

**Austin Peay State University**  
**Department of Psychological Science & Counseling**

**COUN 5400: Counseling Theories**

**Term: Fall 2022**

**Credit Hours: 3**

**Meeting Time: Tuesdays, 4:30 p.m. - 7:30 p.m.**

**Room #: Clement 206**

**Instructor: Mitchell Toomey, Ph.D., NCC, CRC**

Telephone: 931-221-7243

Email Address: toomeym@apsu.edu

Office: CL 307B

Office Hours:

M: 1:30-2:30

T: 2-4

W: 2-4

**Prerequisites:**

Admittance to the Counseling Program, or permission of the instructor.

**Required Text(s):**

Corey, J. (2015). *Theory and practice of counseling and psychotherapy* (10<sup>th</sup> ed.). Belmont, CA: Cengage.

Other readings may be assigned throughout the course.

**Course Description:**

This course will explore various theoretical approaches used in the helping professions. A particular emphasis will be placed on the application of these theories to current practice and current issues. As this is a first course for many graduate students, it will serve in part as an introduction to the field.

**Austin Peay State University**

**College of Education**

***CONCEPTUAL FRAMEWORK OVERVIEW, INITIAL LICENSURE PROGRAMS***

As part of the educational unit at Austin Peay State University, the School Counseling program embrace the College of Education's commitment to preparing highly qualified professionals who are knowledgeable in standards-based practice. Our common goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of learners. Our theme "Preparing Professionals

Through Standards-Based Practices” reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Our focus is on preparing professionals for the P-12 environment by providing three key elements – knowledge, skills, and dispositions.

## Course Policies

### CoBHS Diversity Statement:

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspectives as an individual, not as a representative of any group. We strive to provide course curriculum that respects diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the Office of Equity, Access, and Inclusion.

### Divisive Concepts Statement:

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism and classism may be presented and discussed in this class; while students are expected to master course content, it is not expected that students endorse or subscribe to any particular theory.

### Students with Disabilities

Any student who has a disability that may affect her/his academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services (MUC 114, phone #: 221-6230; email: [disabilityservices@apsu.edu](mailto:disabilityservices@apsu.edu))

### Campus Resources:

Resource	Website
Adult, Nontraditional & Transfer Student Center	<a href="https://www.apsu.edu/student-life/ants/antsresources.php">https://www.apsu.edu/student-life/ants/antsresources.php</a>
S.O.S. Food Pantry	<a href="https://www.apsu.edu/volunteer/sos-food-pantry/index.php">https://www.apsu.edu/volunteer/sos-food-pantry/index.php</a>
Health & Counseling Services	<a href="https://www.apsu.edu/health-and-counseling/">https://www.apsu.edu/health-and-counseling/</a>

### Academic and Classroom Misconduct

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new *Student Handbook* for an understanding of what will be expected of them within the academic setting. [APSU Policy 3:005 Student Academic and Classroom Misconduct](#) will be followed in reporting any suspected cases of academic misconduct.

### **Plagiarism Policy**

Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images or works of another person as one's own without proper attribution. This includes having another individual write your assignment and presenting as your own. In addition, self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work. Therefore, using previous work or work from other persons without proper citations will be perceived as plagiarism.

### **Writing Quality and Academic Honesty**

It is important that all written work meets the academic standards of graduate students using APA 7<sup>th</sup> edition formatting. If you feel you need assistance with your writing, please contact the Writing Center in Woodward Library: (phone #: 221-6559; email: [writinglab@apsu.edu](mailto:writinglab@apsu.edu))

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism most commonly occurs when material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. Additionally, integrity also applies to sharing work. Students are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at APSU or other universities.

If you are in doubt, please ask me for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

### **Turn It In**

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

### **Policy on Minors:**

Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in classrooms. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

### **Service Animals in the Classroom**

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

### **Counseling Services**

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include: crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation.

