I. Course Description (3 semester hours)

This course is designed to provide an overview of the theoretical foundations associated with best-practices for counseling treatment planning and intervention. Topics addressed in this course include the historical development and contemporary application of counseling theories, review of key concepts that influence client change, essential features of the therapeutic process, and considerations for culturally-relevant and setting-specific applications. Students will be expected to complete designated readings and associated assignments, work in small groups, complete experiential activities, and demonstrate learning across several modes of evaluation.

PREREQUISITES: None

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 Teachers/Administrators/School Counselors

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base and must know and understand:

- The history of counseling
- Counseling and consultation theories and practices
- Changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling
- Environmental, social, and cultural factors that affect learners’ development and the relevance of those factors to guidance and counseling programs
- Learners’ developmental characteristics and needs and their relevance to educational and career choices
- Legal and ethical standards, practices, and issues
- The characteristics and educational needs of special populations
- The integration of the guidance and academic curricula
- The roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students
• Counseling-related research techniques and practices

**Standard II. Learner-Centered Skills:** The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner and must:

• Counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs
• Consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students
• Coordinate resources for students within the school and community
• Demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process
• Participate in the selection, use, and interpretation of assessments and assessment results
• Use varied sources of information about students for assessment purposes
• Use counseling-related research techniques and practices to address student needs

**Standard III. Learner-Centered Process:** The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learner’s knowledge, skills, motivation, and personal growth. The school counselor must:

• Collaborate with others in the school and community to implement a guidance curriculum that promotes learners’ development in all domains, including cognitive, social, and emotional areas
• Facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information
• Use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;
• Act as a consultant and/or coordinator to help learners achieve success inside and outside of school

**Standard IV. Learner-Centered Equity and Excellence for All Learners:** The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The school counselor must:

• Understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners
• Advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures

**Standard V. Learner-Centered Communication:** As an advocate the certified school counselor demonstrates effective professional and interpersonal communication skills and must:
• Use knowledge of group dynamics and productive group interaction;
• Support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;
• Facilitate learners' access to community resources;
• Develop and implement strategies for effective internal and external communications;
• Work effectively as a team member to promote positive change for individuals, groups, and the school community

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, improve the profession, and model professional ethics and personal integrity. The school counselor must:
• Use reflection, self-assessment, and interactions with colleagues to promote personal professional development
• Use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth
• Strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards
• Apply research-based practice to improve the school guidance and counseling program
• Continue professional development to improve the school guidance and counseling program

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 002 (Student Diversity): The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.
• Competency 006 (Counseling): The school counselor understands how to provide effective counseling services to individuals and small groups.
• 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)

Addiction 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)
- Learn roles and settings of clinical mental health counselors (Section 5-C.2a)
- Gain background in the impact of crisis and trauma on individuals with mental health diagnoses (Section 5-C.2f)
- Understand cultural factors relevant to clinical mental health counseling (Section 5-C.2j)

Marriage, Couple, and Family Counseling
- Gain introductory knowledge of the history and development of family counseling (Section 5-F.1a)
- 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)
- Gain an introduction to family phenomenology and family of origin theory (Section 5-F.1d)
- Gain introductory knowledge of the principles and models of assessment and case conceptualization from a systems perspective (Section 5-F.1e)
- Understand roles and settings of family counselors (Section 5-F.2a)
- Gain an introduction to techniques and interventions of family counseling

School Counseling
- Recognize characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (Section 5-G.2g)
- Understand 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 counselor 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 for the development of 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, roles of the therapist, the client’s perspective, 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:
Following the instructions on 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. 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>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td></td>
</tr>
<tr>
<td>50 points</td>
<td>16.7%</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
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<tr>
<td>70 points</td>
<td>23.3%</td>
</tr>
</tbody>
</table>

