**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING SYLLABUS**

**FALL SEMESTER 2025**

**Course Number: COUN7320-002**

**Course Title: Counseling Theories**

**Credit Hours: 3 Semester Hours**

**Class Time and Location: Tuesday 1–3:50pm, EDUC 2128**

**Prerequisites: None**

**Corequisites: None**

**Instructor**: Danielle Pester Boyd, PhD, LPC (TX), NCC, RPT

Email: danielle.boyd@auburn.edu

Office Hours: By Appointment

Office Address: EDUC 3114

# Text(s):

Required:

Corey, G. (2023). *Theory and Practice of Counseling and Psychotherapy* (11th Ed.) Cengage Learning.

Recommended:

Corey, G. (2012). *Student manual for theory and practice of counseling and psychotherapy* (10th ed.). Belmont, CA: Thomson Brooks/Cole.

Halbur, D., & Halbur, K. V. (2014). *Developing your theoretical orientation in counseling and psychotherapy* (3rd ed.). Boston, MA: Pearson Education.

Course Description**:**

This course is designed to provide an overview of traditional and contemporary counseling theories, principles, and topics. Theories will be examined with regard to views about human nature, mental health, mental illness, therapeutic goals, client/therapist roles, effective techniques, and counseling processes. Research and ethical issues will also be considered. Emphasis will be on student mastery of the foundations of theories and assessment of their relevance for personal application in the field. Overall, students are encouraged to not only explore all the major theoretical orientations but also to explore their personal beliefs and values in an effort to develop their own understanding and/or approach to counseling with an understanding of integrative and systems perspectives.

# Course Objectives:

By the end of the course, through satisfactory performance, students should be able to demonstrate the following:

1. The role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success (CACREP 3.A.4.)

2. Theories and models of counseling, including relevance to clients from diverse cultural backgrounds (CACREP 3.E.1.)

3. Case conceptualization skills using a variety of models and approaches (CACREP 3.E.3.)

4. Counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships (CACREP 3.E.8.)

5. Interviewing, attending, and listening skills in the counseling process (CACREP 3.E.9.)

Course Format**:**

The class will meet in person, and course materials will be posted, and assignments will be completed in Canvas. During the in-person weekly meetings, students will be provided with the following components: (a) lecture/discussion and (b) practical application/experiential activities. The lecture-discussion component will be didactic in nature and will focus on various key theoretical dimensions of the major conceptual systems and theories of counseling. Discussions will be based on lecture information, material from the text, outside reading assignments, and relevant topics that are raised during class. The discussions place primary responsibility on each student to critically read and reflect upon the assigned reading material, to raise questions and constructively discuss issues relevant to the readings, and to discern differences between one’s knowledge and one’s beliefs and opinions.

The practical application/experiential activities component is designed to help students bridge the gap between theory and practice through exercises, role-plays, and the use of clinical case studies. In addition, this component will help students apply philosophical and theoretical aspects of the major conceptual systems and theories of counseling to real-life situations and clinical cases.

Student Expectations**:**

This is an in-person class. All the class interactions will take place in a classroom during

the scheduled dates and times. Students should attend class each week and actively participate in their learning. Any absence due to reasonable concerns should be informed to the instructor in advance.

