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FLORIDA
ATLANTIC

## COURSE CHANGE REQUEST Graduate Programs

Department Counselor Education

UGPC Approval
UFS Approval
SCNS Submittal
Confirmed
Banner Posted
Catalog

UNIVERSITY	College College of Education			Banner Posted
UNIVERSITI	College College of Edu	ication		Catalog
Current Course Prefix and Num	ber MHS 7402		ourse Title d Counseling Theories: Bi	rief Therapies
THE RESERVE OF THE PROPERTY OF	tached for <b>ANY</b> changes to c d by the changes; attach doc		e details. See <u>Guidelines</u> . Pleas	e consult and list departments
Change title to:			Change description to	
Advanced Counseling Theories: Contemporary Therapies		Course is intended to introduce students to theoretical principles and applied skills in current counseling with an emphasis on		
Change prefix			contemporary therapy models.	
From:	To:		Change prerequisites/	minimum grades to:
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Effective Term/ for Changes:	Year Spring 2020		Terminate course? Eff for Termination:	ective Term/Year
Faculty Contact/E	Email/Phone Dr. Paul Pelu	uso, Departr	ment Chair / ppeluso@fau.eo	du / 561-297-3602
Approved by	11/1			Date & locale
Department Chair	1 algim	5		6/16/1

Approved by

Department Chair

College Curriculum Chair

College Dean

UGPC Chair

UGC Chair

Graduate College Dean

UFS President

Provost

Date

8/26/9

8/28/9

8/28/9

8/29/9

8/29/9

Email this form and syllabus to <a href="UGPC@fau.edu">UGPC@fau.edu</a> one week before the UGPC meeting.

GRADUATE COLLEGE

Advanced Counseling Theories: Brief Contemporary Therapies (MHS 7402) 3 credits

Prerequisite: MHS 6401

Course is intended to introduce students to theoretical principles and applied skills in current counseling with an emphasis on brief-contemporary therapy models.

**GRADUATE COLLEGE** 

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### DEPARTMENT OF COUNSELOR EDUCATION COLLEGE OF EDUCATION FLORIDA ATLANTIC UNIVERSITY

# Advanced Counseling Theory: Contemporary Therapies MHS 7402 Fall 2019- 3 credits

Instructor: Carman S. Gill, Ph.D. Office Hours: Mon 3:30-6:30;

Office: Bldg 47, Rm. 459, Boca campus Wed 2-4

Office Phone: (561) 297-1002 (Office) Email: gillc@fau.edu

Class: Boca Campus, Rm 482, Wednesdays, 8/21-11/27, 4:20-7 pm

#### **Catalog Description:**

Prerequisites: MHS 6401 or equivalent and permission of instructor.

#### **Course Description:**

This course is intended to introduce students to theoretical principles and applied skills in current counseling theories with an emphasis on contemporary therapy models. Students will develop knowledge of the specific brief therapy models, learn to integrate the various strategies and techniques into a comprehensive framework, demonstrate basic competence in the application of brief therapy counseling process and, review the empirical research regarding process and outcomes in brief counseling and therapy.

## Text and Supplemental Materials:

#### Required:

- Cottone R. R. (2012). Paradigms of Counseling and Psychotherapy. Cottleville, Missouri: Smashword
- > Assigned Readings/articles
- A Self Selected text (with instructor approval) on a specific brief therapy model; each student will select a different text and/or theoretical model.

#### Recommended:

Carlson, J. & Sperry, L. (2000). Brief therapy with individuals & couples. Phoenix, AZ: Zeig, Tucker & Theisen.

#### Course Objectives:

- 1. Students will understand and evaluate the major counseling theories and brief therapy models.
- 2. Students will learn at least one new theory and one brief therapy approach in depth regarding process and techniques.
- 3. Students will become familiar with the process and outcome research literature pertaining to the major counseling theories and brief therapies.
- 4. Students will demonstrate effective use of multiple theories, including one brief theory, and articulate a personal orientation to counseling that is based in literature.
- 5. Students will be able to assess and conceptualize cases as well as apply appropriate strategies and techniques to case studies.
- Students will identify effective models and strategies for working with clients in crisis.
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7. Students will be able to develop interventions tailored to the unique characteristics of each client including racial, ethnic, cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs.

