I. Course Description (3 semester hours)
This course provides an overview of the major theories and techniques in counseling. Each theory is presented with its historical development, key concepts, therapeutic process, and application for appropriate counseling intervention. The focus is to help students begin to develop a personal model of counseling. The course also addresses basic issues in counseling practice, standards of preparation, legal considerations, certification, and licensure.

II. Rationale
This course is designed to set a theoretical foundation to help students apply theory to practice and begin to develop a personal model of counseling. It should be taken early in a student’s counselor preparation program.

III. State Adopted Proficiencies for School Counselors
• Understanding the counseling and consultation theories and practices, career development theories, and assessment.
• Creating an environment which supports creative problem solving.
• Promoting the worth dignity, individuality and potential of individuals.
• Using theories of individual and group counseling.
• Understanding of needs assessment.
• Understanding of consultation and mediation function of school counselors.

IV. TExES Competencies
• Competency 001 (Human Development): The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meet the needs of all students.
• Competency 008 (Collaboration with Families): The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.
• Competency 009 (Collaboration with Others in the School and Community): The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student
learning.

- **Competency 010 (Professionalism):** The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

V. **Course Objectives/Learning Outcomes**

This course is designed to meet CACREP 2016 Standards. The following standards are covered in this course. The standards shown in bold type are the targeted course objectives assessed throughout the semester. See XIV. Rubrics for details.

A. **Course Objectives**

CACREP 2016 Standards—Common Core

- Know and understand theories and models of counseling (Section 2-F.5a)
- Learn and experience processes that aid the development of a personal counseling model (Section 2-F.5n)
- Understand a systems approach to conceptualizing clients (Section 2-F.5b)
- Understand the application of multicultural competencies in theoretical models (Section 2-F.2c, e, f)
- Understand the effects of power and privilege for counselors and clients (Section 2-F.2e)
- Recognize the help-seeking behaviors of diverse clients (Section 2-F.2f)
- Know ethical and culturally relevant strategies for establishing and maintaining therapeutic relationships (Section 2-F.5d)
- Identify counselor characteristics and behaviors that influence the counseling process (Section 2-F.5f)
- Understand essential interviewing, counseling, and case conceptualization skills (Section 2-F.5g)
- Understand developmentally relevant counseling treatment or intervention plans (Section 2-F.5h)
- Understand the development of measurable outcomes for clients (Section 2-F.5i)
- Recognize evidence-based counseling strategies and techniques for prevention and intervention (Section 2-F.5j, 8b)
- Know strategies to promote client understanding of and access to a variety of community-based resources (Section 2-F.5k)
- Recognize theoretical foundations of group counseling and group work (Section 2-F.6a)
- Know characteristics and functions of effective group leaders (Section 2-F.6d)
- Understand types of groups and other considerations that affect conducting groups in various settings (Section 2-F.6f)
- Know ethical and culturally relevant strategies for designing and facilitating groups (Section 2-F.6g)
- Understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (Section 2-F.8a)
Addition Counseling
• Recognize techniques and intervention related to substance abuse and other addictions (Section 5-A.3d)
• Understand strategies for evaluating and identifying individualized strategies and treatment modalities relative to clients’ stage of dependence, change, or recovery (Section 5-A.3g)

Clinical Mental Health Counseling
• Understand the theories and models related to clinical mental health counseling (Section 5-C.1b)

Marriage, Couple, and Family Counseling
• Understand the theories and models of family systems and dynamics (Section 5-F.1b)
• Understand theories and models of family counseling (Section 5-F.1c)

School Counseling
• Apply techniques of personal/social counseling in school settings (Section 5-G.3f)
• Recognize skills to critically examine the connections between social, familial, emotional, and behavioral problems in academic achievement (Section 5-G.3h)

B. Learning Outcomes
This course infuses the Learning Objectives of CACREP II Standards, the State Adopted proficiencies and the TExES competencies listed above to enable students to demonstrate understanding of the following objectives. Upon completion of the course students will:
1. Know counseling theories that provide models to conceptualize client presentation and that help the student select appropriate counseling interventions (CACREP Section 2-F.5a-n) Achievement is evidenced by 100% of students developing a Personal Counseling Model and earning a grade of B or above. See Rubric B in section XIV.

