FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Graduate Programs

Department Counselor Education

College College of Education

UGPC Approval _____
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

***Current* Course Prefix and Number**	***Current* Course Title**
MHS 7402	Advanced Counseling Theories: Brief Therapies

*Syllabus must be attached for **ANY** changes to current course details. See Guidelines. Please consult and list departments that may be affected by the changes; attach documentation.*

Change title to:
Advanced Counseling Theories: Contemporary Therapies

Change prefix

From: **To:**

Change course number

From: **To:**

Change credits*

From: **To:**

Change grading

From: **To:**

*Review Provost Memorandum

Change description to:

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

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.

Effective Term/Year for Changes:	**Terminate course? Effective Term/Year for Termination:**
Spring 2020	

Faculty Contact/Email/Phone Dr. Paul Peluso, Department Chair / ppeluso@fau.edu / 561-297-3602

Approved by	***Date***
Department Chair	8/26/19
College Curriculum Chair	8/28/19
College Dean	8/29/19
UGPC Chair	
UGC Chair	
Graduate College Dean	
UFS President	
Provost	

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

GRADUATE COLLEGE
SEP 05 2019
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Advanced Counseling Theories: ~~Brief~~ Contemporary Therapies (MHS 7402) 3 credits
Prerequisite: MHS 6401
Course is intended to introduce students to theoretical principles and applied skills in current counseling with an emphasis on ~~brief~~ contemporary therapy models.

GRADUATE COLLEGE

SEP 05 2019

Received

DEPARTMENT OF COUNSELOR EDUCATION
COLLEGE OF EDUCATION
FLORIDA ATLANTIC UNIVERSITY

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

Instructor: Carman S. Gill, Ph.D.
Office: Bldg 47, Rm. 459, Boca campus
Office Phone: (561) 297-1002 (Office)
Office Hours: Mon 3:30-6:30; Wed 2-4
Email: gillc@fau.edu

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

Catalog Description:
Prerequisites: MHS 6401 or equivalent and permission of instructor.

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

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

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

Course Objectives:
1. Students will understand and evaluate the major counseling theories and brief therapy models.
2. Students will learn at least one new theory and one brief therapy approach in depth regarding process and techniques.
3. Students will become familiar with the process and outcome research literature pertaining to the major counseling theories and brief therapies.
4. Students will demonstrate effective use of multiple theories, including one brief theory, and articulate a personal orientation to counseling that is based in literature.
5. Students will be able to assess and conceptualize cases as well as apply appropriate strategies and techniques to case studies.
6. Students will identify effective models and strategies for working with clients in crisis.

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7. Students will be able to develop interventions tailored to the unique characteristics of each client including racial, ethnic, cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs.

CACREP Doctoral Standards
Section 6: B1; a-f

Teaching Methodology and Technology
This course will be taught in a seminar format emphasizing demonstrations and case studies for applying the theories and techniques of the counseling and therapy models studied. Each student will also be responsible for identifying one specific theoretical approach and developing an in-depth understanding of the theory and application in counseling and therapy. Students will also be expected to complete a thorough review of the empirical outcome literature in regard to counseling and therapy.
Canvas will be utilized to supplement the learning experience. Assignments will be uploaded to the Canvas platform and graded through the platform. Students will have an opportunity to share important articles and presentations with other students. Discussions are offered throughout the course as described below.

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

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

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

Course Requirements:
1. **Class Participation**: Attend and participate in all scheduled class sessions and complete all required readings. Be prepared to actively engage in discussions, based on the assigned readings. Participate in Canvas discussion as assigned.

2. **Reflection Papers:** Students will submit four (4) reflection papers based upon the assigned readings for this course. Each student will complete a 2-3 page paper reflecting

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

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

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

4. **Case Conceptualization Group Projects:** Students will be required to complete a thorough case conceptualization and treatment plan from multiple theoretical perspectives. Peer collaboration groups will be *assigned* and students must demonstrate the ability to conceptualize clients from theoretical perspectives differing from their chosen theories (see assignment #3).
    a. The student must participate in conceptualizing a client from two different counseling theories, excluding the theory they used for the research project/report.
    b. Conceptualization should follow Sperry's model of case conceptualization with integration of the specific theory and proposed treatment plan based on the

theory. This will include submitting a project that fully explains the etiology of the client's presentation, based on additional theories.

c. Identifying a theory based treatment plan strategy from 2 new and different theoretical perspectives and describing more than 2 techniques for intervening with the client appropriate to the theoretical orientation.
d. The student will include relevant literature and research base. The corresponding evaluation rubrics are attached (Section 6: B1; c&f).

