

**COUN 541-7901-Online:  
Counseling Theories  
Spring 2025 January 13 – May 9  
Chadron State College**



## Part 1: Course Information

### Instructor Information

**Instructor:** Dr. Jennifer Bays

**Office:** Distance Faculty

**e-mail:** [jbays@csc.edu](mailto:jbays@csc.edu)

**Office Hours:** Virtual by appointment

**Canvas Address:** <https://chadron.instructure.com/>

**Facebook:** <https://www.facebook.com/groups/cscounseling>

### Credit Hours

**Credit Hours:** 3

### Course Description

This course provides an overview of foundational theoretical models of counseling. Students will develop an understanding of core counseling theories and their origins, philosophical tenets, and applications. Students will also examine their own theoretical beliefs and identify a personal theoretical orientation to inform their approach to counseling. Note: Satisfactory completion of this course is a prerequisite for COUN 601/602. (CSC Graduate Catalog, 2024-2025). **Please note this course requires a final grade of B or higher to graduate.**

### Textbook and Course Materials

#### Required Texts & Resources:

1. This course utilizes the **MindTap Learning Platform associated with Corey, G. (2024)**. Theory and practice of counseling and psychotherapy (11th ed.). ISBN-13: 9780357773161 Cengage Unlimited MindTap Online Learning Platform 9780357700006.
  - 1) You must purchase MindTap Access. A printed copy of the book is optional. Cengage/ MindTap provides an integrated eBook in the online MindTap program.
  - 2) This course requires Cengage Unlimited because the new 11th edition Corey textbook does not have a corresponding MindTap course. You will be charged for Cengage MindTap and a textbook if you do not purchase Cengage Unlimited.
  - 3) **Register for Cengage Unlimited MindTap from within your Canvas course. DO NOT register your MindTap through the Cengage Website.**
2. **Halbur, D. A. & Halbur, K. V. (2019)**. *Developing your theoretical orientation in counseling*, (4th ed.) Upper Saddle River, NJ: Pearson ISBN-13 9780134805726 or e-book ISBN-13 9780134806389

**Method of Instruction**

1. The course methodology is web-based. For assistance with technical questions, contact [helpdesk@csc.edu](mailto:helpdesk@csc.edu) or 308-432-6311. This course consists of individual participation through weekly assignments, collaborative discussions, and exams. All dates and assignments can be found in the course schedule.

**Course Requirements**

**Most assignments for this course are due Sunday evening of each week. This schedule is designed to provide maximum opportunity to work on your assignments over the weekend.**

**However, like most of you, please know I am not expected to teach and am less available on the weekend. Thus, I may not respond to assignment questions until Monday morning, the day after assignments are due.**

**Course Connection to e-Portfolio (CE Degree-Seeking Students):** A completed, approved e-portfolio is a requirement for graduation. Your portfolio must include a syllabus and signature assignments from nine completed courses that contain a KPI area. **Your portfolio must include this syllabus and the KPI 5 signature assessment—Personal Theoretical Orientation.**

1. **Discussions:** You have opportunities to share your ideas each week. I will provide the topic for you to respond to with unique reflection and insight. Original posts are your thoughts and opinions, not lifted from the text or a website. A new discussion is available Monday through Sunday of each week. You must participate with at least one original post and two replies on three of the seven days the discussion is open.
  - Read a majority of your classmates' replies and posts.
  - Each post must be at least 250 words.
  - Each reply must be at least 200.
  - Other posts and replies over the minimum can be any length.
  - I will read and participate in the discussion as appropriate.
  - Your first discussion is the Canvas Account Profile. Please upload a photo of yourself! The purpose of the photo is to recognize each other's faces.
  - Only on-time discussions will be accepted.
  - See the discussion instructions at the end of this syllabus.
2. **MindTap Assignments/Quizzes** are accessed through Canvas Modules. Once completed, you will automatically receive a grade and feedback for some assignments. In contrast, others will be manually graded, requiring you to view assignment feedback from your MindTap Progress tab. Please follow the [video link](#) for further explanation on how to view assignment feedback in your Progress tab.
3. **Syllabus Quiz:** You will find this quiz in Canvas-Week One Module
4. **Discovering Your Theory:** Following the Intentional Theory Selection Model, you will discover your theory. **All items are found in your Halbur & Halbur text.** This assignment is three-fold:
  - A. Explore your values by completing the *Articulate Your Values worksheet*