#### **CACREP Doctoral Standards**

Section 6: B1; a-f

#### **Teaching Methodology and Technology**

This course will be taught in a seminar format emphasizing demonstrations and case studies for applying the theories and techniques of the counseling and therapy models studied. Each student will also be responsible for identifying one specific theoretical approach and developing an indepth understanding of the theory and application in counseling and therapy. Students will also be expected to complete a thorough review of the empirical outcome literature in regard to counseling and therapy.

Canvas will be utilized to supplement the learning experience. Assignments will be uploaded to the Canvas platform and graded through the platform. Students will have an opportunity to share important articles and presentations with other students. Discussions are offered throughout the course as described below.

#### **Attendance Policy**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

#### **Course Requirements:**

- 1. Class Participation: Attend and participate in all scheduled class sessions and complete all required readings. Be prepared to actively engage in discussions, based on the assigned readings. Participate in Canvas discussion as assigned.
  - 2. **Reflection Papers:** Students will submit four (4) reflection papers based upon the assigned readings for this course. Each student will complete a 2-3 page paper reflecting

upon the material covered in Cottone chapters 1, 2, 8 and one chapter of the student's choosing from chapters 3-6. The reflection on the chosen chapter will include a reflection on the basic tenets of this paradigm and implications related to the ethical and cultural implications of these tenets in multiple settings.

In keeping with CACREP requirements, for chapter 1, the student review and reflect on the integration of counseling theories into a paradigm system and will describe at least 2 rationales for the integration of theories into paradigms. For chapter 2, the student will review and reflect on theory specific rationale for organizing theories within paradigms and describe the method by which paradigms are differentiated. Concerning their chosen chapter, the student will review and reflect upon the basic propositions, the epistemological and ontological underpinnings, of the paradigm, including the relation to ethical and cultural implications of these beliefs in multiple settings. For chapter 8, the student will review and reflect on information related to paradigm research and common factors. For more specific requirements, refer back to the assignment rubric. (Section 6: B1; a, b, d &f).

- 3. Research Project Presentation & Therapy Report: Each student will choose one counseling theory/ model, new to the student and not covered in the course material, to research in-depth. This will include:
  - a. Reading at least one additional text devoted to that model (approved by the instructor). Reviewing articles, research, professional book chapters and other sources related to this approach.
  - b. Giving a presentation to the class on their research topic with a review of the basic tenets, therapeutic strategies and techniques, the outcome research validating its efficacy in treatment. The student will identify strengths and weakness associated with the research base. The presentation will include an illustrative practical applications case study. (Section 6: B1; d)
  - c. Create a report that follows APA format for journals articles and be between 10-12 pages, including title page, abstract and references. The students is expected to discuss the chosen theory in depth, citing multiple sources, and include major tenets, research, applicability to diversity populations and any associated ethical issues. The student will integrate their theory into a case example they have created, clearly identifying the etiology of the client's presenting problem, a plan for treatment, and at least 2 interventions, using the chosen theory. The student will describe multiple methods for evaluating the effectiveness of their plan for treatment. Please follow guidelines found in Watts, R. E. (2011). Developing a conceptual article for publication in counseling journals. Journal of Counseling & Development, 89, 308 312. The corresponding evaluation rubrics are attached (Section 6: B1; b, d &f).
  - 4. Case Conceptualization Group Projects: Students will be required to complete a thorough case conceptualization and treatment plan from multiple theoretical perspectives. Peer collaboration groups will be assigned and students must demonstrate the ability to conceptualize clients from theoretical perspectives differing from their chosen theories (see assignment #3).
    - a. The student must participate in conceptualizing a client from two different counseling theories, excluding the theory they used for the research project/report.
    - **b.** Conceptualization should follow Sperry's model of case conceptualization with integration of the specific theory and proposed treatment plan based on the

- theory. This will include submitting a project that fully explains the etiology of the client's presentation, based on additional theories.
- c. Identifying a theory based treatment plan strategy from 2 new and different theoretical perspectives and describing more than 2 techniques for intervening with the client appropriate to the theoretical orientation.
- d. The student will include relevant literature and research base. The corresponding evaluation rubrics are attached (Section 6: B1; c&f).