# CACREP Standards Matrix

|  |  |  |
| --- | --- | --- |
| **CACREP Standard-As a result of this course students learn/gain the following:** | **Curriculum Experience** | **Outcome Assessment** |
| CACREP Standard 3.A.4. The role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success. | • Students will review ACA advocacy competencies• Students will engage incase studies and role playsrelated to advocacy• Students will engage in didactic lectures anddiscussion regarding advocacy processes related to oppression and inequity | • Final Exam• Case Conceptualization• Group Facilitation |
| CACREP Standard 3.E.1. Theories and models of counseling, including relevance to clients from diverse cultural backgrounds. | • Students will read about various counseling theories and how these theories• Students will identify key aspects of counseling theories in-class case studies, role plays, and discussion• Students will be exposed to counseling theories through lectures, course readings, and discussion• Students will develop a lecture regarding one of the theoretical paradigms• Students will develop experiential activities to present to the class related to one theoretical paradigm• Students will practice case conceptualization related to each theory through case studies and role plays• Students will develop a case conceptualization related to one issue and identify how they would work through the client concerns using three theories to assist with their personal model development | • Mid-term• Final Exam • Case Conceptualization• Group Facilitation |
| CACREP Standard 3.E.3. Case conceptualization skills using a variety of models and approaches. | • Students will read about various systems theories: multigenerational, human validation, experiential, structural, and strategic family therapies• Students will explore their own family systems and the impact of the system on themselves and those around them• Students will explore the role of triangulation, triads, power, communication, and boundaries in family• Students will, through role play, identify ways to intervene in the system to facilitate change | • Mid-term• Final Exam |
| CACREP Standard 3.E.8. Counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships. | • Students will discuss the importance of collaboration with stakeholders in the school and community to conceptualize the needs of clients• Students will explore common characteristics of counseling through readings (Corey) and lecture• Students will explore the common behaviors of counselors that influence helping processes through role plays and group discussions | • Midterm• Final Exam • Theoretical Orientation• Case Conceptualization• Group Facilitation• Weekly Reading Questions |
| CACREP Standard 3.E.9. Interviewing, attending, and listening skills in the counseling process. | • Students will be exposed to basic counseling skills including: empathy, unconditional positive regard, and congruence• Students will engage in discussions and role plays regarding non-verbal and verbal encouragers | • Midterm• Case Conceptualization |

# Course Content and Tentative Course Schedule: Fall 2025

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| --- | --- | --- | --- |
| Class # | Date | Topics | Readings/Assignments Due |
| 1 | 08/19 | Introduction Course Overview Syllabus ReviewGroup Assignments | Chapter 1 |
| 2 | 08/26 | The Counselor: Person and Professional Ethical Issues in Counseling Practice | Chapters 2-3 |
| 3 | 09/02 | Psychoanalytic & Psychodynamic Therapy | Chapter 4**Psychoanalytic/Psychodynamic Therapy Group Presentation** |
| 4 | 09/9 | Adlerian Therapy | Chapter 5**Adlerian Therapy Group Presentation****Conceptualizing Change Paper due 9/9 12:59pm** |
| 5 | 09/16 | Existential Therapy | Chapter 6**Existential Therapy Group Presentation** |
| 6 | 09/23 | Person-Centered Therapy | Chapter 7**Person-Centered Therapy Group Presentation** |
| 7 | 09/30 | Gestalt Therapy | Chapter 8**Gestalt Therapy Group Presentation** |
| 8 | 10/07 | **MIDTERM EXAM** (Canvas) | Chapters 2-8 |
| 9 | 10/14 | Behavior Therapy | Chapter 9**Behavior Therapy Group Presentation** |
| 10 | 10/21 | Cognitive Behavior Therapy | Chapter 10**Cognitive Behavior Therapy Group Presentation** |
| 11 | 10/28 | Reality Therapy | Chapters 11**Reality Therapy Group Presentation** |
| 12 | 11/04 | Feminist Therapy | Chapter 12**Feminist Therapy Group Presentation** |
| 13 | 11/11 | Postmodern Approaches | Chapter 13 |
| 14 | 11/18 | Family Systems TherapyACA Advocacy Competencies | Chapter 14ACA Advocacy Competencies**Theoretical Orientation Paper Due 11/18 by 12:59pm** |
| 15 | 11/25 | Thanksgiving Break-NO CLASS |  |
| 16 | 12/02 | Integrative PerspectivesCourse wrap-up & review | Chapter 15**Theoretical Case Conceptualization Paper Due 12/2 by 12:59pm** |
|  | 12/8-11 | **FINAL EXAM** (Canvas) | Chapters 9-15 |

**Course Requirements & Student Evaluation:**

Please note: Course assignments are due on the dates specified. When assignments are turned in late, without an excused or approved absence, scores for the assignments(s) will be reduced by 10% per day, with no assignments accepted more than one week past due. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments. Students in this course are required to complete the specified course requirements. The student’s final evaluation is based on these components.

|  |  |
| --- | --- |
| **Assignments:** | Percentage of Grade |
| 1. Conceptualizing Change Paper | 5 |
| 2. Group Presentation on Application of Theories | 20 |
| 3. Midterm Exam | 15 |
| 4. Final Exam | 15 |
| 5. Theoretical Orientation Paper | 20 |
| 6. Theoretical Case Conceptualization Paper | 20 |
| 7. Weekly Participation Points | 5 |
| **Total** | **100** |