### **Minimal Technology Requirements**

**Hardware:** We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

**Web Browser:** Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure that your web browser is properly configured.

**Software:** You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional information is available through the [GOVSTECH Website](#). Contact GOVSTECH at [govstech@apsu.edu](mailto:govstech@apsu.edu) with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

### **Confidentiality:**

This course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class and then only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current ACA Code of Ethics will be followed.

### **Changes to Course Syllabus**

The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus will be clearly communicated to students.

### **Email Policy:**

It is important for students to remember that faculty are not available 24 hours a day, 7 days a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

### **Requesting Assistance:**

**Communicate** as needed with your instructor. Reach out EARLY if you need assistance and ask questions as they arise. **Do not wait** until the course is almost over to express needs and concerns. If you wish to

meet regarding a grade from an assignment, please wait 24 hours after you have received a graded assignment to make an appointment with the instructor in order to further reflect on your concerns. Prior to this meeting, type out a document detailing what particular elements of your work you feel merit discussion. Additionally, all correspondence to the instructor should be professional in tone and nature. Please review the following website for email tips: <http://www.collegehelptips.com/how-to-professionally-email-your-professor/> .

#### **Demonstrating Respect:**

- Respectful use of technology: Do not allow your communication and entertainment devices to be a distraction in class. Put all devices in vibrate or silent mode and keep them out of sight. If you absolutely must take a call, please be respectful and quietly step out of the classroom.
- Respect of time: Be prepared for class each day and be on time. Participate fully, but avoid dominating the conversation. See specific attendance policies under Student Performance Evaluation Criteria and Procedures.
- Respect of others: Be respectful to people who have ideas and values that may differ from your own. If you have concerns, talk directly with those involved. It is important to learn to talk through differences in understanding.
- Respect for self: In many counseling courses there may be times that are personally uncomfortable as we confront or encounter new ideas or situations that are very personal. While these situations may be uncomfortable, they are also prime opportunity for personal growth and professional development. Please share these experiences so your peers can also grow and support you through the process.

#### **COVID-19 STATEMENT & GUIDELINES**

Any student exhibiting symptoms of COVID-19 should seek a test and should not attend in-person classes while symptomatic. COVID-19 testing is being conducted on the campus of APSU at the rear of the Ard building for faculty, staff, students and members of their household who meet specific conditions. Please seek out testing immediately if either of these conditions applies to you:

- 1. You are experiencing COVID-19 related symptoms, or**
- 2. You have been in close contact (within 6 feet for 10 minutes or more) with someone with a confirmed COVID-19 diagnosis**

If any student tests positive for COVID-19 the student should notify their instructor immediately and follow guidance provided by the instructor.

Vaccination is strongly encouraged and readily available, including at APSU's Boyd Health Services. Contact them at (931) 221-7107.

#### **STUDENT COMPLAINTS AND APPEALS PROCEDURES**

**FIRST** discuss your concerns with your faculty member **THEN** contact the department chair if you need assistance in resolving an issue. APSU has a variety of policies and procedures for students to file a complaint, appeal, or grievance. Please visit this [webpage](#) for more information.

### **Course Objectives and Requirements**

### Knowledge and Skill Outcomes

The objectives of this course align with the CACREP Standards (2016) stated below. As a result of successfully completing this course, students will have the knowledge and skills related to:

Course Objectives	CACREP Standards	Course Activities
Demonstrate a knowledge of the major theories underlying modern counseling practice	2.F.5.a 2.F.5.b 2.F.5.c 2.F.5.h SC G.3.f CMHC C.1. b	Class Discussion Assigned Readings Class Group Experience Your Theoretical Orientation Paper Theory Briefs
Demonstrate a knowledge of the strategies for facilitating change that grow out of these theories	2.F.5.b 2.F.5.g CMHC C.2.c	Theory Briefs Assigned Readings Your Theoretical Orientation Paper Class Group Experience
Learn the characteristics of effective counselors in a multicultural society	2.F.5.f CMHC C.2. j	Your Theoretical Orientation Paper Class Group Experience Assigned Readings Theory Briefs
Understand theories of learning and personality development, including current understandings about neurobiological behavior	2.F.5.a 2.F.5.b CMHC C.1.d	Class Discussion Assigned Readings Your Theoretical Orientation Paper Theory Briefs
Understand 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	2.F.5.j 2.F.5.c CMHC C.1. c	Theory Briefs Class Discussion Assigned Readings Class Group Experience Your Theoretical Orientation Paper
Understand ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	2.F.5.d 2.F.5.e 2.F.5.h 2.F.5.i	Class Group Experience Your Theoretical Orientation Paper
Develop self-awareness, including the ability to identify personally held values and beliefs as well as	CMHC C.2.l	Your Theoretical Orientation Paper

the recognition of their own strengths and weakness as counselors		Theory Briefs Class discussions
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**Methods of Instruction:**

This class is intended to include class discussion, lecture, role-play, video review and case presentation.

**Grading Standards:**

Grades will be assigned on a standard 90% = A, 80% = B, etc. An incomplete in class will be granted only in rare situations. Should you feel that you will need an incomplete, it is your responsibility to communicate with the instructor in a timely manner (before the last regular day of class) to seek approval. It is then your responsibility to initiate the paperwork to request the incomplete, and to generate a timeline for completing any remaining material. Failure to do so will result in your receiving a grade for the course based on the points you earned according to the due dates listed in the syllabus.

**Policies for late and make-up work:**

Please note that any assignments not turned in by the specified assignment collection day/time will result in the lowering of the assignment grade by 10% for each day the assignment is late. Any exception to this rule must be approved in advance by the instructor and be due extreme circumstances.

**Student Performance Evaluation Criteria & Procedures**

*(Please note: The following assignments are intended to facilitate your involvement in this course and to satisfy the course objectives)*

Your performance will be evaluated and your course grade determined by considering each of the following areas:

**1. Attendance and Participation (10 points).** Attendance and participations in class discussions and experiential activities are necessary. Each unexcused absence will result in a 5-point deduction from your final grade. More than three unexcused absences will result in a failing grade in the course. Absence will be excused at the discretion of the instructor. However, please think in terms of life/death emergencies.

**2. Professionalism (10 points):** Becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, you are required to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This includes things like confidentiality and respect in your presentations and management of clinical material; respect for peers, faculty and others in your conversation and behavior; timeliness, attentiveness, and participation in all class meetings, assignments and activities; timely and respectful communication with faculty and peers; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness; and so forth.

**Evaluation Criteria for this assignment include** following the above items in a consistent manner. If there were a problem I would discuss with you the problem and include your advisor and Department Head as helpful.

**3. Your Theoretical Orientation Paper (8-10 pages excluding cover page and references, APA Format) (40 points):**

The purpose of this assignment is to help you develop or become aware of your own personal theory of counseling. Your paper will contain your beliefs, thoughts, and values that guide your case conceptualization and clinical practice with your current and future clients. It is important to begin to understand what your theory is, how it might play out with clients, how it is related to the established theories in the field, and to begin refining your theory based on the collective knowledge of the profession. You may use the following guidelines to reflect on your life experiences that have played a key role in why you think and feel the way you do. Please use a few references to support your core counseling beliefs.