## **Course Requirements and Grading**

Class Participation	10 points
Reflection Papers (5 pts each)	20 points
Presentation & Research Project	40 points
Group project	30 points

#### **Course Schedule**

#### Class meets 4:20-7 pm on scheduled Monday evenings:

DATE	<u>TOPIC</u>
Aug 21st	Introduction to course & Overview Cottone, Ch. 1
Aug 28 <sup>th</sup>	Discussion Ch. 2; Case conceptualization Assigned Readings: Cottone, Ch. 1 & 2; Selected book chapters Assignments: Reflection Paper #1: Due for chapter 1
Sept 4 <sup>th</sup>	Discussion Ch. 3; Medical model; Case conceptualization continued Readings: Cottone, Ch. 3 & readings as assigned Assigned Readings: Cottone, Ch. 3; Selected book chapters Assignments: Select Text and submit for instructor approval-Canvas
Sept 11th	Discussion Ch. 4; Freud; Adler Readings: Cottone, Ch. 4; Assigned articles Assignments: Reflection Paper #2: Due for chapter 2
Sept 18 <sup>th</sup>	Behavioral theory & CBT Readings: Assigned articles.
Sept 25 <sup>th</sup>	Presentations 1-2 Readings: Assigned articles.
Oct 2 <sup>nd</sup>	Presentation 3; Discussion Ch. 5, Systems Readings: Cottone, Ch. 5; Assigned articles.
Oct 9th	Peer Group meetings
Oct 16 <sup>th</sup>	DCT & Wellness Paradigms Readings: Assigned articles.
Oct 23 <sup>rd</sup>	Presentation 4; Discussion Ch. 6, Social Constructivism

Readings: Cottone, Ch. 6; Assigned articles.

Assignments: Reflection Paper #3: Due for chosen chapter

Oct 30<sup>th</sup> Presentations 5

Assignments: First CC group report

Nov 6<sup>th</sup> Discussion Ch. 7

Readings: Cottone, Ch. 7; Assigned articles.

Nov 13<sup>th</sup> Peer Group meetings

Nov 20<sup>th</sup> Chapter 8; Spirituality

Assignments: Reflection Paper #4: Due for chapter 8

Assignments: Second CC group report

Nov 27<sup>th</sup> Wrap up

Assignments: Research Paper DUE Nov 27th

#### COURSE CONNECTION TO CONCEPTUAL FRAMEWORK

As a reflective decision-maker the student will demonstrate the ability to make accurate assessments and informed intervention decisions while also exhibiting ethical professional behavior. Students will provide evidence of being a capable professional counselor through the implementation of appropriate brief counseling interventions and services consistent with the current and most relevant empirical research and professional practice guidelines in counseling as evidenced on case study and demonstration counseling sessions.

#### **DISABILITY POLICY STATEMENT**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however, disability services are available for students on all campuses. For more information, please visit the SAS website at <a href="www.fau.edu/sas/">www.fau.edu/sas/</a>.

#### COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

#### **ELECTRONIC DEVICES**

University policy on the use of electronic devices states: "In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions."

#### CODE OF ACADEMIC INTEGRITY POLICY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

#### **Bibliography**

- Amatea, E.S. (1989). Brief strategic intervention for school behavior problems. San Francisco: Jossey-Bass.
- Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Engelwood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, 44, 1175-1184.
- Budman, S.H. (Ed) (1981). Forms of Brief Therapy. New York: Guilford Press.
- Cummings, N. & Sayama, M. (1995). <u>Focused psychotherapy: A casebook of brief</u>, <u>intermittent psychotherapy throughout the life cycle</u>. New York: Brunner/Mazel.
- Cade, B. & O'Hanlon, W.H. (1993). A brief guide to brief therapy. New York: W.W. Norton.
- Fisch, R., Weakland, J.H., & Segal, L. (1986). <u>The tactics of change: Doing therapy briefly.</u> San Francisco, CA: Jossey-Bass.
- Furman, B. & Ahola, T. (1992). <u>Solution talk: Hosting therapeutic conversations.</u> New York: W.W. Norton.
- Hoyt, M.F. (1995). <u>Brief therapy and managed care: Reading for contemporary practice.</u> San Francisco, CA: Jossey-Bass.
- <u>Individual Psychology: The journal of Adlerian theory, research, and practice</u> (1989). Special Issue: Varieties of Brief Therapy, 45 (1&2).
- Kopp, R.R. (1995). Methaphor Therapy. New York: Brunner/Mazel.
- Littrell, J.M. (1998). Brief Counseling in Action. New York: W.W. Norton.
- Molnar, A. & Lindquist, B. (1989). <u>Changing problem behavior in schools.</u> San Francisco, CA: Jossey-Bass.
- Myers, J. E., & Sweeney, T. J. (2008). Wellness counseling: The evidence base for practice. Journal of Counseling & Development, 86, 482-493.
- Myers, J. E., and Sweeney, T. J. (2005). The indivisible self: An evidence-based model of wellness. *Journal of Individual Psychology*, 61(3), 269-279.
- Nicoll, W.G. (1999). Brief therapy strategies and techniques. In R.E. Watts and J. Carlson (eds), <u>Interventions and strategies in counseling and psychotherapy</u>. Philadelphia, PA: Accelerated Development, 15-30.
- Presbury, J., Echterling, LG & McKee, J.H. (2008). <u>Beyond brief counseling and therapy: An integrative approach</u>. Upper Saddle River, NJ: Pearson