- B. Complete and score the *Selective Theory Sorter—Revised*.
- C. Write a 2-page essay **summarizing self-discoveries** regarding your personal theoretical orientation ascertained through completing the worksheets. Your summary will incorporate the following topics:
- Discuss the process of completing each worksheet and your reaction to the results.
  - What is your life philosophy?
  - What is your school of thought?
  - What is your chosen theory?
  - What goals and techniques will you employ?

Once all three pieces are completed, you will submit only the 2-page essay as an attachment in Canvas *Discovering your Theoretical Orientation* assignment.

4. **Personal Theoretical Orientation (Upload to Canvas and Tevera):** For this assignment, you will write a paper that thoroughly articulates and incorporates your theoretical orientation to counseling discovered in the assignment *Discovering Your Theoretical Orientation*. Your discoveries in the above assignment will be integrated into the ONE theory you have chosen (you may NOT select an Integrated Perspective). You will describe how you will apply your theory in counseling and attempt to discuss the concepts and techniques of your chosen theory. This essay should be a minimum of six pages in length (not including cover and reference pages). **Use of APA formatting and style guide is expected.** Your paper should include the following sub-headings:

- A. Key concepts of your approach,
- B. View of your role as a counselor,
- C. Therapeutic goals,
- D. Relationship issues you are likely to consider,
- E. Central techniques you are likely to employ,
- F. How would you address issues of cultural diversity?

For this assignment, you may choose any theory discussed in your text **EXCEPT for an Integrated Perspective**. If you are drawn to an integrative perspective, choose only ONE primary theory that will serve as your integrative theoretical foundation. As Corey explains in your text, you cannot "conceptualize a completely developed integrative perspective after your first course in counseling theory" (p. 458). As you progress through your career, you will develop your integrated perspective more competently.

### Mental Health & Wellbeing

As a student, you may experience various issues that can cause barriers to learning. These might include strained relationships, anxiety, high stress levels, alcohol/drug problems, feeling down, or losing motivation. CSC Health Services is here to help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus at <https://www.csc.edu/healthserv/counseling-services/> or by calling

(308) 432-6232 or visiting Crites Hall 343. Help is always available.

### Nebraska State College Board Policy 4141

For a 1-hour credit course, [Nebraska State College Board Policy 4141](http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf) (<http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf>) suggests that you spend at least 45 hours per credit hour in learning activities. In this 3-credit hour course, you should spend a minimum of 135 hours in learning activities.

Combining the following learning activities will help you attain the course Student Learning Outcomes described in Part 2 of this syllabus. Be prepared to devote the Hours per Week associated with each course activity or component listed below.

<i>Learning Activity</i>	<i>Hours Per Week</i>	<i>Total for Course</i>
Direct Online Instruction	1 X 16 weeks	16
Reading & Interactive Multimedia	3 X 16 weeks	48
Assignments	2 X 16 weeks	32
Weekly Discussions	2 X 16 weeks	32
Exams	1 X 16 weeks	16
<b>Total</b>	<b>9</b>	<b>144</b>

Actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the minimum expectation for any student.

**\*\*Disclaimer:** The completion of the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated.

## Part 2: Student Learning Outcomes

### Student Learning Outcomes

In addition to the following course learning outcomes, the School Counseling Program meets the *CSC Education Unit Intended Program Outcomes*:

**Visionary Leader Model Components:** Communication, Thinking Skills, Methodology, Leadership, Assessment, Inclusive Learning Environment, Professionalism.

**InTASC Outcomes:** Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Instructional Strategies, Professional Learning and Ethical Practice, Leadership, and Collaboration.