1. What do you believe is at the root of clients' concerns? Explore factors that you believe bring clients to counseling and shade light on them.
2. How would you gather important information about your clients? (Assessment)
3. What has to happen for clients to grow and improve in their lives?
4. What do you think clients should focus on changing (behaviors, thoughts, emotions, values, relationships, etc)? <sup>[1]</sup><sub>SEP</sub>
5. What personal experiences influenced your values, beliefs, experiences, and the way you conceptualize client concerns?
6. What is the role of goals? Do you have some general goals for your clients?
7. What are some of the most common activities that you might use to help client change (interventions)?
8. What are some ways that you might measure change (outcome)? How will you track and measure your clients' progress? How will you address positive, negative, or no change with your client? <sup>[1]</sup><sub>SEP</sub>
9. What kind of role will you take as a counselor? What kind of connection will you strive to build with clients? Do you get close or stay distant from the client? Do you advise? Direct? How do you think you should be with clients, and how will you do it?
10. How will you adapt your approach when clients have ways of knowing, doing and being in the world that don't fit with your approach (when they aren't buying the myth you are selling, and/or the rituals that you are suggesting, and/or you are not connecting together well). Are there some things you will not change (flexibility)? <sup>[1]</sup><sub>SEP</sub>

**4. Theory Reactions/ Briefs: (40 points):**

Each week that we study a specific theory, you are to post a summary of the main points of the theory in on D2L. This will help organize your thinking as you read, help you reflect on your personal reaction to the material, and see how the theory can be used to guide clinical thinking, doing, and being. Each brief must be no more than one page long and should include the following sections: roots of client concerns, assessment, client change, interventions, goals, outcomes, counselor's way of being and doing, and personal reflections.

You must submit your weekly theory brief by Tuesday before class (4:30pm) each week.

**Grading:**

<b>Assignment</b>	<b>Value</b>
Attendance and Participation (5 points off each class missed)	10 points
Professional Behavior	10 points
Your Theoretical Orientation Paper (8-10 pages, excluding cover page and references )	40 points
Theory Reactions/Briefs (4 points each week)	40 points

**TOTAL 100 points**

**Reading and Class Preparation:**

- Students are responsible for all material covered in the assigned readings. Some of the required readings are listed in the schedule and other reading will be assigned throughout the semester. Readings will be posted on the course D2L page. You are responsible for all the information covered in the assigned readings (even if it is not directly addressed in class).
- Additionally, you will be required to watch video clips associated with each chapter and be prepared to discuss your observations and responses in class.

**Assignment Related Policies****Relax, Relate, & Release Policy**

\*NOTE: may not be applicable for an accelerated course

Students will have the option of utilizing the “Relax, Relate, & Release Policy” in which they can miss one class without penalty. Exceptions to this policy include scheduled presentations. Students are still responsible for assignments due and material covered. Students utilizing this option must notify the professor prior to the missed class. Click here for more information on wellness:

<https://www.eboniesintheivory.com/news-notes/2020/4/7/relax-relate-release-a-wellness-guide-during-uncertain-times>

**Late Assignments**

Late assignments will have a **10% per day** point deduction, unless the student elects to take advantage of the LIFE HAPPENS policy (for applicable assignments).

**Life Happens Policy**

If needed, students can submit one late assignment without penalty (up to three days). This policy does not apply to: presentations or assignments due on the final day of class. Students must explicitly state that they are utilizing this option upon submission.

## Tentative Course Schedule

Note: Instructor reserves the right to make changes to the course schedule as necessary