- Reese, R., & Myers, J. E. (2012). EcoWellness: The missing factor in wellness models. Journal of Counseling & Development, 90, 400-406.
- Steenbarger, B.N. (1992). Toward science-practice integration in brief counseling and therapy. Counseling Psychologist, 20(3), 403-450.
- Sweeney, T. J. (2009). Adlerian Counseling and Psychotherapy: A Practitioner's Approach. New York, NY: Routledge.
- Walter, J.L. & Peller, J.E. (1992). <u>Becoming solution-focused in brief therapy.</u> New York: Brunner/Mazel.

## COE: MHS 7402 Advanced Counseling Theory: Contemporary Therapies:

Reflection Papers: Four (4) reflection papers will be submitted based upon the assigned readings for this course. Each student will complete a 2-3 page paper reflecting upon the material covered in Cottone chapters 1, 2, 8 and one chapter of the student's choosing from chapters 3-6. The reflection on the chosen chapter will include a reflection on the basic tenets of this paradigm and implications related to the ethical and cultural implications of these tenets in multiple settings. (Section 6: B1; a, b, d &f).

Components of the Assignment Reflection on Chapter 1.  8. 1. a.  The students will review and reflect, in a scholarly fashion, on the integration of counseling theories into a paradigm system as described in chapter 1.	Exemplary (3 pts)  Counselor candidate: _Evidences high levels of understanding of counseling theoriesDescribes at least 2 rationales for integration of theory into paradigmsEvidences high levels of thought and consideration	Proficient (2.5 pts)  Counselor candidate: _Evidences high levels of understanding of counseling theoriesDescribes at least 1 rationale for integration of theory into paradigmsEvidences high levels of thought and consideration	Counselor candidate: _Evidences average levels of understanding of counseling theoriesDescribes at least 1 rationale for integration of theory into paradigmsEvidences average levels of thought and consideration	Emerging (1)  Counselor candidate: _Evidences average levels of understanding of counseling theoriesDescribes at least 1 rationale for integration of theory into paradigmsEvidences minimal levels of thought and consideration	Unsatisfactory (.5 pt)  Counselor candidate: _Evidences minimal understanding of counseling theoriesDoes not describe a rationale for integration into paradigmsEvidences minimal levels of thought and consideration	No Attempt (0 pt) _Failed to submit or failed to submit on time.
Reflection on chapter 2.  B. 1. b.  Review and reflect on theory specific rationale for organizing theories within paradigms	Counselor candidate: _Submits a reflection that includes a high level description of the four paradigmsSubmits a reflection that describes 2 methods by which paradigms are	Counselor candidate: _Submits a reflection that includes average description of the four paradigmsSubmits a reflection that describes 2 methods by which paradigms are	Counselor candidate: _Submits a reflection that includes average description of the four paradigmsSubmits a reflection that describes 1 method by which paradigms are	Counselor candidate: _Submits a reflection that describes two or fewer of the four paradigmsSubmits a reflection that describes 1 method by which paradigms are differentiated.	Counselor candidate: _Submits a reflection that does not include a description of the four paradigmsSubmits a reflection that does not describe a method by which	_Failed to submit or failed to submit on time.