2. Know 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 (CACREP Section 2-F5.a-n; F8a-b ) Achievement is evidenced by 95% of students completing a weekly Case Study applying a different theory with the same client and receiving a homework completion grade and 100% of students participating in a group presentation. See Rubric C and E in section XIV.

3. Understand a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions (CACREP Section 2-F5b; Section 5-F.1b-c) Achievement is evidenced by 95% of students completing homework assignment, Family Systems Therapy and receiving a homework completion grade. See Rubric A, C, and D in section XIV.
4. **Understand a variety of models and theories related to clinical mental health counseling (CACREP Section 5-C.1b)** Achievement is evidenced by 95% of students completing a weekly *Case Study* applying a different theory with the same client and receiving a homework completion grade. See Rubric C in section XIV. Achievement is evidenced by 85% of students earning a B or Above on *Final Examination*.

5. **Understand the evolution of counseling models, trends, and current applicability (CACREP Section 2-F.5a-n; Section 5-A3d,g; C.1b; F.1b-c; G.3f,h)** Achievement is evidenced by 95% of students completing weekly *Theory Outlines* and *Case Studies*, and 85% of students earning a B or above on *Final Examination*.

6. **Understand current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients in counseling (CACREP Section 2-F.5a-n; F8a-b)** Achievement is evidenced by 95% of students completing a weekly *Theory Outline* for each theory and receiving a homework completion grade. See Rubric D in section XIV.

VI. **Course Topics**

*The major topics to be considered are:* Theoretical orientations including, philosophies of life, schools of thoughts, specific counseling theories, goals and techniques of counseling, and ethical, legal, and multicultural issues.

VII. **Instructional Methods and Activities**

*Methods and activities for instruction include:*

A. Traditional Experiences (lecture/discussion; demonstration; online activities; video)

B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play)

VIII. **Evaluation and Grade Assignment**

*The methods of evaluation and the criteria for grade assignment are:*

**Major Course Requirements**

A. Examinations:

There are two examinations, a midterm and a final. Questions are objective, in preparation for state licensure examination, such as multiple-choice, true and false, and case scenarios. There will be no make-up exams given unless documentation is provided by a professional stating the reason for the absence.

B. **Personal Counseling Model Paper Guidelines**

1. Take the Pre and Post Assessment of Your Theoretical and Conceptual Orientations (see the Neukrug, 2011 web survey link below)
2. Develop your Personal Counseling Model
3. Create a fictitious client and apply your theoretical approach
4. See Rubric B in section XV for details.

C. Case Studies:
A case study for each theory is prepared *in advance* of the class session to ensure full class participation and to earn a homework grade. All questions must be answered in complete sentences to receive credit. Completed case studies are uploaded to Blackboard in .doc format. Case studies cover the 11 theories in the textbook (Chapters 4–14; see Rubric).

D. Theory Outlines:
Using the rubric at the end of this syllabus, an outline of each counseling theory is completed prior to the class session presentation of the theory and uploaded to Blackboard *before* class in .doc format. All elements must be answered to receive homework points. Students are expected to use skills such as paraphrasing and summarizing to complete the outlines, rather than relying on direct quotes from the text. Outlines cover the 11 theories in the textbook. (Chapters 4–14; see Rubric).

E. Group Presentations:
Students will form evenly divided groups and be assigned a theory to present to the class on the day the theory is to be covered in class. The presentation will be 20-30 min. and be composed of these elements (See Rubric):
1. A preparatory objective quiz given verbally to open the presentation.
2. Presentation of the highlights and main points of the assigned theory presented via PowerPoint. Include key terms with definitions.
3. A brief case study prepared by the group and brief role play demonstrating application of the theory to the case.
See the Rubric for this assignment in XIV.