Week	Date	Topic	Readings/Assignments Due
1	Aug. 23	<p>Introduction and Common Factors                      Core Counseling Skills                      Therapeutic Relationships                      Overview of Syllabus and Requirements                      Personal Characteristics of Effective Counselors</p> <p>(CACREP 2.F.5.f; 2.F.5.g; 2.F.5.i; 2.F.5.n)</p>	<p>Chapters 1, 2, &amp; 3</p> <p>Wampold (2010) Research Evidence for Common Factors</p> <p>Chen &amp; Giblin (2002) Basic Empathy</p> <p>Norcross (2010) The Therapeutic Relationship</p>
2	Aug. 30	<p><b>Psychoanalytic therapy</b></p> <p>(CACREP 2.F.5.a; 2.F.5.b; 2.F.5.c; 2.F.5.d; 2.F.5.e; <b>2.F.5.j</b>; 2.F.5.k; 2.F.5.n; CMHC C.1.b; CMHC C.2.c; CMHC C.2.j; CMHC C.1.d; CMHC C.1. c; CMHC C.2.l)</p>	<p>Chapter 4  <b>Sample Theory Brief</b></p>
3	Sep. 6	<p><b>Adlerian Therapy</b></p> <p>(CACREP 2.F.5.a; 2.F.5.b; 2.F.5.c; 2.F.5.d; 2.F.5.e; <b>2.F.5.j</b>; 2.F.5.k; 2.F.5.n; CMHC C.1.b; CMHC C.2.c; CMHC C.2.j; CMHC C.1.d; CMHC C.1. c; CMHC C.2.l)</p>	<p>Chapter 5  <b>Theory Brief Due</b></p>
4	Sep. 13	<p><b>Client Centered Theory</b></p> <p>(CACREP 2.F.5.a; 2.F.5.b; 2.F.5.c; 2.F.5.d; 2.F.5.e; <b>2.F.5.j</b>; 2.F.5.k; 2.F.5.n; CMHC C.1.b; CMHC C.2.c; CMHC C.2.j; CMHC C.1.d; CMHC C.1. c; CMHC C.2.l)</p>	<p>Chapter 7  <b>Theory Brief Due</b></p>
5	Sep. 20	<p><b>Existential Therapy</b></p> <p>(CACREP 2.F.5.a; 2.F.5.b; 2.F.5.c; 2.F.5.d; 2.F.5.e; <b>2.F.5.j</b>; 2.F.5.k; 2.F.5.n; CMHC C.1.b; CMHC C.2.c; CMHC C.2.j; CMHC C.1.d; CMHC C.1. c; CMHC C.2.l)</p>	<p>Chapter 6  <b>Theory Brief Due</b></p>

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments Due</b>
6	Sept 27	<b>Gestalt Theory</b> (CACREP 2.F.5.a; 2.F.5.b; 2.F.5.c; 2.F.5.d; 2.F.5.e; <b>2.F.5.j</b> ; 2.F.5.k; 2.F.5.n; CMHC C.1.b; CMHC C.2.c; CMHC C.2.j; CMHC C.1.d; CMHC C.1. c; CMHC C.2.l)	Chapter 8 <b>Theory Brief Due</b>
7	Oct 4	<b>Behavior Therapy</b> (CACREP 2.F.5.a; 2.F.5.b; 2.F.5.c; 2.F.5.d; 2.F.5.e; <b>2.F.5.j</b> ; 2.F.5.k; 2.F.5.n; CMHC C.1.b; CMHC C.2.c; CMHC C.2.j; CMHC C.1.d; CMHC C.1. c; CMHC C.2.l)	Chapter 9 <b>Theory Brief Due</b>
8	Oct 11	No Class	Fall Break
9	Oct 18	<b>Review Day/Catch up day</b>  Midterm Evaluation of the Course  <b>Start Cognitive-Behavioral Theory</b>  (CACREP 2.F.5.a; 2.F.5.b; 2.F.5.c; 2.F.5.d; 2.F.5.e; <b>2.F.5.j</b> ; 2.F.5.k; 2.F.5.n; CMHC C.1.b; CMHC C.2.c; CMHC C.2.j; CMHC C.1.d; CMHC C.1. c; CMHC C.2.l)	Chapter 10
10	Oct 25	<b>Cognitive-Behavioral Theory</b>  (CACREP 2.F.5.a; 2.F.5.b; 2.F.5.c; 2.F.5.d; 2.F.5.e; <b>2.F.5.j</b> ; 2.F.5.k; 2.F.5.n; CMHC C.1.b; CMHC C.2.c; CMHC C.2.j; CMHC C.1.d; CMHC C.1. c; CMHC C.2.l)	Chapter 10
11	Nov 1	<b>Choice Theory/ Reality Therapy</b> (CACREP 2.F.5.a; 2.F.5.b; 2.F.5.c; 2.F.5.d; 2.F.5.e; <b>2.F.5.j</b> ; 2.F.5.k; 2.F.5.n; CMHC C.1.b; CMHC C.2.c; CMHC C.2.j; CMHC C.1.d; CMHC C.1. c; CMHC C.2.l)	Chapter 11 <b>Theory Brief Due</b>