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	settings.	settings.		various	include cultural	
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	_Includes more	_Includes 2	cultural		related to the	
]	than 2 cultural	cultural	implications	_Includes only	use of these	
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	related to the	related to the	use of these	implications	various	
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8.	_Describes two	_Describes two	_Describes one	_Either fails to	_Fails to	submit
	or more unique	unique	unique	describe a	describe a	or failed
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Reflect on	research	research	research	of paradigm	of paradigm	on time.
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chapter 8.	thought and	thought and	of thought and	research	_Evidences	
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	demonstrates	demonstrates	acceptable use	acceptable use	demonstrates	
	high level use	high level use	writing	writing	limited ability	
	writing	writing	mechanics	mechanics	in writing	
	mechanics	mechanics	_Includes more	_Includes more	mechanics	
	_Includes less	_Includes more	than two	than three	_includes more	
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Research Project Presentation & Therapy Report: Each student will choose one counseling theory/ model to research in-depth. This will include reading at least one additional text devoted to that model (approved by the instructor) as well as reviewing articles, research, professional book chapters and other sources related to this approach. Each student will make a presentation to the class on their research topic with a review of therapeutic strategies and techniques, the outcome research validating its efficacy in treatment and include an illustrative practical applications case study. (Section 6: B1; d).

The report will follow APA format for journals articles and be between 10-12 pages, including title page, abstract and references. It is expected that students will discuss the chosen theory in depth, citing multiple sources, and include major tenets, research, applicability to diversity populations and any associated ethical issues. The student will integrate their theory into a case example they have created and describe methods for evaluating the effectiveness of the interventions suggested. Please follow guidelines found in Watts, R. E. (2011). Developing a conceptual article for publication in counseling journals. Journal of Counseling & Development, 89, 308 – 312. (Section 6: B1; b & e).

Components	Exemplary	Proficient	Satisfactory	Emerging	Unsatisfactory	No
of the	(3 pts)	(2.5 pts)	(2 pts)	(1)	(.5 pt)	Attempt
Assignment			, , , , ,	,-,	(.5 p.)	(0 pt)
Research	Counselor	Counselor	Counselor	Counselor	Counselor	Failed
Presentation	candidate:	candidate:	candidate:	candidate:	candidate:	to
CACREP:	_Demonstrates	_Demonstrates	_Demonstrates	_Demonstrates	_Demonstrates	submit
B. 1. d.	high levels of	high levels of	average levels	average levels	minimal levels	or failed
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will discuss	the theory.	the theory.	understanding	understanding	understanding	submit
the chosen	_Describes	_Describes 3	the theory.	the theory.	the theory.	on time.
theory in	more than 3	major tenets	_Describes 2	_Describes 1	_Fails to	
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efficacy in	with research	theory.	base for the	with research	with research	
treatment.	base for the	_Describes 3	theory.	base for the	base for the	
	theory.	areas of need	_Describes 2	theory.	theory.	
	_Describes	associated	areas of need	_or_	_Fails to	
	more than 3	with research	associated	_Fails to	describe needs	
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B. 1. b.	project that	project that	project that	project that	project that	or failed
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will integrate	the client's	the client's	etiology of the	etiology of the	etiology of the	on time.
their theory	presentation,	presentation,	client's	client's	client's	
into a case	based on their	based on their	presentation,	presentation,	presentation,	
example they	theory.	theory.	based on their	based on their	based on their	
have	_Identifies a	_ldentifies a	theory.	theory.	theory.	
created.	treatment plan	treatment plan	_ldentifies a	_Fails to	_Fails to	
	strategy based	strategy based	treatment plan	identify a	identify a	
	in theory that	in theory that	strategy based	treatment plan	treatment plan	
	demonstrates	demonstrates	in theory that	strategy based	strategy based	
	high levels of	high levels of	demonstrates	in theory	in theory.	
	integration.	integration.	adequate	_or_	_Fails to	
	_Describes	_Describes 2	levels of	_Fails to give 2	describe	
	more than 2	techniques for	integration.	techniques for	techniques for	
	techniques for	intervening	_Describes 2	intervening	intervening	
	intervening	with the client,	techniques for	with the client,	with the client,	l