<i>Knowledge/Skill Outcomes</i>	<i>CACREP, ASCA, PLADC, Prog Objective.</i>	<i>Related Assign/Assessment</i>

1	Recognize theories and models of counseling including those related to clinical mental health counseling	CACREP: 2.F.5.a. CACREP: 5.C.1.b PLADC (22 hrs): CN Theory PO-5	<ul style="list-style-type: none"> <li>• Readings and Ch Exams 3-7, all questions pertain to over ten counseling theories including Adlerian, cognitive behavioral, client- centered, Gestalt, rational emotive, reality, and transactional analysis</li> <li>• Online discussions.</li> <li>• Personal Theoretical Orientation Assignment &amp; Rubric</li> </ul>
2	Illustrate a personal model of counseling	CACREP: 2.F.5.n PO-5	<ul style="list-style-type: none"> <li>• Discovering Your Theory Assignment &amp; Rubric</li> <li>• Personal Theoretical Orientation Assignment &amp; Rubric</li> </ul>

### Part 3: Grading Policy

#### Graded Course Activities and Letter Grade Assignment

As graduate students, you must manage your time to maximize the student learning process and deliver your course assignments by the agreed-upon due dates. Complete details for these assignments can be found in Canvas. Grades will be based on a weighted scale, with final grades determined by the following percentages:

<i>Assignment</i>	<i>Percentage of Course Grade</i>
Discovering your Theory	15
Personal Theoretical Orientation	30
Quizzes	15
Discussions	20
MindTap Assignments	20
<b>Total</b>	100

<i>Letter Grade</i>	<i>Point Percentage</i>
<b>A</b>	90-100
<b>B</b>	80-89
<b>C</b>	70-79
<b>D</b>	60-69
<b>F</b>	0-59

**Late Work Policy:** I do not accept late submissions. Late work due to emergencies will be considered individually with supportive documentation such as a doctor's note or obituary. You must contact me promptly to determine if you will be granted a late exception.

**Viewing Grades:** It is essential to check the Canvas grade book regularly. I will update grades typically within **1-week** following the completion of an activity.

### Part 4: Course & Institution Policies

#### Student Behavior

##### *Academic Honesty:*

Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards of academic honesty. Violation of college, state, or federal standards concerning plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

*The following acts are examples of academic dishonesty:*

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in an act of academic dishonesty.
4. Generative AI – the use of artificial intelligence platforms and/or content produced by AI assistive software (e.g. ChatGPT, Dall-E 2, CoPilot, etc.) **against** course use parameters.
5. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one’s own original work. The following acts are examples of plagiarism:
  1. Submitting an assignment that someone else has written and claiming the work as one’s own.
  2. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
  3. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)
  4. Appropriation or imitating another author's language, ideas, and thoughts and representing them as original work is unacceptable. I will use Turnit-In software to determine the originality of your work. The first instance of plagiarism will fail the assignment, while more than one instance will fail the course.

**Note:**

- “Someone else” in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance. View the [Academic Honesty Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC’s Policy Website (<https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

***Attendance/Participation Policy:***

The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. The students are responsible for notifying faculty of absences and arranging potential make-up. In online courses, students are expected to participate appropriately and frequently, as determined by the instructor. View the [Class Attendance and /or Participation Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC’s Policy Website (<https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

***Internet Access:*** In the case of a conference, work trip, or family vacation, it is your responsibility to make arrangements for Internet access. Therefore, online attendance in the course is expected.

***On Handling Technical Issues:*** Our online learning environment depends on technology -- like those taking a face-to-face class needing transportation to get to class, you are expected to be able to work through system glitches quickly. Don’t hesitate to contact [helpdesk@csc.edu](mailto:helpdesk@csc.edu) or 308-432-6311 for assistance if you have technical questions.

**Confidentiality:** You must respect confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation. If one violates confidentiality, the student's ability to continue the program will be in jeopardy.

**Dispositional Standards:** Please see the [CE Website](#) and [CE Student Handbook](#) regarding dispositional standards. The standards address a student's affective attributes and disposition to be a counselor. A corresponding Professional Dispositional Standards Rubric provides further guidance. A student's ability to meet the Dispositional Standards is continually reviewed by, and subject to, the academic judgment of campus faculty, staff, and administration.