**Grading Scale**

|  |  |
| --- | --- |
| A 90-100% | 90-100 Points |
| B 80-89% | 80-89 Points |
| C 70-79% | 70-79 Points |
| D 60-69% | 60-69 Points |
| F Below 60% | 59 or below Points |

**1.** Conceptualizing Change Paper:

Students will write a 2-3 page paper describing their conceptualization of what is needed for individuals to effectively change. This conceptualization will be based on the student’s unique perspective of change based in their personal experiences. Students should approach this assignment with the intent to identify their personal understanding and perspective on what creates change within individuals both in and outside of the counseling dynamic. This paper will help you identify significant elements related to your theoretical foundation and orientation to counseling work. The paper will contain the following three sections:

**What are the factors that create and facilitate change?** Provide a description of the internal (psychological, emotional, cognitive, existential/spiritual) elements and external (environmental, social, familial, socioeconomic, political) elements necessary for an individual to change. Students should provide clear expression of why they believe the identified elements are most necessary for long-term change to occur.

**What prevents change?** Provide a description of barriers to change. These can be both internal and external. Students will identify what they believe to be the most impactful and challenging barriers to change from their perspective.

**What is the counselor’s role in the change process?** Provide a description of your understanding of the responsibilities and role of the counselor in the change process and interpersonal dynamic with clients/students/consumers.

Grading guidelines:

1. Your writing product should include the required three sections listed above.

2. This paper requires APA format (e.g., 12 font size, Times New Roman font, double spaced with 1 margin on each side and including a cover page).

For additional resources: <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html>

3. The pages will range from **2-3** pages (excluding a cover page).

**2.** **Group Presentation on the Application of a Theory:**

Students will have the opportunity to be active participants in their learning process. Each student will collaborate with another student to provide leadership to their colleagues in deepening their understanding of the application of a theory being examined. Please **DO NOT** create a PowerPoint. Each group will be assigned a specific counseling theory and then will be asked to pick one intervention from within that theory to demonstrate to the class. In your demonstration:

1. Provide a rationale for why a counselor would use the selected intervention and what this would do for the client.
2. Provide step-by-step instructions on how to do the intervention
3. Prepare a short 5-10-minute role-play of how to do the intervention OR provide a video of the role-play (highlighting important parts)
4. Address multicultural considerations/population considerations when using this theory and intervention with diverse groups. You need to address clients of color, counselors/trainees of color, LGBTQIA clients, clients from various religious groups, persons with disabilities, and any other population your group deems relevant to the discussion.  In addition, provide considerations regarding using this approach in schools vs. community agencies.

**3. & 4.** Midterm/Final Exams:

Each of the exams will consist of multiple-choice questions drawn from class and assigned readings. The midterm exam will cover chapters 2-8; and the final exam will cover chapters 9-15.

# 5. Theoretical Orientation Paper:

The Theoretical Orientation Paper will be built on your understanding of counseling theories developed through in-class learning and discussions. Different theories will offer you different approaches to working with clients. As a counselor, you must be able to identify the theoretical basis that can best match who you are and what you believe will support clients in the counseling process. Developing your theoretical orientation will be critical in terms of case conceptualization, making treatment plans, and applying techniques and strategies in counseling practice.

*Writing guidelines:*

Select one theory that is most relevant to your worldview and discuss, in-depth, how they are implemented in that theoretical approach. This assignment will help you not only be aware of your different worldviews towards different theoretical approaches but also discover where you stand with those theoretical approaches.

**Three** sections should be included in this paper:

**The first section** should include a summary of your overall understanding of this theory and why you chose it as your main theoretical approach.

**The second section** will include your key beliefs about that theory. Please explicitly state each belief and explain why it matches your particular view of clients’ progress and personality development.

**In the third section**, you will talk about the implications of this theoretical approach in working with clients in your field (e.g., clients with disabilities, youth population).

I understand that you may have more than one theoretical orientation. However, in order to have the space to fully develop your thoughts within a few pages, I encourage you to choose **Only** **One** and provide detailed work.