			i .			,
	with the client,	based on their	intervening	based on their	based on their	
	based on their	theory.	with the client,	theory.	theory.	
	theory.		based on their			
			theory.			
Research	Counselor	Counselor	Counselor	Counselor	Counselor	_Failed
Paper	candidate:	candidate:	candidate:	candidate:	candidate:	to
CACREP:	_Submits a	_Submits a	_Submits a	_Submits a	_Submits a	submit
B. 1. e.	project that	project that	project that	project that	project that	or failed
methods for	fully describes	fully describes	adequately	only describes	does not	to
evaluating	3 or more	2 appropriate	describes 2	1 appropriate	describe	submit
counseling	appropriate	methods for	appropriate	method for	methods for	on time.
effectiveness	methods for	evaluating the	methods for	evaluating the	evaluating the	
	evaluating the	effectiveness	evaluating the	effectiveness	effectiveness	
Describe	effectiveness	of the	effectiveness	of the	of the	
methods for	of the	interventions	of the	interventions	interventions	
evaluating	interventions	suggested.	interventions	suggested	suggested.	
the	suggested.	1 2 3 3 3 3 3 3	suggested.	2000000	24880000	
effectiveness		_Evidences		_or_	_Evidences	
of the	_Evidences	high levels of	_Evidences	_	minimal levels	
interventions	high levels of	thought and	average levels	_Evidences	of thought and	
suggested.	thought and	consideration	of thought and	minimal levels	consideration	
	consideration		consideration	of thought and		
				consideration		
Project	Counselor	Counselor	Counselor	Counselor	Counselor	_Failed
Quality	candidate:	candidate:	candidate:	candidate:	candidate:	to
A list of	Submits a	_Submits a	_Submits a	_Submits a	_Submits a	submit
relevant		_3001111113 0				Jabiiii
references	project that is	project that is	project that is	project that is	project that is	or failed
and	_	. —	· —	project that is organized and	_	1
resources.	project that is	project that is	project that is	, ,	project that is	or failed
	project that is organized and	project that is organized and	project that is organized and	organized and	project that is disorganized	or failed to
	project that is organized and focused;	project that is organized and focused; demonstrates	project that is organized and focused;	organized and focused;	project that is disorganized and lacks	or failed to submit
	project that is organized and focused; demonstrates	project that is organized and focused;	project that is organized and focused; demonstrates	organized and focused; demonstrates	project that is disorganized and lacks focus;	or failed to submit
	project that is organized and focused; demonstrates high level use	project that is organized and focused; demonstrates high level use	project that is organized and focused; demonstrates acceptable use	organized and focused; demonstrates acceptable use	project that is disorganized and lacks focus; demonstrates	or failed to submit
	project that is organized and focused; demonstrates high level use writing	project that is organized and focused; demonstrates high level use writing	project that is organized and focused; demonstrates acceptable use writing	organized and focused; demonstrates acceptable use writing	project that is disorganized and lacks focus; demonstrates limited ability	or failed to submit
	project that is organized and focused; demonstrates high level use writing mechanics	project that is organized and focused; demonstrates high level use writing mechanics	project that is organized and focused; demonstrates acceptable use writing mechanics	organized and focused; demonstrates acceptable use writing mechanics	project that is disorganized and lacks focus; demonstrates limited ability in writing	or failed to submit
	project that is organized and focused; demonstrates high level use writing mechanics _Includes less	project that is organized and focused; demonstrates high level use writing mechanics _Includes	project that is organized and focused; demonstrates acceptable use writing mechanicsIncludes	organized and focused; demonstrates acceptable use writing mechanicsIncludes	project that is disorganized and lacks focus; demonstrates limited ability in writing mechanics	or failed to submit
	project that is organized and focused; demonstrates high level use writing mechanics _Includes less than two grammatical or	project that is organized and focused; demonstrates high level use writing mechanics _Includes more than two grammatical or	project that is organized and focused; demonstrates acceptable use writing mechanics _Includes more than two	organized and focused; demonstrates acceptable use writing mechanics _Includes more than	project that is disorganized and lacks focus; demonstrates limited ability in writing mechanics _includes	or failed to submit
	project that is organized and focused; demonstrates high level use writing mechanics _Includes less than two	project that is organized and focused; demonstrates high level use writing mechanics _Includes more than two	project that is organized and focused; demonstrates acceptable use writing mechanics _Includes more than two grammatical or	organized and focused; demonstrates acceptable use writing mechanicsIncludes more than three	project that is disorganized and lacks focus; demonstrates limited ability in writing mechanics _includes more than five	or failed to submit
	project that is organized and focused; demonstrates high level use writing mechanics _Includes less than two grammatical or spelling errors,	project that is organized and focused; demonstrates high level use writing mechanics _Includes more than two grammatical or spelling errors,	project that is organized and focused; demonstrates acceptable use writing mechanics _Includes more than two grammatical or spelling errors,	organized and focused; demonstrates acceptable use writing mechanics _Includes more than three grammatical or	project that is disorganized and lacks focus; demonstrates limited ability in writing mechanics _includes more than five grammatical or	or failed to submit
