



MICHAEL D. EISNER
COLLEGE OF EDUCATION

Department of Educational Psychology and Counseling

Course Syllabus
EPC 655: Counseling Theories
Monday 4-6:45pm – Fall 2024

Welcome to EPC 655! I am looking forward to working with you this semester in class, as we undertake this process of learning about the various counseling theories for our profession. The goals for my teaching are to foster flexibility, experiential learning, application, inclusiveness, diversity, personal and professional growth. I believe that learning occurs when students are passionate, engaged, and involved with all learning activities in a collaborative learning environment in the classroom.

Faculty:
Office:
Phone:
Email:
Student Hours:

Note: I will respond to email communication within 48 hours Monday through Friday; if you have emailed after 5pm on Friday, I will respond to you the following Monday.

Course Description

Counseling theories and treatment planning, including psychodynamic, humanistic-existential, cognitive-behavioral, feminist, and solution-focused theories, including an examination of the evidence-base and history of the counseling profession. Emphasis is placed on applications with diverse populations in community, school, and college settings.

This course studies theories that have been primarily developed by White males, so it is important for us as practitioners to explore these theories using a critical race lens to understand how we can best service our clients of color through counseling practice. Additionally, we will model inclusive practices in this course. Lastly, feel free to drop in for student hours if you are challenged by any content or if you just want to check in.

Units: 3

Prerequisite: Admission to a CSUN Master's Degree Program in Counseling

Recommended Co-requisite: EPC 659A

College of Education Conceptual Framework

Michael D. Eisner College of Education

Regionally focused and nationally recognized, the Michael D. Eisner College of Education is committed to ***Excellence and Innovation***. Excellence in the acquisition of professional knowledge, skills, and dispositions is evidenced by the growth and renewal of ethical and caring professionals – faculty, staff, candidates – and those they serve. Innovation occurs through collaborative partnerships that represent

communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework:

- | | |
|---|----------------------------------|
| • Excellence in professional and academic preparation | Collaborative partnerships |
| • Evidence of growth and renewal | Communities of diverse learners |
| • Ethical and caring professionals | Creative and reflective thinking |
-

Instructional Philosophy

The Counseling programs at CSUN are designed based on learning-centered, outcome-based educational principles as described below:

Learning-Centered Education

- A cross-disciplinary, constructivist pedagogical model, learning-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge rather than mastery of content.
- In this approach, learning is the focus of curriculum design. Student learning is measured to determine whether students are meaningfully engaging the material. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it.
- Clearly defined learning objectives and criteria are used to facilitate student learning and democratized the student-teacher relationship.

Outcome-Based Education

- Closely related to learning-centered, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives.
- Rather than simply following the textbook chapter by chapter, the learning objectives drive the curriculum.

The learning objectives and outcome measures for this program have been derived from three distinct sources:

1. The California Commission on Teacher Credentialing (CTC) standards for School Counseling.
2. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirements for the specialization in School Counseling.
3. The Student Learning Objectives developed by department faculty.

How this course meets all of these requirements is outlined below.

CTC School Counseling Performance Expectations (SCPE) Covered in the Class

SCPE 1: Foundations of School Counseling Professional Standards	
SCPE 1.3	Understand and evaluate core counseling theories that work within schools, such as but not limited to: Adlerian Theory, Choice Theory, Cognitive Behavioral Therapy (CBT), Family Systems, Mindfulness-Based Stress Reduction (MBSR), Motivational Interviewing, Person- Centered Counseling, Rational Emotive Behavior Therapy (REBT), and Solution-Focused Brief Counseling (SFBC).

SCPE 2: Professionalism, Ethics, and Legal Mandates	
SCPE 2.1	Develop and apply an ethical decision-making process.
SCPE 2.5	Understand the responsibility of maintaining confidentiality of student records, ethical considerations regarding counseling relationships, limits pertaining to maintaining confidentiality, and the legal responsibilities within school counseling.
SCPE 2.6	Articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations.