Grading guidelines:

1. Your writing product should include the required three sections listed above.

2. This paper requires APA format (e.g., 12 font size, Times New Roman font, double spaced with 1 margin on each side and including a cover page).

3. The pages will range from **4-5** pages (excluding a cover page).

# 6. Theoretical Case Conceptualization Paper (20 points):

Each student will be randomly assigned a fictional case at the beginning of the semester. You will write a case conceptualization paper based on what you learned about each of the selected theories during the semester. This paper will help you to apply your understanding of counseling theories as well as the developed theoretical orientations to counseling practice.

*Writing guidelines:*

This paper will include **four** sections:

In the **first** section, you will use one paragraph to provide a very brief overview of the chosen theory.

In the **second** section, you must explain why did you choose this theory? For example:

* Why did you think it was more suitable than others (e.g., fit your theoretical orientation?)
* Why does this theory work best for your client?

Support your reasons why or why not you used your identified theoretical orientation.

In the **third** section, you will analyze the case by:

* Detailing your overall feelings about working with him/her
* Explaining your understanding of the client’s presenting concerns and your goals of working with him/her as viewed through the lens of the prescribed theory

In the **last** section, you will use your selected theory as a guide to compile your own list of theoretically consistent treatment plans and intervention strategies that may contribute to counseling outcomes for this client based on your assessment. **Please be as specific and creative as you can!** Your ability to select and apply appropriate theoretical approaches for case conceptualization will be expected.

*Grading guidelines:*

1. Your writing product should include the required four sections listed above.

2. This paper requires APA format (e.g., 12 font size, Times New Roman font, double spaced with 1 margin on each side and including a cover page and a reference page).

3. The pages will range from 4-6 pages (excluding a cover page).

# 7. Weekly Participation

Students are expected to participate in-person and in the virtual classroom as assigned. It is recognized that some students will be more talkative than others, but evidence of engagement, willingness to participate, and respectful behavior must be demonstrated to receive full points for the day. In the event of an excused absence (see Attendance section), students will be given the opportunity to make up the missed points if a) the student notifies the instructor of the absence per university guidelines and b) submits the make-up assignment before the next class period following the missed class period (exceptions may be made in the case of a prolonged absence). Students absent for non-university approved reasons will receive 0 points for that day.

# Class Policy Statements:

**Attendance:** Students may miss up to one class without penalty. Additional absences will result in loss of participation points. Students will be held responsible for any content covered in the event of an absence. Students are expected to be on time for class.

**Excused absences:** Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, or religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

**Accommodations Statement:** Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations. Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.

**Assignments:** All assignments must be typed and prepared in a professional manner (i.e., neat, correct grammar, spelling), following APA Style 7th ed. guidelines. It is very important that students submit work on time, or they will find it very difficult to catch up. Assignments are due on the date noted in the syllabus. If you are concerned about your ability to complete quality work as described in the schedule, contact me as soon as possible to discuss how to support your learning in our course and/or make arrangements for an extension. Extension requests must be made at least 24 hours prior to the assignment due date. When assignments are turned in late, without an excused absence or approved extension, scores for the assignment(s) will be reduced by 10% per day, with no assignments accepted more than 1 week past the due date.

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title found in the *Student Policy e-Handbook* will apply to university courses.) All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Faculty Communication and Feedback**: At the beginning of each course, make sure that you understand the instructor’s preferred mode of communication and any specific communication protocol. One of the best ways to be effective as a student is to understand the instructor’s expectations and operate within those boundaries. Students should give the instructor **48 hours** to get back to them on any communication and **one week** for grading turnaround time on major assignments. **The instructor reserves the right to alter these feedback parameters due to contingencies such as holidays, course progress, campus emergencies, weather, holidays, professional activities, etc., with notice provided.** If students have concerns about communication or feedback, they should always go to the professor first. Students should explain their concerns as clearly as possible without judgment or emotion. Effective communication is an important skill, and every interaction in their program is an opportunity to develop this skill.