	project that is organized and focused; demonstrates high level use writing mechanics _Includes less than two grammatical or spelling errors, but thoughts	project that is organized and focused; demonstrates high level use writing mechanics _Includes more than two grammatical or spelling errors, but thoughts	project that is organized and focused; demonstrates acceptable use writing mechanics _Includes more than two grammatical or spelling errors, but thoughts	organized and focused; demonstrates acceptable use writing mechanics _Includes more than three grammatical or spelling errors,	project that is disorganized and lacks focus; demonstrates limited ability in writing mechanics _includes more than five grammatical or spelling errors	or failed to submit
	project that is organized and focused; demonstrates high level use writing mechanics _Includes less than two grammatical or spelling errors, but thoughts are conveyed	project that is organized and focused; demonstrates high level use writing mechanics _Includes more than two grammatical or spelling errors, but thoughts are conveyed	project that is organized and focused; demonstrates acceptable use writing mechanics _Includes more than two grammatical or spelling errors, but thoughts are conveyed	organized and focused; demonstrates acceptable use writing mechanics _Includes more than three grammatical or spelling errors, but thoughts	project that is disorganized and lacks focus; demonstrates limited ability in writing mechanicsincludes more than five grammatical or spelling errors making	or failed to submit
	project that is organized and focused; demonstrates high level use writing mechanics _Includes less than two grammatical or spelling errors, but thoughts are conveyed _Includes a list	project that is organized and focused; demonstrates high level use writing mechanics _Includes more than two grammatical or spelling errors, but thoughts are conveyed _Includes a list	project that is organized and focused; demonstrates acceptable use writing mechanics _Includes more than two grammatical or spelling errors, but thoughts are conveyed _Includes a list	organized and focused; demonstrates acceptable use writing mechanics _Includes more than three grammatical or spelling errors, but thoughts are conveyed	project that is disorganized and lacks focus; demonstrates limited ability in writing mechanicsincludes more than five grammatical or spelling errors making reading	or failed to submit
	project that is organized and focused; demonstrates high level use writing mechanics _Includes less than two grammatical or spelling errors, but thoughts are conveyed _Includes a list of more than 5	project that is organized and focused; demonstrates high level use writing mechanics _Includes more than two grammatical or spelling errors, but thoughts are conveyed _Includes a list of at least 5	project that is organized and focused; demonstrates acceptable use writing mechanics _Includes more than two grammatical or spelling errors, but thoughts are conveyed _Includes a list of at least 5	organized and focused; demonstrates acceptable use writing mechanics _Includes more than three grammatical or spelling errors, but thoughts are conveyed _Includes a list	project that is disorganized and lacks focus; demonstrates limited ability in writing mechanics _includes more than five grammatical or spelling errors making reading difficult	or failed to submit
	project that is organized and focused; demonstrates high level use writing mechanics _Includes less than two grammatical or spelling errors, but thoughts are conveyed _Includes a list of more than 5 relevant	project that is organized and focused; demonstrates high level use writing mechanics _Includes more than two grammatical or spelling errors, but thoughts are conveyed _Includes a list of at least 5 relevant	project that is organized and focused; demonstrates acceptable use writing mechanics _Includes more than two grammatical or spelling errors, but thoughts are conveyed _Includes a list of at least 5 relevant	organized and focused; demonstrates acceptable use writing mechanics _Includes more than three grammatical or spelling errors, but thoughts are conveyed _Includes a list of less than 5	project that is disorganized and lacks focus; demonstrates limited ability in writing mechanics _includes more than five grammatical or spelling errors making reading difficult _Includes a list	or failed to submit
	project that is organized and focused; demonstrates high level use writing mechanics _Includes less than two grammatical or spelling errors, but thoughts are conveyed _Includes a list of more than 5 relevant references and	project that is organized and focused; demonstrates high level use writing mechanics _Includes more than two grammatical or spelling errors, but thoughts are conveyed _Includes a list of at least 5 relevant references and	project that is organized and focused; demonstrates acceptable use writing mechanics _Includes more than two grammatical or spelling errors, but thoughts are conveyed _Includes a list of at least 5 relevant references and	organized and focused; demonstrates acceptable use writing mechanics _Includes more than three grammatical or spelling errors, but thoughts are conveyed _Includes a list of less than 5 relevant	project that is disorganized and lacks focus; demonstrates limited ability in writing mechanics _includes more than five grammatical or spelling errors making reading difficult _Includes a list of less than 5	or failed to submit