### ***Civility and Netiquette:***

Civil behavior enhances the learning environment and is always expected. The academic climate welcomes a difference of opinion, discourse, and debate within a civil environment. All class members are expected to follow rules of common courtesy in communications (including email messages, discussions, and chats). You may find these guidelines helpful:

- **Check your official CSC Eagle email account daily;** all campus communications are sent to your Eagle mail.
- Don't hesitate to contact me with questions and concerns regarding this course. I am not always in my office. Emails will elicit a quicker response, and please allow up to 24 hours for an answer. Note that I may be unable to respond to an email on the day or hours before an assignment is due or on weekends. Thus, please begin your assignments early.
- **Always remember, when emailing professionally, to begin with a salutation, provide course information, and provide a signature. You must address people with the proper title. When you address professors with an earned doctorate (Ph.D. or Ed.D.), please address them with their academic titles.** All the Counseling Program professors at CSC should be addressed with the title Dr. or Professor rather than Ms, Miss, Mrs, or their first names. Individual professors may be okay with being addressed by their first name; however, never assume this is true.
- Use complete sentences and Standard English grammar. Write in proper paragraphs.
- Use capital letters sparingly. THEY LOOK LIKE SHOUTING.
- Forward emails only with a writer's permission.
- Be considerate of others' feelings and use language carefully.
- Cite all quotations, references, and sources.
- Use humor carefully. It is hard to "read" tone; sometimes, humor can be misread as criticism or a personal attack. Feel free to use emoticons to let others know you are being humorous.



***Writing Style Requirements for All Papers:***

1. Submit work in the format required by the class (MS Word, PDF) or another method (cut and paste, rich text format, etc.).
2. When writing a thesis, cite all resources using APA Style in both the text of your paper and on a separate reference page (see the APA manual or the APA style guide at <http://owl.english.purdue.edu/owl/resource/560/01/>; include a cover page, reference page, page numbers, and headers; the paper should be double spaced with 1-inch margins; Use only readable fonts such as Verdana, Times New Roman, Arial, or Courier in 12 point only;
3. Proofread everything you write, checking for grammar and spelling (have someone else read your work).
4. Please note that written assignments for this course are evaluated according to the objective standards of Formal English usage. Here are a few links to help you get started:
  - <http://www.monash.edu.au/lis/lionline/wriCng/general/academic/3.xml>
  - <http://www.collegeexpress.com/articles-and-advice/grad-school/blog/tips-take-your-writing-graduate-level/>
  - [http://prezi.com/ldo1lw-e\\_wk/graduate-level-writing-tips/](http://prezi.com/ldo1lw-e_wk/graduate-level-writing-tips/)

**Equal Education Opportunity Policy/Nondiscrimination Policy**

CSC is committed to an equal opportunity program to encourage admission and employment, and to provide procedures which will assure equal treatment of all students and employees. The College administers its academic and employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status. Its policies are consistent with nondiscriminatory policy, including Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972, as amended; and Sections 503 and 504 of the Rehabilitation Act of 1973. The College's written policy regarding the Americans with Disabilities Act (ADA) may be reviewed in the office of the Director of Human Resources or in the Library Learning Commons, along with the provisions of the Americans with Disabilities Act, and the rights provided. View the Equal Employment and Education Opportunity Policy on CSC's Policy Website. (<https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

***Equal Access***

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request, CSC will provide reasonable accommodations to ensure students have equal access to programs, activities, and services. For assistance, contact the Equal Access Coordinator, Deena Kennell, at 308.432.6467 or by email at [dkennell@csc.edu](mailto:dkennell@csc.edu)

***Personal Emergency & Academic Attendance***

In the event a personal emergency (such as hospitalization, accident, death of an immediate family member, family crisis) requires an absence from courses and on-campus, students need to contact their instructors as soon as possible.