270 - 300 points = A
240 - 269 points = B
| Personal Counseling Model | 100 points | 33.3% | 210 - 239 points = C |
| Theory Outlines/Case Studies | 44 points | 14.7% | 180 - 209 points = D |
| Class Participation | 11 points | 04.0% | |
| Group Presentation | 25 points | 08.0% | |
| **Total** | 300 points | 100% | |

## IX. Course Schedule and Policies

### A. Tentative Course Schedule and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/30/18</td>
<td><strong>ORIENTATION</strong> (Syllabus, Blackboard, Class Structure, Group Formation…)</td>
</tr>
<tr>
<td>Week 1</td>
<td><strong>CHAPTER 1</strong> INTRODUCTION AND OVERVIEW/FORM GROUPS</td>
</tr>
<tr>
<td></td>
<td>THERAPEUTIC APPROACHES (TABLE 1.1)/INTAKE INTERVIEW &amp; STAN BIO</td>
</tr>
<tr>
<td>9/6/18</td>
<td><strong>THE COUNSELOR: PERSON AND PROFESSIONAL/ETHICAL ISSUES-Chap. 2–3</strong></td>
</tr>
<tr>
<td>Online Class</td>
<td>Lecture/Discussion/Counselor Issues/Ethical Basics/Ethical Dilemmas</td>
</tr>
<tr>
<td>Week 2</td>
<td><strong>DUE:</strong> Pre-Assessment of Personal View of Human Nature and Theoretical Orientation</td>
</tr>
<tr>
<td>9/13/18</td>
<td>PSYCHOANALYTIC THERAPY Chapter 4</td>
</tr>
<tr>
<td>Week 3</td>
<td>Prep Quiz/Lecture/Discussion</td>
</tr>
<tr>
<td></td>
<td><strong>Due:</strong> Case Study &amp; Theory Outline</td>
</tr>
<tr>
<td>9/20/18</td>
<td>ADLERIAN THERAPY Chapter 5</td>
</tr>
<tr>
<td>Week 4</td>
<td>Prep Quiz/Group Presentation/Lecture/Discussion</td>
</tr>
<tr>
<td></td>
<td><strong>Due:</strong> Case Study &amp; Theory Outline</td>
</tr>
<tr>
<td>9/27/18</td>
<td>EXISTENTIAL THERAPY/PERSON-CENTERED THERAPY Chapter 6 &amp; 7</td>
</tr>
<tr>
<td>Week 5</td>
<td>Prep Quiz/Group Presentation/Lecture/Discussion</td>
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<tr>
<td></td>
<td><strong>Due:</strong> Case Studies &amp; Theory Outlines</td>
</tr>
<tr>
<td>10/4/18</td>
<td>GESTALT THERAPY Chapter 8</td>
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<tr>
<td>Week 6</td>
<td>Prep Quiz/Group Presentation/Lecture/Discussion</td>
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<tr>
<td></td>
<td><strong>Due:</strong> Case Study &amp; Theory Outline</td>
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<tr>
<td>10/11/18</td>
<td>BEHAVIOR THERAPY Chapter 9</td>
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<tr>
<td>Online Class</td>
<td>Prep Quiz/Lecture/Discussion/Midterm Review</td>
</tr>
<tr>
<td>Week 7</td>
<td><strong>Due:</strong> Case Study &amp; Theory Outline</td>
</tr>
<tr>
<td>10/18/18</td>
<td>MIDTERM EXAM Chapters 1-8</td>
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<tr>
<td>Week 8</td>
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<tr>
<td>10/25/18</td>
<td>COGNITIVE BEHAVIOR THERAPY Chapter 10</td>
</tr>
<tr>
<td>Week 9</td>
<td>Prep Quiz/Group Presentation/Lecture/Discussion</td>
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<tr>
<td></td>
<td><strong>Due:</strong> Case Study &amp; Theory Outline</td>
</tr>
<tr>
<td>11/1/18</td>
<td>REALITY THERAPY/FEMINIST THERAPY Chapters 11–12</td>
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<tr>
<td>Week 10</td>
<td>Prep Quiz/Group Presentations/Lecture/Discussion</td>
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<tr>
<td></td>
<td><strong>Due:</strong> Case Studies, Theory Outlines</td>
</tr>
<tr>
<td>11/8/18</td>
<td>POSTMODERN APPROACHES–SFBT &amp; NARRATIVE THERAPY Chapter 13</td>
</tr>
<tr>
<td>Week 11</td>
<td>Prep Quiz/Group Presentation/Lecture/Discussion</td>
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<tr>
<td></td>
<td><strong>Due:</strong> Case Study, Theory Outline</td>
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<tr>
<td>11/16/18</td>
<td>FAMILY SYSTEMS THERAPY Chapter 14</td>
</tr>
<tr>
<td>Week 12</td>
<td>Prep Quiz/Lecture/Discussion/Activity</td>
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<tr>
<td></td>
<td><strong>Due:</strong> Case Study, Theory Outline</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
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</tr>
<tr>
<td>11/22/18</td>
<td>Thanksgiving Break. No class</td>
</tr>
<tr>
<td>Week 13</td>
<td></td>
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<tr>
<td>11/29/18</td>
<td>INTEGRATIVE PERSPECTIVE - Chapter 15</td>
</tr>
<tr>
<td>Week 14</td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td></td>
<td>Due: Reading of Chapter 15 prior to class</td>
</tr>
<tr>
<td>12/6/18</td>
<td>Reading day – No class</td>
</tr>
<tr>
<td>Week 15</td>
<td></td>
</tr>
<tr>
<td>12/13/18</td>
<td>**FINAL EXAM 7:15-9:45 P.M. ** <strong>CHAPTERS 9-15</strong></td>
</tr>
<tr>
<td></td>
<td><strong>THIS IS THE OFFICIAL EXAM DATE &amp; TIME SCHEDULED FOR THIS CLASS.</strong></td>
</tr>
</tbody>
</table>