Course Requirements and Grading

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

Course Schedule

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

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

	Readings: Cottone, Ch. 6; Assigned articles. **Assignments: Reflection Paper #3:** Due for chosen chapter
Oct 30th	**Presentations 5** **Assignments:** First CC group report
Nov 6th	**Discussion Ch. 7** **Readings:** Cottone, Ch. 7; Assigned articles.
Nov 13th	**Peer Group meetings**
Nov 20th	**Chapter 8; Spirituality** **Assignments: Reflection Paper #4:** Due for chapter 8 **Assignments:** Second CC group report
Nov 27th	**Wrap up** **Assignments: Research Paper DUE Nov 27th**

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK

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

DISABILITY POLICY STATEMENT

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

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

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

ELECTRONIC DEVICES

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

CODE OF ACADEMIC INTEGRITY POLICY

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

Bibliography

Amatea, E.S. (1989). Brief strategic intervention for school behavior problems. San Francisco: Jossey-Bass.

Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Engelwood Cliffs, NJ: Prentice-Hall.

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Cummings, N. & Sayama, M. (1995). Focused psychotherapy: A casebook of brief, intermittent psychotherapy throughout the life cycle. New York: Brunner/Mazel.

Cade, B. & O'Hanlon, W.H. (1993). A brief guide to brief therapy. New York: W.W. Norton.

Fisch, R., Weakland, J.H., & Segal, L. (1986). The tactics of change: Doing therapy briefly. San Francisco, CA: Jossey-Bass.

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Hoyt, M.F. (1995). Brief therapy and managed care: Reading for contemporary practice. San Francisco, CA: Jossey-Bass.

Individual Psychology: The journal of Adlerian theory, research, and practice (1989). Special Issue: Varieties of Brief Therapy, 45 (1&2).

Kopp, R.R. (1995). Methaphor Therapy. New York: Brunner/Mazel.

Littrell, J.M. (1998). Brief Counseling in Action. New York: W.W. Norton.

Molnar, A. & Lindquist, B. (1989). Changing problem behavior in schools. San Francisco, CA: Jossey-Bass.

Myers, J. E., & Sweeney, T. J. (2008). Wellness counseling: The evidence base for practice. *Journal of Counseling & Development, 86,* 482-493.

Myers, J. E., and Sweeney, T. J. (2005). The indivisible self: An evidence-based model of wellness. *Journal of Individual Psychology, 61(3),* 269-279.

Nicoll, W.G. (1999). Brief therapy strategies and techniques. In R.E. Watts and J. Carlson (eds), Interventions and strategies in counseling and psychotherapy. Philadelphia, PA: Accelerated Development, 15-30.

Presbury, J., Echterling, LG & McKee, J.H. (2008). Beyond brief counseling and therapy: An integrative approach. Upper Saddle River, NJ: Pearson

Reese, R., & Myers, J. E. (2012). EcoWellness: The missing factor in wellness models. Journal of Counseling & Development, 90, 400-406.

Steenbarger, B.N. (1992). Toward science-practice integration in brief counseling and therapy. Counseling Psychologist, 20(3), 403-450.

Sweeney, T. J. (2009). Adlerian Counseling and Psychotherapy: A Practitioner's Approach. New York, NY: Routledge.

Walter, J.L. & Peller, J.E. (1992). Becoming solution-focused in brief therapy. New York: Brunner/Mazel.

COE: MHS 7402 Advanced Counseling Theory: Contemporary Therapies:

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

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

as stated in chapter 2.	differentiated. _Evidences high levels of thought and consideration	differentiated. _Evidences high levels of thought and consideration	differentiated. _Evidences average levels of thought and consideration	_Evidences minimal levels of thought and consideration	paradigms are differentiated. _Evidences minimal levels of thought and consideration	
Reflection on chosen chapter B. 1. f. Reflect on the basic propositions of this paradigm and implications related to the ethical and cultural implications of these beliefs in multiple settings.	Counselor candidate: _Submits a reflection that includes a high level description of the epistemological and ontological underpinnings and lists more than 3 propositions of the paradigm. _Includes more than 2 ethical considerations related to use of these theories in various settings. _Includes more than 2 cultural implications related to the use of these theories in various settings.	Counselor candidate: _Submits a reflection that includes a high level description of the epistemological and ontological underpinnings and lists more than 3 propositions of the paradigm. _Includes 2 ethical considerations related to use of these theories in various settings. _Includes 2 cultural implications related to the use of these theories in various settings.	Counselor candidate: _Submits a reflection that includes average description of the epistemological and ontological underpinnings and lists 3 propositions of the paradigm. _Includes 2 ethical considerations related to use of these theories in various settings. _Includes 2 cultural implications related to the use of these theories in various settings.	Counselor candidate: _Submits a reflection that includes average description of the epistemological and ontological underpinnings but lists less than 3 propositions of the paradigm _or_ _Includes only 1 ethical considerations related to use of these theories in various settings. _Includes only 1 cultural implications related to the use of these theories in various settings.	Counselor candidate: _Submits a reflection that does not describe the epistemological and ontological underpinnings and propositions of the paradigm. _Does not include ethical considerations related to use of these theories in various settings. _Does not include cultural implications related to the use of these theories in various settings.	_Failed to submit or failed to submit on time.
Reflection on chapter 8. B. 1. d. Reflect on implications related to paradigm	Counselor candidate: _Describes two or more unique characteristic of paradigm research _Describes two or more unique characteristic	Counselor candidate: _Describes two unique characteristic of paradigm research _Describes one unique characteristic	Counselor candidate: _Describes one unique characteristic of paradigm research _Describes one unique characteristic	Counselor candidate: _Either fails to describe a unique characteristic of paradigm research _or_ _Fails to	Counselor candidate: _Fails to describe a unique characteristic of paradigm research _Fails to describe a	_Failed to submit or failed to submit on time.

research and common factors research as stated in chapter 8.	of common factors research _Evidences high levels of thought and consideration	of common factors research _Evidences high levels of thought and consideration	of common factors research _Evidences average levels of thought and consideration	describe a unique characteristic of common factors research _Evidences minimal levels of thought and consideration	unique characteristic of common factors research _Evidences minimal levels of thought and consideration	
Project Quality	Counselor candidate: _Submits reflection papers that are highly organized and focused; demonstrates high level use writing mechanics _Includes less than one grammatical or spelling error per reflection, but thoughts are conveyed	Counselor candidate: _Submits reflection papers that are highly organized and focused; demonstrates high level use writing mechanics _Includes more than two grammatical or spelling errors per reflection, but thoughts are conveyed	Counselor candidate: _Submits reflection papers that are organized and focused; demonstrates acceptable use writing mechanics _Includes more than two grammatical or spelling errors per reflection, but thoughts are conveyed	Counselor candidate: _Submits reflection papers that are organized and focused; demonstrates acceptable use writing mechanics _Includes more than three grammatical or spelling errors per reflection, but thoughts are conveyed	Counselor candidate: _Submits reflection papers that are disorganized and lacks focus; demonstrates limited ability in writing mechanics _includes more than five grammatical or spelling errors making reflections reading difficult	_Failed to submit or failed to submit on time.

Research Project Presentation & Therapy Report: Each student will choose one counseling theory/ model to research in-depth. This will include reading at least one additional text devoted to that model (approved by the instructor) as well as reviewing articles, research, professional book chapters and other sources related to this approach. Each student will make a presentation to the class on their research topic with a review of therapeutic strategies and techniques, the outcome research validating its efficacy in treatment and include an illustrative practical applications case study. (Section 6: B1; d).

