Fau	
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		
UNIVERSITY	College College of Edu	ucation		Catalog	
Current Course Prefix and Num	ber MHS 7402		Course Title ed Counseling Theories: Brief Therapies		
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	d by the changes; attach do		details, see <u>valuetines,</u> i leus	e consuit una list départments	
Change title to:			Change description to:		
Advanced Counseli	ng Theories: Contemporary 1	Therapies	Course is intended to introduce	students to theoretical principles	
Change prefix			and applied skills in current counseling with an emphasis on contemporary therapy models.		
From:	То:		Change prerequisites/	minimum grades to:	
Change course n	umber				
From: To:			Change corequisites to:		
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*Review <u>Provost Mer</u>	morandum		Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.		
Effective Term/for Changes:	Year Spring 2020		Terminate course? Effetor Termination:	ective Term/Year	
Faculty Contact/E	mail/Phone Dr. Paul Pel	uso, Departm	nent Chair / ppeluso@fau.ed	du / 561-297-3602	
Approved by	MARCH			Date & /2 C/g	
Department Chair	1 mg/m	5		6/25/15	
College Curriculum Chair				8/28/19	
College Dean				10/2/19	
UGPC Chair	1 NOTT			10/1///	

Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

GRADUATE COLLEGE

UGC Chair

Provost

UFS President

Graduate College Dean

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

SEP 0 5 2019

Received

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.
- 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:

Class meets 4.20-7 pm on scheduled Monday evenings.					
<u>DATE</u>	<u>TOPIC</u>				
Aug 21st	Introduction to course & Overview Cottone, Ch. 1				
Aug 28 th	Discussion Ch. 2; Case conceptualization Assigned Readings: Cottone, Ch. 1 & 2; Selected book chapters Assignments: Reflection Paper #1: Due for chapter 1				
Sept 4 th	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 th	Behavioral theory & CBT Readings: Assigned articles.				
Sept 25 th	Presentations 1-2 Readings: Assigned articles.				
Oct 2 nd	Presentation 3; Discussion Ch. 5, Systems Readings: Cottone, Ch. 5; Assigned articles.				
Oct 9th	Peer Group meetings				
Oct 16 th	DCT & Wellness Paradigms Readings: Assigned articles.				
Oct 23 rd	Presentation 4; Discussion Ch. 6, Social Constructivism				

Readings: Cottone, Ch. 6; Assigned articles.

Assignments: Reflection Paper #3: Due for chosen chapter

Oct 30th Presentations 5

Assignments: First CC group report

Nov 6th Discussion Ch. 7

Readings: Cottone, Ch. 7; Assigned articles.

Nov 13th Peer Group meetings

Nov 20th Chapter 8; Spirituality

Assignments: Reflection Paper #4: Due for chapter 8

Assignments: Second CC group report

Nov 27th 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 www.fau.edu/sas/.

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.
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- 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). Solution talk: Hosting therapeutic conversations. 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.
- Individual Psychology: The journal of Adlerian theory, research, and practice (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. <u>Counseling Psychologist</u>, 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. B. 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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research and common factors research as stated in chapter 8.	of common factors research _Evidences high levels of thought and consideration	of common factors research _Evidences high levels of thought and consideration	of common factors research _Evidences average levels of thought and consideration	describe a unique characteristic of common factors research _Evidences minimal levels of thought and consideration	unique characteristic of common factors research _Evidences minimal levels of thought and consideration	
Project Quality	Counselor candidate: _Submits reflection papers that are highly organized and focused; demonstrates high level use writing mechanics _Includes less than one grammatical or spelling error per reflection, but thoughts are conveyed	Counselor candidate: _Submits reflection papers that are highly organized and focused; demonstrates high level use writing mechanics _Includes more than two grammatical or spelling errors per reflection, but thoughts are conveyed	Counselor candidate: _Submits reflection papers that are organized and focused; demonstrates acceptable use writing mechanics _Includes more than two grammatical or spelling errors per reflection, but thoughts are conveyed	Counselor candidate: _Submits reflection papers that are organized and focused; demonstrates acceptable use writing mechanics _Includes more than three grammatical or spelling errors per reflection, but thoughts are conveyed	Counselor candidate: _Submits reflection papers that are disorganized and lacks focus; demonstrates limited ability in writing mechanics _includes more than five grammatical or spelling errors making reflections reading difficult	_Failed to submit or failed to submit on time.