The **grading system** is based on the accumulation of points.

<table>
<thead>
<tr>
<th>A. Method of Evaluation</th>
<th>B. Grading Scale</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>50 points</td>
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<tr>
<td>Final Exam</td>
<td>70 points</td>
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<tr>
<td>Personal Counseling Model</td>
<td>100 points</td>
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<tr>
<td>Theory Outlines/Case Studies</td>
<td>44 points</td>
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<tr>
<td>Class Participation</td>
<td>11 points</td>
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<tr>
<td>Group Presentation</td>
<td>25 points</td>
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<tr>
<td><strong>Total</strong></td>
<td>300 points</td>
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</table>
## IX. Course Schedule and Policies
### A. Tentative Course Schedule and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/31/17</td>
<td>Week 1</td>
<td>ORIENTATION (Syllabus, Blackboard, Class Structure, Group Formation…)</td>
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<tr>
<td></td>
<td></td>
<td><strong>CHAPTER 1 INTRODUCTION AND OVERVIEW/FORM GROUPS</strong></td>
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<tr>
<td></td>
<td></td>
<td>THERAPEUTIC APPROACHES (Table 1.1)/INTAKE INTERVIEW &amp; STAN BIO</td>
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<tr>
<td>09/07/17</td>
<td>Week 2</td>
<td>THE COUNSELOR: PERSON AND PROFESSIONAL/ETHICAL ISSUES-Chap. 2–3</td>
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<tr>
<td></td>
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<td>Lecture/Discussion/Counselor Issues/Ethical Basics/Ethical Dilemmas</td>
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<td></td>
<td><strong>DUE</strong>: Pre-Assessment of Personal View of Human Nature and</td>
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<tr>
<td></td>
<td></td>
<td>Theoretical Orientation</td>
</tr>
<tr>
<td>09/14/17</td>
<td>Week 3</td>
<td>PSYCHOANALYTIC THERAPY Chapter 4</td>
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<tr>
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<td></td>
<td>Prep Quiz/Lecture/Discussion</td>
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<tr>
<td></td>
<td></td>
<td>Due: Case Study &amp; Theory Outline</td>
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<tr>
<td>09/21/17</td>
<td>Week 4</td>
<td>ADLERIAN THERAPY Chapter 5</td>
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<td>Prep Quiz/Group Presentation/Lecture/Discussion</td>
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<td>Due: Case Study &amp; Theory Outline</td>
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<tr>
<td>09/28/17</td>
<td>Week 5</td>
<td>EXISTENTIAL THERAPY/PERSON-CENTERED THERAPY Chapter 6 &amp; 7</td>
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<td>Due: Case Studies &amp; Theory Outlines</td>
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<tr>
<td>10/05/17</td>
<td>Week 6</td>
<td>GESTALT THERAPY Chapter 8</td>
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<td>Prep Quiz/Group Presentation/Lecture/Discussion</td>
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<td>Due: Case Study &amp; Theory Outline</td>
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<tr>
<td>10/12/17</td>
<td>Week 7</td>
<td>BEHAVIOR THERAPY Chapter 9</td>
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<td>Prep Quiz/Lecture/Discussion/Midterm Review</td>
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<td>Due: Case Study &amp; Theory Outline</td>
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<tr>
<td>10/19/17</td>
<td>Week 8</td>
<td>MIDTERM EXAM Chapters 1-8</td>
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<td>10/26/17</td>
<td>Week 9</td>
<td>COGNITIVE BEHAVIOR THERAPY Chapter 10</td>
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<td></td>
<td></td>
<td>Due: Case Study &amp; Theory Outline</td>
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<tr>
<td>11/02/17</td>
<td>Week 10</td>
<td>REALITY THERAPY/ FEMINIST THERAPY Chapters 11–12</td>
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<td></td>
<td>Prep Quiz/Group Presentations/Lecture/Discussion</td>
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<td>Due: Case Studies, Theory Outlines</td>
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<tr>
<td>11/09/17</td>
<td>Week 11</td>
<td>POSTMODERN APPROACHES–SFBT &amp; NARRATIVE THERAPY Chapter 13</td>
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<td>Prep Quiz/Group Presentation/Lecture/Discussion</td>
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<tr>
<td></td>
<td></td>
<td>Due: Case Study, Theory Outline</td>
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<tr>
<td>11/16/17</td>
<td>Week 12</td>
<td>FAMILY SYSTEMS THERAPY Chapter 14</td>
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<td></td>
<td>Prep Quiz/Lecture/Discussion/Activity</td>
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<tr>
<td></td>
<td></td>
<td>Due: Case Study, Theory Outline</td>
</tr>
<tr>
<td>11/23/17</td>
<td>Week 13</td>
<td>Thanksgiving Holiday</td>
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INTEGRATIVE PERSPECTIVE - 1  Chapter 15
Lecture/Discussion
Exam Review.
Due: Case Study & Completed Personal Model Paper with Post-Assessment of Personal View of Human Nature and Theoretical Orientation