**Your Auburn University email address is the university-approved form of communication between instructors and students.** Follow the steps in [the video linked here](https://community.canvaslms.com/videos/1072) to set your notifications preferences and specify that all course alerts are routed to your Auburn University email address (userid@auburn.edu). You can contact [Auburn University's OIT Help Desk](http://www.auburn.edu/oit/helpdesk/) for assistance forwarding mail sent to your Auburn email address to a different email address that you regularly check. Additionally, it is your responsibility to read course announcements sent by your instructor. These are posted in Canvas, and you can configure your notification preferences to receive an email each time a new announcement is posted.

**This course will be supported by Auburn University’s Canvas platform**. The syllabus, class assignments, occasional lectures, test grades, final grades, and important announcements will be posted to the Canvas site for this course. Check the Canvas site for this course frequently.

**Course contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials. Should the University suspend normal operations, please check e-mail for class communications and notices.

**Student Academic Grievance Policy:** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.”

**Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Professional Behavior:** As students prepare to work within professional counseling settings, it is expected that you demonstrate the appropriate professional behaviors that are discussed in program handbooks, policies, and professional standards.

* Demonstrate appropriate professional behavior in the classroom, including appropriate use of technology
* Demonstrate respect for peers and faculty
* Demonstrate responsible behavior related to attending class, completing assignments, and participating in your educational training

**Policy Related to the Use of AI for Classroom Assignments:**

The Counselor Education Programs (CED) has a comprehensive policy on the use of Artificial Intelligence (AI). As the acceptable use of AI varies, please consult your instructor on how AI can be used within specific courses and/or clinical settings. Please understand that violations of this policy can be considered a form of plagiarism. Please see the CED Programs Handbook for the full AI policy.

**Policy Related to the Use of Zoom for Class Meetings:**

* Zoom participation requires you to keep your video on and your microphone muted when you are not speaking.
	+ If you have a need for technology to support your participation in this class or do not have a space conducive for participating - SERC provides private individual counseling spaces (Counseling Lab) that you can reserve and use for class sessions.
	+ Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.
	+ Please limit all distractions such as your phone or attending to other work on your computer. It is often very apparent that a student is distracted and that impacts the class environment for everyone.
	+ Students can turn off their cameras briefly if needed (e.g., break). These pauses should be *short*. Having students on camera provides a higher level of engagement for all participants.
	+ If you have questions during class, you can raise your hand (in real time or via Zoom).
	+ Please know that sometimes it is challenging to be teaching and attending to students and reading messages in Chat, especially if I am also sharing content. If I don’t respond to a comment or discussion in Chat, please let me know.
* Although you may be participating from your domicile, our Zoom meetings are professional interactions.
	+ You should dress and behave as you would in a normal F2F classroom.
	+ Please minimize distractions in the background as much as possible.
	+ Participating in spaces that are not conducive to zoom attendance (e.g., public spaces, vehicles) should be discussed with the instructor prior to the class session and should only be used when there are no other alternatives.
* Recording Sessions: Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:
	+ Instructors can record sessions and will notify students when the class session is being recorded (e.g., teaching demonstrations, making the session available to other students, speakers)
		- Confidential content (e.g., supervision sessions) will be retained following appropriate ethical and legal practices as well as CED policies (e.g., password protected BOX folders).
		- Students can request that the recording be stopped if they wish to discuss a topic that they do not want recorded. *In areas such as supervision this may not be possible*.
	+ You should participate in spaces that allow for these discussions and do not have others present in the room while you are using it for class or supervision.
	+ As per University policies, I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic.
	+ If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class so we can discuss if accommodations are possible.

**Counselor Education Diversity, Equity, and Inclusion Statement (CACREP 2024 Standard 1.N.6):** A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic, clinical practice and professional development engagement.

These principles are in alignment with our professional, ethical, and accreditation standards including: Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

**Justification for Graduate Credit:** This course includes advanced content on Clinical Rehabilitation Counseling. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2024) specific to *Entry-level Specialty Areas – Clinical Rehabilitation Counseling (Section 5.D. Clinical Rehabilitation Counseling)*. All academic content approved by CACREP is for advanced Master’s and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning objectives specified in this syllabus.

**Syllabus Disclaimer:**

The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes, I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas messages, emails, and all assignment due dates will be updated.