Case Conceptualization Group Projects: Students will be required to complete a thorough case conceptualization based on their theory of choice from assignment #2. Peer collaboration groups will be assigned and students must demonstrate the ability to conceptualize clients from multiple

theoretical perspectives. The student must participate in conceptualizing a client from three different counseling theories, including the theory they used for the research project/report. Conceptualization should follow Sperry's model of case conceptualization with integration of the specific theory and proposed treatment plan based on the student's theory. (Section 6: B1; c)

Components of	Exemplary	Proficient	Satisfactory	Emerging	Unsatisfactory	No
the Assignment	(3 pts)	(2.5 pts)	(2 pts)	(1)	(.5 pt)	Attempt
	(0   1.0,	(2.0 p.0)	<b>\- μω</b> ,	(-)	(10 pt)	(0 pt)
Case	Counselor	Counselor	Counselor	Counselor	Counselor	_Failed
Conceptualization	candidate:	candidate:	candidate:	candidate:	candidate:	to
Report	_Submits a	_Submits a	_Submits a	_Submits a	Submits a	submit
B. 1. c.	project that	project that	project that	project that	project that	or failed
The student must	fully explains	fully explains	adequately	adequately	minimally	to
participate in	the etiology	the etiology	explains the	explains the	explains the	submit
conceptualizing a	of the client's	of the client's	etiology of	etiology of	etiology of	on time.
client from three	presentation,	presentation,	the client's	the client's	the client's	
different	based on	based on	presentation,	presentation,	presentation,	
counseling	their theory	their theory	based on	based on	based on	
theories,	and 2	and 2	their theory	their theory	theory.	
including the	additional	additional	and 2	and 1 other	_Fails to	
theory they used	theories.	theories.	additional	theory.	identify a	
for the research	_Identifies a	_Identifies a	theories.	_Fails to	treatment	
presentation/	treatment	treatment	_Identifies a	identify 2	plan strategy	
report	plan strategy	plan strategy	treatment	treatment	based in	
	based in	based in	plan strategy	plan	theory.	
	theory that	theory that	based in	strategies	_Fails to	
	demonstrates	demonstrates	theory that	based in	describe	
	high levels of	high levels of	demonstrates	theory	techniques	
	integration	integration	adequate	_or_	for	
	from 3	from 3	levels of	_Fails to give	intervening	
	different	different	integration	2 techniques	with the	
	theoretical	theoretical	from 3	for	client, based	
	perspectives.	perspectives.	different	intervening	on their	
	_Describes	_Describes 2	theoretical	with the	theory.	
	more than 2	techniques	perspectives.	client, based		
	techniques	for	_Describes 2	on three		
	for	intervening	techniques	different		
	intervening	with the	for	theories.		
	with the	client, for	intervening			
	client, for	each theory.	with the			
	each theory.		client, for			
Design Overlite	Causadas	Councilor	each theory.	Courseles	Causadas	Failed
Project Quality	Counselor	Counselor	Counselor	Counselor	Counselor candidate:	_Failed
A list of relevant references and	candidate:	candidate:	candidate:	candidate: _Submits a	_Submits a	to submit
	_Submits a	_Submits a group project	_Submits a group project	group project	group project	or failed
resources.	group project that is	that is	that is	that is	that is	to
	organized	organized	organized	organized	disorganized	submit
	and focused;	and focused;	and focused;	and focused;	and lacks	on time.
	demonstrates	demonstrates	demonstrates	demonstrates	focus;	on time.
	Lacinonstrates	Lacinonstrates	Lacinonstrates	Lacinonstrates	i iocus,	<u> </u>

high level use	high level use	acceptable	acceptable	demonstrates
writing	writing	use writing	use writing	limited ability
mechanics	mechanics	mechanics	mechanics	in writing
_Includes less	_Includes	_Includes	_Includes	mechanics
than two	more than	more than	more than	_includes
grammatical	two	two	three	more than
or spelling	grammatical	grammatical	grammatical	five
errors, but	or spelling	or spelling	or spelling	grammatical
thoughts are	errors, but	errors, but	errors, but	or spelling
conveyed	thoughts are	thoughts are	thoughts are	errors making
_Includes a	conveyed	conveyed	conveyed	reading
list of more	_Includes a	_Includes a	_Includes a	difficult
than 5	list of at least	list of at least	list of less	_Includes a
relevant	5 relevant	5 relevant	than 5	list of less
references	references	references	relevant	than 5
and	and	and	references	relevant
resources	resources	resources.	and	references
within the	within the	1	resources.	and
last 7 years.	last 7 years.			resources.