FINAL EXAM  7:15-9:45 P.M.  CHAPTERS 9-15
This is the official exam date & time scheduled for this class.

B. Class Policies

- Students are expected to attend all classes and arrive by 7:00 p.m.
- Students are required to sign in at the beginning of each class period.
- Students are expected to be courteous by turning off cell phones and/or other electronic devices during class.
- Students are expected to refrain from interacting with or consulting text messages.
- Students are expected to notify the professor if an unavoidable absence is required and he/she should consult Blackboard and with small group members about missed class activities.
- At the discretion of the instructor, two absences will result in a deduction of 15 points from the final grade. Three or more absence could result in a failing grade. (Please note the official withdrawal date for the semester.)
- Students are expected to consult Blackboard to prepare assignments ahead of time to avoid a late penalty and loss of points or credit.
- Homework must be posted on Blackboard by class time on date due for credit.
- Other late assignments lose 3 points per day up to a maximum of one week.
- Students are expected to participate actively in class and complete all assignments.
- Students are expected to have a functional Islander email account and monitor it.
- Students are expected to have skills for use and interaction with Blackboard.
- Students are expected to respond to instructor emails promptly, if requested.
- Students must arrange a day/time to meet privately with the instructor when requested by either student or instructor.

Statement of Academic Continuity*
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
Classroom Climate:
The counseling profession is one that requires discussion and sharing of sensitive materials, hence we should strive to keep what is discussed and shared in class within the classroom. Students should be cognizant that classroom discussion and sharing is for growth. Remember to respect differences of opinions. The classroom is a place to facilitate a climate of professionalism and respect at all times. The nature of this course is to provide a venue to train to be professional counselor. In order to allow your future clients to step outside their comfort zones to learn and grow, you must be willing to do the same. It is imperative that you be willing to trust the process and be comfortable in the knowledge there are no right or wrong techniques, courses of action, or answers, rather different perspectives to view and conceptualize. This course also requires you to give and receive feedback from your peers and the professor. Feedback is given to allow a different lens to emerge in an effort to conceptualize issues and provide for growth.

Student professionalism and decorum:
You are expected to treat a graduate level class as part of your profession and as such you are expected to conduct yourself as a professional at all times. In addition, you should be mindful of your behavior when communicating (via in person, phone, or e-mail, etc.) with faculty, university personnel, fellow students, and the community, as your behavior and professionalism are being evaluated at all times. Inappropriate behavior, communication, and decorum of any kind that is observed, reported, or discovered could impact your grade, ability to complete the course, ability to graduate from the counseling program, and ability to obtain recommendations from faculty in the program and at the university. Examples of inappropriate behavior, decorum, and communication includes, but is not limited to the following actions: speaking/e-mailing/participating in negative commentary about the university, university professors or classmates; speaking/e-mailing/participating in negative commentary about the counseling program; not showing up for class, coming to class late, or not participating in classroom discussion; sleeping in class, doing assignments for other classes, and talking on cell phone or sending text messages during class. Students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in no credit for the work in question.