# Conceptualizing Change Paper – Grading Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | Excellent | Proficient | Developing | Needs Improvement | Points |
| Factors That Create and Facilitate Change (30 pts) | 28–30 pts: Thorough, insightful description of multiple internal and external factors; deep understanding; clear explanation of importance for long-term change. | 25–27 pts: Adequate coverage; mostly clear explanation with minor gaps. | 22–24 pts: Limited coverage; some important factors missing or underdeveloped. | 0–21 pts: Minimal or inaccurate discussion; lacks clarity or connection to change. | \_\_\_\_ / 30 |
| Barriers to Change (30 pts) | 28–30 pts: Clearly identifies and analyzes major internal and external barriers; strong explanation of significance. | 25–27 pts: Identifies most key barriers; explanation adequate but may lack depth. | 22–24 pts: Few or vague barriers; limited clarity or detail. | 0–21 pts: Missing, superficial, or inaccurate. | \_\_\_\_ / 30 |
| Counselor’s Role in Change Process (30 pts) | 28–30 pts: Rich, nuanced description of counselor’s role; effectively connects to facilitating change. | 25–27 pts: Adequate description; some connections but not fully developed. | 22–24 pts: Limited or vague description; weak link to change. | 0–21 pts: Missing, incomplete, or inaccurate. | \_\_\_\_ / 30 |
| Organization & Clarity (5 pts) | 5 pts: Excellent organization, logical flow, clear writing, smooth transitions. | 4 pts: Well-organized with minor lapses in clarity. | 3 pts: Some organizational issues; occasional unclear writing. | 0–2 pts: Disorganized and unclear. | \_\_\_\_ / 5 |
| APA Format & Mechanics (5 pts) | 5 pts: Fully adheres to APA style; error-free grammar, punctuation, and spelling. | 4 pts: Minor APA or grammar errors. | 3 pts: Multiple APA or grammar errors that distract. | 0–2 pts: Frequent errors significantly hinder readability. | \_\_\_\_ / 5 |
| Total |  |  |  |  | \_\_\_\_ / 100 |

# Group Presentation on the Application of a Theory – Grading Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | Excellent | Proficient | Developing | Needs Improvement | Points |
| Rationale for Intervention (25 pts) | 23–25 pts: Provides a clear and well-supported rationale for using the intervention; demonstrates deep understanding of the theory and its benefits for the client. | 20–22 pts: Adequate rationale with clear connection to theory; mostly supported with examples. | 18–19 pts: Limited rationale; connection to theory somewhat unclear. | 0–17 pts: Minimal or unclear rationale; weak or missing connection to theory. | \_\_\_\_ / 25 |
| Step-by-Step Instructions (15 pts) | 14–15 pts: Provides clear, detailed, and easy-to-follow instructions; covers all necessary steps accurately. | 12–13 pts: Instructions mostly clear and complete; minor omissions or lack of detail. | 10–11 pts: Instructions somewhat unclear or missing key steps. | 0–9 pts: Instructions unclear, incomplete, or inaccurate. | \_\_\_\_ / 15 |
| Role-Play or Video Demonstration (25 pts) | 23–25 pts: Realistic demonstration; clearly illustrates the intervention with key points highlighted. | 20–22 pts: Effective demonstration; covers most important elements. | 18–19 pts: Demonstration somewhat unclear or missing important parts. | 0–17 pts: Demonstration unclear, incomplete, or off-topic. | \_\_\_\_ / 25 |
| Multicultural & Population Considerations (25 pts) | 23–25 pts: Thoroughly addresses multiple populations with deep insight; integrates cultural competence throughout. | 20–22 pts: Addresses most relevant populations with adequate insight. | 18–19 pts: Mentions some populations but lacks depth or breadth. | 0–17 pts: Few or no populations addressed; lacks cultural consideration. | \_\_\_\_ / 25 |
| Presentation Delivery & Engagement (10 pts) | 9–10 pts: Excellent time management; strong teamwork. | 8 pts: Clear and organized presentation; good collaboration. | 7 pts: Uneven teamwork or delivery. | 0–6 pts: Disorganized or disengaged; poor teamwork. | \_\_\_\_ / 10 |
| Total |  |  |  |  | \_\_\_\_ / 100 |