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	Catteran		T	
of the	(3 pts)	(2.5 pts)	Satisfactory	Emerging	Unsatisfactory	No
Assignment	(5 pts)	(2.5 pts)	(2 pts)	(1)	(.5 pt)	Attempt
Research	Counselor	Counselor	Councile			(0 pt)
Presentation	candidate:	counselor candidate:	Counselor candidate:	Counselor	Counselor	_Failed
CACREP:	_Demonstrates			candidate:	candidate:	to
B. 1. d.	high levels of	_Demonstrates	_Demonstrates	_Demonstrates	_Demonstrates	submit
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	theory.		based on their			
			theory.			
Research	Counselor	Counselor	Counselor	Counselor	Counselor	_Failed
Paper	candidate:	candidate:	candidate:	candidate:	candidate:	to
CACREP:	_Submits a	submit				
B. 1. e.	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.		suggested.	,		
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	submit				
relevant	project that is	or failed				
references	organized and	organized and	organized and	organized and	disorganized	to
and	focused;	focused;	focused;	focused;	and lacks	submit
resources.	demonstrates	demonstrates	demonstrates	demonstrates	focus;	on time.
	high level use	high level use	acceptable use	acceptable use	demonstrates	j
	writing	writing	writing	writing	limited ability	
	mechanics	mechanics	mechanics	mechanics	in writing	
	_Includes less	_Includes	_Includes	_includes	mechanics	
1	than two	more than two	more than two	more than	_includes	1
	grammatical or	grammatical or	grammatical or	three	more than five	
	spelling errors,	spelling errors,	spelling errors,	grammatical or	grammatical or	
	but thoughts	but thoughts	but thoughts	spelling errors,	spelling errors	
	are conveyed	are conveyed	are conveyed	but thoughts	making	
	_Includes a list	_Includes a list	_Includes a list	are conveyed	reading	
	of more than 5	of at least 5	of at least 5	_includes a list	difficult	
	relevant	relevant	relevant	of less than 5	_Includes a list	
	references and	references and	references and	relevant	of less than 5	ŀ
	resources	resources	resources.	references and	relevant	
	within the last	within the last		resources.	references and	
1	7 years.	7 years.			resources.	
L	1 - 7	_ , , , , , , ,		L		

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 p.c.,	(Lio pu)	(= p.c.)	(-)	(.5 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 dient'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	_ldentifies a	theories.	_Fails to	treatment	
presentation/	treatment	treatment	_ldentifies 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	
i	from 3	from 3	levels of	_Fails to give	intervening	
ļ	different	different	integration	2 techniques	with the	
ĺ	theoretical	theoretical	from 3	for	client, based	
1	perspectives.	perspectives.	different	intervening	on their	
	_Describes	_Describes 2	theoretical	with the	theory.	
	more than 2	techniques	perspectivesDescribes 2	client, based on three		
	techniques for	for	techniques	different		
	intervening	intervening with the	for	theories.		
	with the	client, for	intervening	theories.		
	client, for	each theory.	with the			
	each theory.	each theory.	client, for			
	Cacin theory.		each theory.		1	
Project Quality	Counselor	Counselor	Counselor	Counselor	Counselor	_Failed
A list of relevant	candidate:	candidate:	candidate:	candidate:	candidate:	to
references and	_Submits a	_Submits a	_Submits a	_Submits a	_Submits a	submit
resources.	group project	group project	group project	group project	group project	or failed
	that is	that is	that is	that is	that is	to
1	organized	organized	organized	organized	disorganized	submit
	and focused;	and focused;	and focused;	and focused;	and lacks	on time.
	demonstrates	demonstrates	demonstrates	demonstrates	focus;	

high le	•	e acceptable	acceptable	demonstrates	
writing	writing	use writing	use writing	limited ability	
mecha	nics mechanics	mechanics	mechanics	in writing	
_Includ	les less _Includes	_Includes	_Includes	mechanics	
than tv	vo more than	more than	more than	_includes	
gramm	atical two	two	three	more than	
or spell	ling grammatical	grammatical	l grammatical	five	i
errors,	but or spelling	or spelling	or spelling	grammatical	
though	ts are errors, but	errors, but	errors, but	or spelling	
convey		thoughts are	e thoughts are	errors making	
_Includ	les a conveyed	conveyed	conveyed	reading	
list of n	noreIncludes a	_includes a	_includes a	difficult	
than 5	list of at least	t list of at leas	st list of less	_Includes a	1
relevan	t 5 relevant	5 relevant	than 5	list of less	
referer	ices references	references	relevant	than 5	
and	and	and	references	relevant	
resource	ces resources	resources.	and	references	
within •	the within the	ŀ	resources.	and	
last 7 y	ears. last 7 years.			resources.	

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