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

Components of the Assignment	Exemplary (3 pts)	Proficient (2.5 pts)	Satisfactory (2 pts)	Emerging (1)	Unsatisfactory (.5 pt)	No Attempt (0 pt)
Research Presentation CACREP: B. 1. d. The student will discuss the chosen theory in depth, include major tenets and the outcome research validating its efficacy in treatment.	Counselor candidate: _Demonstrates high levels of understanding the theory. _Describes more than 3 major tenets of the theory. _Describes more than 2 area of strengths associated with research base for the theory. _Describes more than 3 areas of need associated with research base for the theory.	Counselor candidate: _Demonstrates high levels of understanding the theory. _Describes 3 major tenets of the theory. _Describes 2 area of strengths associated with research base for the theory. _Describes 3 areas of need associated with research base for the theory.	Counselor candidate: _Demonstrates average levels of understanding the theory. _Describes 2 major tenets of the theory. _Describes 1 area of strengths associated with research base for the theory. _Describes 2 areas of need associated with research base for the theory.	Counselor candidate: _Demonstrates average levels of understanding the theory. _Describes 1 major tenets of the theory. _Fails to describe an area of strengths associated with research base for the theory. _or_ _Fails to describe an areas of need associated with research base for the theory.	Counselor candidate: _Demonstrates minimal levels of understanding the theory. _Fails to describe major tenets of the theory. _Fails to describe strengths associated with research base for the theory. _Fails to describe needs associated with research base for the theory.	_Failed to submit or failed to submit on time.
Research Paper CACREP: B. 1. b. The student will integrate their theory into a case example they have created.	Counselor candidate: _Submits a project that fully explains the etiology of the client's presentation, based on their theory. _Identifies a treatment plan strategy based in theory that demonstrates high levels of integration. _Describes more than 2 techniques for intervening	Counselor candidate: _Submits a project that fully explains the etiology of the client's presentation, based on their theory. _Identifies a treatment plan strategy based in theory that demonstrates high levels of integration. _Describes 2 techniques for intervening with the client,	Counselor candidate: _Submits a project that adequately explains the etiology of the client's presentation, based on their theory. _Identifies a treatment plan strategy based in theory that demonstrates adequate levels of integration. _Describes 2 techniques for	Counselor candidate: _Submits a project that adequately explains the etiology of the client's presentation, based on their theory. _Fails to identify a treatment plan strategy based in theory _or_ _Fails to give 2 techniques for intervening with the client,	Counselor candidate: __Submits a project that minimally explains the etiology of the client's presentation, based on their theory. _Fails to identify a treatment plan strategy based in theory. _Fails to describe techniques for intervening with the client,	_Failed to submit or failed to submit on time.

	with the client, based on their theory.	based on their theory.	intervening with the client, based on their theory.	based on their theory.	based on their theory.	
Research Paper CACREP: B. 1. e. methods for evaluating counseling effectiveness **Describe methods for evaluating the effectiveness of the interventions suggested.**	Counselor candidate: _Submits a project that fully describes 3 or more appropriate methods for evaluating the effectiveness of the interventions suggested. _Evidences high levels of thought and consideration	Counselor candidate: _Submits a project that fully describes 2 appropriate methods for evaluating the effectiveness of the interventions suggested. _Evidences high levels of thought and consideration	Counselor candidate: _Submits a project that adequately describes 2 appropriate methods for evaluating the effectiveness of the interventions suggested. _Evidences average levels of thought and consideration	Counselor candidate: _Submits a project that only describes 1 appropriate method for evaluating the effectiveness of the interventions suggested _or_ _Evidences minimal levels of thought and consideration	Counselor candidate: _Submits a project that does not describe methods for evaluating the effectiveness of the interventions suggested. _Evidences minimal levels of thought and consideration	_Failed to submit or failed to submit on time.
Project Quality A list of relevant references and resources.	Counselor candidate: _Submits a project that is organized and focused; demonstrates high level use writing mechanics _Includes less than two grammatical or spelling errors, but thoughts are conveyed _Includes a list of more than 5 relevant references and resources within the last 7 years.	Counselor candidate: _Submits a project that is organized and focused; demonstrates high level use writing mechanics _Includes more than two grammatical or spelling errors, but thoughts are conveyed _Includes a list of at least 5 relevant references and resources within the last 7 years.	Counselor candidate: _Submits a project that is organized and focused; demonstrates acceptable use writing mechanics _Includes more than two grammatical or spelling errors, but thoughts are conveyed _Includes a list of at least 5 relevant references and resources.	Counselor candidate: _Submits a project that is organized and focused; demonstrates acceptable use writing mechanics _Includes more than three grammatical or spelling errors, but thoughts are conveyed _Includes a list of less than 5 relevant references and resources.	Counselor candidate: _Submits a project that is disorganized and lacks focus; demonstrates limited ability in writing mechanics _includes more than five grammatical or spelling errors making reading difficult _Includes a list of less than 5 relevant references and resources.	_Failed to submit or failed to submit on time.

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

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

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

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