If the emergency should cause an extended absence (3 or more consecutive class days), you may contact the Dean of Student Affairs at [studentaffairs@csc.edu](mailto:studentaffairs@csc.edu) for assistance. In the event of an extended absence, it may be possible for students to work with their instructors to complete coursework at a later date.

If the extended absence is near the end of the current term, students are encouraged to talk with their instructors about the Incomplete process. This process is ideal for students who have completed a minimum of 75% of the coursework already. If the instructor agrees, the student and the instructor will agree upon an appropriate timeline for the course to be completed. The instructor will file the appropriate paperwork to be approved by the Dean of Curriculum.



If a student's situation is such, they are no longer able to complete the course and an Incomplete is not a viable option, the student may be encouraged to withdraw from their course(s).

If a student's absence pertains to specific academic accommodations, students will be strongly encouraged to request assistance from Disability Services in the Library Learning Commons.

Student athletes who are injured and need accommodations due to their injury/injuries are assessed by CSC Athletic Training staff with any needed assistance from area medical professionals. The Athletic Training staff will communicate the accommodation needs to the Dean of Student Affairs who will communicate this to all instructors and if appropriate, the Disability Services office.

### **Additional Recommended Reading and References:**

- *Love's Executioner and Other Tales of Psychotherapy* by Irvin D. Yalom
- *The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients* by Irvin D. Yalom
- *On Being a Therapist* by Jeffrey A. Kottler
- *Freud and Beyond: A History of Modern Psychoanalytic Thought* by Stephen A. Mitchell and Margaret J. Black
- *The Healing Path: How the Hurts in Your Past Can Lead You to a More Abundant Life* by Dan B. Allender
- *Creativity as Co-Therapist: The Practitioner's Guide to the Art of Psychotherapy* by Lisa Mitchell
- *Internal Family Systems* by Richard Schwartz
- *Theory and Practice of Group Psychotherapy* by Irvin Yalom
- *Clinician's Guide to Mind Over Mood* by Christine Padesky and Dennis Greenberger
- *The Wish For Power and the Fear of Having It* by Althea Horner
- *Lying on the Couch* by Irvin Yalom

### **Disclaimer**

This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

### **CSC Mission**

#### ***Mission Statement***

Chadron State College delivers experiences that foster knowledgeable and engaged leaders and citizens to enrich the High Plains region and beyond.

**Part 5: Course Schedule & Assignment Rubrics**

Week	Dates	Content	Assignments	Readings
1	Jan 13-19	Introduction & Overview Why Theoretical Orientation Is Important	<ul style="list-style-type: none"> <li>• Discussion 1</li> <li>• Register for MindTap in Canvas</li> <li>• Week One Module</li> <li>• Syllabus Quiz   <b>Due Jan 19</b></li> </ul>	Corey Ch. 1 Halbur, Ch. 1
2	Jan 20-26	The Counselor: Person & Professional Incorporating Theory Into Practice	<ul style="list-style-type: none"> <li>• Discussion 2</li> <li>• Week Two Module</li> </ul>	Corey Ch. 2 Halbur Ch. 2
3	Jan 27-Feb 2	Ethical Issues in Counseling Practice Strategies to Find Your Theoretical Orientation	<ul style="list-style-type: none"> <li>• Discussion 3</li> <li>• Week Three Module</li> </ul>	Corey Ch. 3 Halbur Ch. 3
4	Feb 3-9	Psychoanalytic Therapy Six Schools of Thought and Need to Know Techniques	<ul style="list-style-type: none"> <li>• Discussion 4</li> <li>• Week Four Module</li> </ul>	Corey Ch. 4 Halbur Ch. 4
5	Feb 10-16	Adlerian Therapy Case Examples for Integrating Theory Into Practice	<ul style="list-style-type: none"> <li>• Discussion 5</li> <li>• Week Five Module</li> </ul>	Corey Ch. 5 Halbur Ch. 5
6	Feb 17-23	Existential Therapy	<ul style="list-style-type: none"> <li>• Discussion 6</li> <li>• Week Six Module</li> </ul>	Corey Ch.6
7	Feb 24-Mar 2	Person-Centered and Gestalt Therapies	<ul style="list-style-type: none"> <li>• Discussion 7</li> <li>• Week Seven Module</li> </ul>	Corey Ch. 7-8