**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 by email if an unavoidable absence is required, and he/she should consult Blackboard and with small group members about missed class activities.
- To avoid loss of points for two or more absences relating to illness or crisis, students may provide the instructor with documentation by a professional.
- At the discretion of the instructor, two absences will result in a deduction of 5 points. Three absences may result in a significant loss of points and/or a drop in one letter grade. More than three absences may result in failure of the course.
- 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.
- Late assignments are not acceptable. See the instructor.
- Missed exams will **NOT** be rescheduled and make up exams will not be administered.
- Students are expected to participate actively in class discussions 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. Please consult the instructor *early* in the semester if you have difficulty meeting the requirements of the course.
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.

10
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 and would result in academic failure of 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
- Current Students SAIL / Blackboard: https://iol.tamucc.edu/
- Counseling Listserv: 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 for your new e-mail account)

XI. Bibliography


**NOTE:** Our text offers extensive references throughout the textbook at the end of each chapter.

**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](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
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.


http://ww2.odu.edu/~eneukrug/therapists/survey.html

3 Pts/Points Earned ____


http://ww2.odu.edu/~eneukrug/therapists/survey.html

3 Pts/Points Earned ____

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


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/Points 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  
     (Beginning, middle, or end). Include: Goals and techniques you identified above.  
     10 Pts/Points Earned _____

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/Pts 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.

Example:
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: Outline each chapter by headings and subheadings within the chapter to generally include:

Student Name: __________________ Date: ______

Name of theory: __________________________

Theoretical Paradigm/School of Thought: __________________

Prominent Theorist (s):

Basic Assumptions and Key Concepts:

Population Served/Applied Settings:

Therapist’s Role/Client’s Experience in the Process:

Goals of Counseling:

Techniques/Approaches/Procedures:

Diversity Strengths and Shortcomings/Contributions and Criticisms:

Supporting Research (Use APA style for references):

Outline Homework Grade: 2 Pts.
Rubric for Full Credit: Included all elements and uploaded to Blackboard.

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 prep quiz and PowerPoint that includes the case study scenario.