NOTE: Students please consult with professor before deciding to drop a class. Should dropping the course be the best course of action, you must initiate the process to drop the course by going
to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check the Registrar’s academic calendar for the last day to drop a class with an automatic grade of “W” this term.

X. Textbook

The textbook adopted for this course is:

Optional Texts:


Web Resources
- Class Notes and Assignments: [http://www.tamucc.edu](http://www.tamucc.edu)
- Current Students SAIL / Blackboard: [https://iol.tamucc.edu/](https://iol.tamucc.edu/)
- Counseling Listserv: [http://listserv.tamucc.edu/mailman/listinfo/counsel-list](http://listserv.tamucc.edu/mailman/listinfo/counsel-list)
- ISLANDER e-mail account (First, go to S.A.I.L. for your new ID #, Next, go to [http://newuser.tamucc.edu](http://newuser.tamucc.edu) for your new e-mail account)

XI. Bibliography


XII. Grade Appeals
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

XIV. Rubrics
A. Homework Grade: Total of 2 Pts. each case study and outline (22 assignments X 2=44 Pts.)
   Rubric for Full Credit: Completed all questions as assigned.

Examples:
B. Personal Counseling Model Paper Guidelines/Rubric
   A. Complete steps 1 and 2 below.
      2. Complete the Post-Assessment of Your View of Human Nature and Theoretical

B. Use APA style (Title page, font, double-spaced, outline, and references)  
5 Pts/Points Earned ____

C. Apply Halbur and Halbur’s (2011) Intentional Theory Selection Model, (ITS):  
   a. LIFE PHILOSOPHY- Examine your views, beliefs, and values through which you see the world around you. Include:
      • What has shaped your life? 3 Pts/Points Earned ____
      • How do you see others? 3 Pts/Points Earned ____
      • What keeps you going? 3 Pts/Points Earned ____
      • What gives you inspiration? 3 Pts/Points Earned ____
   
   b. SCHOOL OF THOUGHT
      • Describe: Psychodynamic, Humanistic/Existential, Behavioral/Cognitive-Behavioral, Systems, and Postmodern/Emergent. 5 Pts/Points Earned ____
      • Identify the theoretical paradigm that fits your worldview. 2 Pts/Pts Earned ____
   
   c. THEORIES
      • Describe two theories for each paradigm 1 Pt each=10 Points/Pts Earned ____
      • Identify the theory or theories that best fit your view of human nature, values, and beliefs. 2 Pts/Pts Earned ____
      • Comparing and contrasting two theories within the school of thought you identified with above. 6 Pts/Pts Earned ____
   
   d. GOALS AND TECHNIQUES
      • Explain goals and techniques for your theoretical model. 5 Pts/Pts Earned ____
      • Describe five techniques you will consider using with your clients 5 Pts/Pts Earned ____
   
D. Create a fictitious client and apply your model.  
   a. Write a Case. (Client description, presenting problem, intervention, session #). 8 Pts/Points Earned ____
   
   b. Respond to the following questions:
      • How does your life philosophy affect your view of your Client? 3 Pts/Points Earned ____
      • What theory or theories will you use with your Client? 3 Pts/Points Earned ____
      • What goals will you set? 3 Pts/Points Earned ____
      • What techniques will you use in your work with your Client? 3 Pts/Points Earned ____
   
   c. Write a dialogue with 10 counselor responses from any place in the session 3 Pts/Points Earned ____
(Beginning, middle, or end). Include: Goals and techniques you identified above.

