<b><i>17-16 points</i></b>	<b><i>15-14 points</i></b>	<b><i>Below 14 points</i></b>
<b><i>Depth of Understanding (20 points)</i></b>	Synthesis of relevant theories and ideas from assigned course readings. Inclusion and analysis of material from outside readings specifically related to chosen theories.	Synthesis of relevant theories and ideas from assigned course readings. Material included from outside readings specifically related to chosen theories, however, a depth of understanding is not demonstrated.	Theories and ideas are presented but not synthesized. Material included from outside readings specifically related to chosen theories, however, a depth of understanding is not demonstrated.	Theories and ideas are presented but not synthesized. Limited material included from outside readings specifically related to chosen theories, and a depth of understanding is not demonstrated.
<b><i>Understanding Grade</i></b>				
<b>Total Points:</b>				

**Presentation of Personal Theory of Counseling (10 points)**

	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>
<i>Description of Theory (4 points)</i>	Clear description of personal theory of counseling	Mostly clear description of personal theory of counseling	Unclear description of personal theory of counseling
<b>Theory Grade</b>			
	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>
<i>Engagement with Audience (4 points)</i>	Engaged with the audience, speaks clearly, effectively “teaches” audience about his/her personal theory	Moderately engaged with the audience, speaks rapidly or inaudibly	Not engaged with the audience. Fails to effectively “teach” his/her theory to the audience
<b>Engagement Grade</b>			
	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
<i>Use of Time (2 points)</i>	Remains within time limitation	Remains within approximate time limitation	Not within an acceptable time limit (either too short or too long)
<b>Time Grade</b>			
<b>Total Points:</b>			