# Grading Rubric: Theoretical Orientation Paper

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Category | Points Possible | Excellent | Good | Fair | Needs Improvement |
| Section I: Summary of Chosen Theory | 30 | 28–30: Clear, accurate, and thorough explanation; deep understanding; strong rationale. | 23–27: Generally accurate; rationale present but lacks depth. | 17–22: Basic summary; limited justification; unclear concepts. | 0–16: Inaccurate or missing summary; no rationale. |
| Section II: Key Beliefs | 30 | 28–30: Multiple key beliefs; strong explanation of alignment with worldview and client development. | 23–27: Key beliefs identified; some explanation but lacks depth. | 17–22: Limited beliefs; minimal explanation of alignment. | 0–16: Few/no beliefs; unclear or missing explanation. |
| Section III: Implications for Practice | 30 | 28–30: Thorough discussion; clear, relevant, and realistic examples. | 23–27: Implications discussed; examples general or less developed. | 17–22: Minimal discussion; vague or limited examples. | 0–16: No clear implications; missing or irrelevant examples. |
| Formatting and APA Style | 10 | 9–10: Consistent APA format; correct cover page, citations, references; length met. | 7–8: Mostly follows APA; minor errors; length met. | 5–6: Some APA issues; length slightly off. | 0–4: Major APA errors; missing cover page/references; length not met. |

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| Total Points Earned | / 100 |

**Case Conceptualization Rubric**

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|  | **Full Credit** | **Partial Credit** | **Minimal Credit** |
| **Overview of theory (15 points):**Minimum of 1 paragraph providing a breakdown of key concepts of the chosen theory and core techniques | **(15)**Theory overview provides a clear explanation of key concepts and techniques central to the theory to include understanding of human nature, change process, and outcomes | **(10-14)**Some aspects of concepts are vague or ill-defined.1-2 key elements of the approach are missing or presented without clear understanding | **(5-10)**Multiple elements of the theory are missing or not provided with clear understanding  |
| **Appropriateness of theory to client (25 points):**Explanation of why the chosen theory is appropriate for the client and their presenting concerns, including personal, environment, systemic, and cultural factors present | **(25)**Theory of choice is clearly tied to specific needs and presentation of client. Specific elements/key concepts are directly linked to client needs or presentation to include personal, environmental, systemic, and cultural elements of the case | **(11-25)**Links between theoretical choice and client presentation are ill-defined or not tangentially related. Key concepts and elements of presentation are loosely addressed or missing | **(0-11)**Multiple elements are missing or not directly related to theory. Appropriateness is not demonstrated through linking of client presentation or case elements, and/or presenting concern is not addressed |
| **Theoretical goals and personal reflection (25 points):**Provision of personal reaction to working with this client (possible countertransference and values challenges), application of theoretical lens to the client’s presenting concerns and how they have developed | **(25)**Personal reaction (concerns, challenges, countertransference, values, etc.) are clearly identified with insight as to how it may impact the work from the clinician’s side. Goals of treatment are clearly linked to theory of choice and articulated with an understanding of why the goals are appropriate | **(11-25)**Personal reaction is vague or addressed with minimal consideration for the clinician’s part of the process. Goals of treatment are loosely linked to theoretical concepts and/or intentionality behind identified goals is not grounded in a theoretical connection to client presentation | **(0-11)**Personal reaction is minimally addressed or missing. Goals are not congruent with or linked to theoretical understanding of client presentation and needs |
| **Treatment approach and focus (25 points):**Identification of techniques and treatment planning grounded in a theoretical understanding of client presentation with appropriate integration based on client needs, presentation, and strengths | **(25)**All techniques and elements of the treatment process are clearly identified and linked to theoretical intentionality. Integrated techniques and intentional with clearly defined purpose and identification of how they are appropriate to the process and needs of the client | **(11-25)**Some techniques and elements of the treatment process are identified, but loosely connected or lacking in explanation of intentionality. Integrated techniques do not demonstrate clear intentionality or purpose based on client needs or presentation | **(0-11)**Intentionality of techniques and integration are missing or vaguely defined. Purpose based on client needs or presentation is vague or absent |
| **APA formatting and writing clarity (10 points):**Adherence to APA 7 formatting guidelines (citations, title page, reference page, etc.) | **(10)**All APA elements are presents with 1-2 errors | **(4-10)**3-4 formatting errors | **(0-4)**Multiple formatting errors and missing components |
| **Overall** |  |  |  |