**E. Compare and contrast the Pre and Post results of the Assessment of Your View of Human Nature and Theoretical Orientation.**

a. Write a one-page summary
   Address: consistencies, changes, and surprises 3 Pts each = **9 Pts/Points Earned**
   
   b. Attach the hard copies of the Pre and Post Assessments at the end of your final project.
   **3 Pts/Points Earned**

**Possible Points 100 / Actual Points**

Note: Thank you and enjoy the process of discovering self!

---

**C. Case Studies**

Eleven theories will be assigned as homework throughout the semester. Each theory will be applied to either the case study of Stan or Gwen. Case studies are prepared in advance of the class session to ensure full class participation and to earn a homework grade: **2 Pts.**

Rubric for Credit: Completed all questions as assigned.

Examples:

**Case 1 Stan (Psychoanalytic Therapy)**

The psychoanalytic approach focuses on the unconscious psychodynamics of Stan’s behavior.

At the present time Stan (35) works in construction. He likes building houses, but probably won’t stay in construction for the rest of his life. He says he has always had difficulty getting along with people. He could be called a “loner”. Stan likes people in his life, but he does not seem to know how to stay close to people. He thinks that is probably the reason he drinks. He is not good at making friends or getting close to people. He stresses that he probably drinks a bit too much because he is scared when it comes to socializing. Stan doubts that others find him interesting. He feels anxious much of the time. He thinks about suicide when he feels hopeless. He wants to turn his life around and he has enrolled in college part-time. He plans to major in psychology. Stan has taken the first step and comes to you for counseling.

1. How much interest would you have in Stan’s early childhood?
2. What are some ways you would like to help Stan see patterns between his childhood issues and current problems?
3. Consider the transference relationship that is likely to be established between you and Stan. How might you react to his making you into a significant person in his life?
4. In working with Stan, what countertransference issues might arise for you?
D. Theory Outline

Name: ______________________________________ Date: _________________________

Name of theory: ____________________________________________________________

Theoretical Paradigm/School of Thought: ________________________________________

Prominent Theorist (s) ________________________________________________________

Basic Assumptions of Human Nature:

___________________________________________________________________________

___________________________________________________________________________

Population Served: ___________________________________________________________

___________________________________________________________________________

Goals of Counseling:

___________________________________________________________________________

___________________________________________________________________________

Techniques and Approaches:

___________________________________________________________________________

___________________________________________________________________________

Considerations (include strengths and weaknesses):

___________________________________________________________________________

___________________________________________________________________________

Supporting Research:

___________________________________________________________________________

___________________________________________________________________________

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___________________________________________________________________________
E. Group Presentation  20-30 min.  (25 pts.)

1. **Prep Quiz**  (5 pts.)
   a. Prepare 10 objective and/or true-false questions to be given orally or on screen to the class at the opening of your presentation.
   b. The class can write down answers on their own paper. Review the answers after the quiz and discuss why the answer is correct.

2. **PowerPoint**  (12 pts.)
   a. Prepare a brief PowerPoint of the main points and highlights of your assigned theory. Content should be a collaboration of the group members. You may use other sources as well as the text. If you use additional sources, be sure to cite them on the PowerPoint. *Email the PowerPoint to the instructor before class.* Bring it on a flash drive as backup.
   b. Prepare a list of key terms and definitions to review with the class. Include the terms and definitions on the **PowerPoint**.

3. **Case Study and Role Play**  (8 pts.)
   a. Prepare a brief case study (not Stan or Gwen) to illustrate your theory. Place it on your PowerPoint to display and conceptualize the case with the class.
   b. Perform a brief role play (5 min.) applying the theory and its techniques in a demonstration. You may script the role play. Gain feedback from the class.

4. **Email group materials to instructor 1 day before class**—A group member will email a copy of the verbal quiz and PowerPoint that includes the case study scenario.