Week	Date	Topic	Readings/Assignments Due
12	Nov 8	<b>Feminist Therapy</b> (CACREP 2.F.5.a; 2.F.5.b; 2.F.5.c; 2.F.5.d; 2.F.5.e; <b>2.F.5.j</b> ; 2.F.5.k; 2.F.5.n; CMHC C.1.b; CMHC C.2.c; CMHC C.2.j; CMHC C.1.d; CMHC C.1. c; CMHC C.2.l)	Chapter 12 <b>Theory Brief Due</b>
13	Nov. 15	<b>Post Modern Approaches</b> (CACREP 2.F.5.a; 2.F.5.b; 2.F.5.c; 2.F.5.d; 2.F.5.e; <b>2.F.5.j</b> ; 2.F.5.k; 2.F.5.n; CMHC C.1.b; CMHC C.2.c; CMHC C.2.j; CMHC C.1.d; CMHC C.1. c; CMHC C.2.l)	Chapter 13 <b>Theory Brief Due</b>
14	Nov 22	<b>Family Systems Therapy</b> (CACREP 2.F.5.a; 2.F.5.b; 2.F.5.c; 2.F.5.d; 2.F.5.e; <b>2.F.5.j</b> ; 2.F.5.k; 2.F.5.n; CMHC C.1.b; CMHC C.2.c; CMHC C.2.j; CMHC C.1.d; CMHC C.1. c; CMHC C.2.l)	Chapter 14 <b>Theory Brief Due</b>
15	Nov 29	Integrative Psychotherapy and New Developments in the Field  Wrap Up  (CACREP 2.F.5.a; 2.F.5.b; 2.F.5.c; 2.F.5.d; 2.F.5.e; <b>2.F.5.j</b> ; 2.F.5.k; 2.F.5.n; CMHC C.1.b; CMHC C.2.c; CMHC C.2.j; CMHC C.1.d; CMHC C.1. c; CMHC C.2.l)	Chapter 15  Wrap Up  No Theory Brief Due This Week  <b>Your Final Theoretical Orientation Paper Due</b>  <b>(LIVETEXT)</b>

**Additional Websites for Counseling and Ethical & Legal Guidelines:**

American Counseling Association: [www.counseling.org](http://www.counseling.org)

American School Counseling Association: [www.schoolcounselors.org](http://www.schoolcounselors.org)

American Mental Health Counselors Association: <http://www.amhca.org>

Association for Deaf Education and Counseling: [www.adec.org](http://www.adec.org)

## Theoretical Orientation Paper Rubric

Student Name: \_\_\_\_\_

Content:	Possible	Received
Root of Client Concerns	4	.
Client Assessment	4	
Nature of Client Change	4	
Therapy Goals	4	.
Doing – Ritual / Treatment Plan / Interventions	4	.
Outcome Assessment	4	
Counselor's Roles	4	
Nature of the Counseling Relationship	4	.
Personal Reflections	4	.
Presentation:		

	Turned in on time (10% off each day late)	2	
	Use of APA formatting guidelines and overall Organization	4	
<b>Total Points</b>		<b>40</b>	

### Weekly Theory Brief Paper Rubric

Content:		Possible	Received
	Root of Client Concerns	1	
	Client Assessment & Nature of Client Change	0.5	
	Therapy Goals & Counselor's Roles	0.5	
	Doing – Ritual / Treatment Plan / Interventions	0.5	
	Nature of the Counseling Relationship	0.5	
	Personal Reflections	1	
<b>Total Points</b>		<b>40</b>	