Week	Dates	Content	Assignments	Readings
8	Mar 3-9	Behavior Therapy	<ul style="list-style-type: none"> <li>• Discussion 8</li> <li>• Week Eight Module</li> <li>• <b>Discovering your Theory   Due Mar 9</b></li> </ul>	Corey Ch. 9
9	Mar 10-16	Spring Break	<ul style="list-style-type: none"> <li>• No readings or Assignments</li> </ul>	N/A
10	Mar 17-23	Cognitive Behavior Therapy	<ul style="list-style-type: none"> <li>• Discussion 9</li> <li>• Week Nine Module</li> </ul>	Corey Ch. 10
11	Mar 24-30	Choice Theory/Reality Therapy	<ul style="list-style-type: none"> <li>• Discussion 10</li> <li>• Week Ten Module</li> </ul>	Corey Ch. 11
12	Mar 31-Apr 6	Feminist Therapy	<ul style="list-style-type: none"> <li>• Discussion 11</li> <li>• Week Eleven Module</li> </ul>	Corey Ch. 12
13	Apr 7-13	Postmodern Approaches	<ul style="list-style-type: none"> <li>• Discussion 12</li> <li>• Week Twelve Module</li> </ul>	Corey Ch. 13
14	Apr 14-20	Family Systems Therapy	<ul style="list-style-type: none"> <li>• Discussion 13</li> <li>• Week Thirteen Module</li> </ul>	Corey Ch. 14
15	Apr 21-27	An Integrative Perspective	<ul style="list-style-type: none"> <li>• Discussion 14</li> <li>• Week Fourteen Module</li> </ul>	Corey Ch. 15
16	Apr 28-May 4	Case Illustration: An integrative approach in working with Stan & Transactional Analysis	<ul style="list-style-type: none"> <li>• Discussion 15</li> <li>• Week Sixteen Module</li> </ul>	Corey Ch. 16 & 17
17	May 5-10	Finals Week	<ul style="list-style-type: none"> <li>• <b>KPI 5 signature assignment—Personal Theoretical Orientation   Due May 7th</b></li> </ul>	N/A

### Assignment Instructions/Rubrics

#### SCORING RUBRIC: Discovering Your Theory

	Exceptional 4	Satisfactory 3	Developing 2	Unsatisfactory 1	Mark
<b>Expected Content Elements Included</b>	All five (5) expected content elements included and thoroughly explored.	Only four (4) expected content elements included and/or four (4) insufficiently explored.	Only two expected content elements included and/or three (3) insufficiently explored.	One (1) or no content elements included and/or two (2) insufficiently explored.	
<b>Worksheets discussed</b>	Worksheets completed and thoroughly discussed.	Worksheets completed but not thoroughly explored.	Not all worksheets completed and explored.	Worksheets not completed and/or mentioned.	
<b>Evidence <i>Selecting and using information to investigate a point of view or conclusion</i></b>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation.	

<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	
<b>Student's position</b>	Specific position is comprehensive, taking into account the complexities of an issue. Limits of position are acknowledged. Others' points of view are synthesized within position.	Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position	Specific position acknowledges different sides of an issue.	Specific position is stated, but is simplistic and obvious.	
<b>APA Formatting</b>	APA formatting consistently and correctly applied to assignment	APA mostly consistent and correct with few errors	APA inconsistent with some errors	APA attempted but inconsistently applied with many errors	
<b>Total</b>					

### SCORING RUBRIC: Personal Theoretical Orientation

Scale	Exceptional 4	Satisfactory 3	Developing 2	Unsatisfactory 1	Mark
<b>Counseling Theory and Approaches</b>	Demonstrates <i>considerable degree of</i> engagement in key concepts of approach you have chosen, view of your role as a therapist, therapeutic goals, and relationship issues. If integrative, does not use syncretism, clearly articulates rationale.	Demonstrates <i>adequate</i> engagement in key concepts of approach you have chosen, view of your role as a therapist, therapeutic goals, and relationship. If integrative does not use syncretism, somewhat articulates rationale.	Demonstrates <i>minimal degree of</i> engagement in key concepts of approach you have chosen, view of your role as a therapist, therapeutic goals, and relationship issues. If integrative, does not articulate rationale. Syncretism.	Demonstrates poor <i>degree of</i> engagement in key concepts of approach you have chosen, view of your role as a therapist, therapeutic goals, and relationship issues. If integrative, does not articulate rationale. Syncretism.	
<b>Central Techniques</b>	Thoroughly listed and discussed several central techniques.	Adequately listed and discussed a couple of techniques.	Minimally discussed a couple of techniques.	Poorly discussed and/or listed 1 or fewer.	
<b>Diversity</b>	Thoroughly addressed issues of cultural diversity.	Adequately addressed issues of cultural diversity	Did not address or poorly addressed issues of cultural diversity.	Did not address issues of cultural diversity.	

<b>Thesis/ Organization</b>	Structural development includes an effective introduction, body, and conclusion. Sequencing is thoughtful, logical and effective. Pacing is well controlled. Transitions clearly show how ideas connect.	Structural development includes a functional introduction, body, and conclusion. Sequencing is functional and logical. Pacing is generally controlled. Transitions are generally effective	Structural development of an introduction, body, and conclusion is incomplete. Sequencing is somewhat logical. Pacing is sometimes inconsistent. Transitions may be repetitious, predictable or weak.	Structural development of an introduction, body, and conclusion is poor. Sequencing is illogical. Pacing is mostly inconsistent. Transitions may be repetitious, predictable or weak.	
<b>Convention</b>	Paragraphing is sound. Grammar, usage, spelling and punctuation are mostly correct. Conventions—especially grammar and spelling—may be manipulated for stylistic effect.	Paragraphing is generally successful. A few errors in grammar, usage, punctuation, and spelling—especially with more sophisticated words and concepts- Does not distract the reader.	Paragraphing may be irregular. Errors in grammar, usage, punctuation, and spelling may distract the reader.	Paragraphing may be irregular. Multiple errors in grammar, usage, punctuation, and spelling are distracting.	
<b>APA Style</b>	Correct attempt at using APA standards. At least 6 pages.	Some attempt at using APA standards or less than 6 pages.	Minimal attempt at using APA guidelines or less than 4 pages.	No attempt at using APA or less than 4 pages.	
<b>Total</b>					

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### Discussion Instructions

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This course works well when everyone is involved in discussing the material. Your participation throughout the week is essential. Your grade will be based on how much you say and how well it contributes to the class's work, the total number of days/times you post in the discussion, and the minimum word count. You are expected to offer comments, questions, and replies to the discussion questions posed for each week. My role is as an observer and facilitator. I will read and participate in the discussion as appropriate.

I grade each discussion on a 3-point scale. As this assignment is a conversation, I will not accept late discussion postings/replies as the conversation has ended. **If you fall below any minimum expectation, a point for each missed expectation will be deducted from the possible 3-point total.**

***Suggested participation example:***

- Monday-enter an original post that meets a minimum word count of 250 words,
- Tuesday-enter a reply to any classmate that meets a minimum word count of 200 words,

- Wednesday-enter a reply to any classmate that meets a minimum word count of 200 words,
- Read a majority of classmates' entries by Sunday.

**3 Points—*Minimum expectations:***

- Write an original post of at least 250 words early in the week. (1 point)
- Write a response to any classmate on a subsequent day (a day following your original post) at least 200 words. (1 point)
- Write a second response to any classmate on yet another subsequent day (a day following your first response to a classmate) at least 200 words. (1 point)
- ***Additional expectations:***
  - \* Made in time for others to read and respond
  - \* Relevant information that is full of thought, insight, and analysis \*
  - Connected to previous or current content or real-life situations
  - \* Contain rich and fully developed new ideas, connections, or applications \*
  - Provide outside resources supporting your ideas
  - \* Read a majority of classmates' entries.