CACREP Standards Covered in this Class

The Core CACREP standards covered in this class (in full or partially) include:

PROFESSIONAL COUNSELING IDENTITY	
1. Professional Counseling Orientation and Ethical Practice	a. History and philosophy of the counseling profession and its specialty areas
	b. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation
	l. self-care strategies appropriate to the counselor role
2. Social and Cultural Diversity	c. Multicultural counseling competencies
	e. The effects of power and privilege for counselors and clients
	f. Help-seeking behaviors of diverse clients
5. Counseling and Helping Relationships	a. Theories of models of counseling
	b. A systems approach to conceptualizing clients
	c. Theories, models, and strategies for understanding and practicing consultation
	f. Counselor characteristics and behaviors that influence the counseling process
	g. Essential interviewing, counseling, and case conceptualization skills
	h. Developmentally relevant counseling treatment or intervention plans
5. Counseling and Helping Relationships	i. Development of measurable outcomes for clients
	j. Evidence-based counseling strategies and techniques for prevention and intervention
	n. processes for aiding students in developing a personal model of counseling

SPECIALTY STANDARDS		
School Counseling - Foundations	1a.	History and development of school counseling
School Counseling – Contextual Dimensions	2g.	Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
	2n.	Legal and ethical considerations specific to school counseling
School Counseling – Practice	3f.	Techniques of personal/social counseling in school settings;
	3h.	Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
College Counseling and Student Affairs – Foundations	1a.	History and development of college counseling
College Counseling and Student Affairs – Contextual Dimensions	1c.	Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders in college settings
College Counseling and Student Affairs – Contextual Dimensions	2o.	Legal and ethical considerations specific to college counseling
College Counseling and Student Affairs – Practice	3b.	Interventions related to a broad range of mental health issues for individuals in higher education settings

Specific Course Learning Objectives

The learning activities in this course will enable students successfully completing the class to do the following:

- Describe the philosophical and practical distinctions between schools of counseling, such as psychodynamic, humanistic-existential, cognitive-behavioral, systemic, and postmodern.
 - To be measured on the Midterm and Final Exam.
- Demonstrate knowledge of a wide range of counseling theories, practices, and techniques and familiarity with their evidence base.
 - To be measured on the Case Conceptualization Presentation.
 - To be measured on the Theory (Case Study) Paper.
 - To be measured on the Midterm and Final Exam.
- Apply a variety of counseling theories to conceptualize client concerns and appropriate treatments in a variety of counseling settings, including clinical, school, university, and career.
 - To be measured on the Case Conceptualization Presentation.
 - To be measured on the Theory (Case Study) Paper.
- Develop theory-specific treatment plans with goals and interventions for client concerns.

- a. To be measured on the Case Conceptualization Presentation.
 - b. To be measured on the Theory (Case Study) Paper.
- 5. To understand the history of counseling and the helping professions.
 - a. To be measured on the Case Conceptualization Presentation.
 - b. To be measured on the Midterm and Final Exam.

The theoretical frameworks reviewed in this class will be returned to throughout your training program including in your practicum and fieldwork, as well as in your professional work in the field of counseling. Therefore, it is essential for students to gain a solid foundation in terms of theory, as these are the building blocks of our profession.

Signature Assignment

Each course in the program has a signature assignment that is consistent across sections and designed to ensure that all students demonstrate competency in core knowledge and skills. These assignments are graded using a scoring rubric and are used to measure student learning outcomes in the program and to provide faculty with information about the effectiveness of the curriculum.

The signature assignment for this course is the *Theory-based conceptualization and treatment plan assignment*

Instructional Format

This graduate seminar course will include lecture, experiential activities, films/case vignette videos, and in-class dialogue/discussion. The course may also include online components on Canvas (<http://canvas.csun.edu>); use your CSUN user ID and password to log on.

Policies and Resources

Non-Discrimination

California State University does not discriminate on the basis of age, genetic information, marital status, medical condition, nationality, race or ethnicity (including color and ancestry), religion (or religious creed), and veteran or military status—as these terms are defined in CSU Executive Order 1097—in its programs and activities, including admission and access. For additional information related to campus non-discrimination and complaint policies, please visit this website: [CSUN Non-Discrimination and Complaint Policies](#)

Attendance

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is required. ***In cases of absence, any scheduled assignments are due to me at the beginning of class unless other arrangements have been made prior to that time.*** If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You may also follow up with me for clarification or to discuss any significant content that was missed during your absence. You are responsible for and may be tested on all lecture materials presented in class that are not covered in your readings.

Due Dates and Times

Due dates and times are typically non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity or extreme circumstance.

Assignments are due on the identified date at the beginning of class (4pm) and must be submitted via Canvas. There will be no rewrites of assignments; therefore, it is necessary that you submit your best work. **Note:** Emailed assignments will not be accepted as there are often issues with opening documents and/or the formatting is incorrect.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of the course be completed prior to the unforeseen grave circumstance(s) at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the University's Incomplete Request Form ([Incomplete Request](#)).

Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the professor during the ***first two weeks of class***, so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

Professionalism

As a student in a professional training program, you are expected to consistently demonstrate professional behavior, and as your professor, I will hold myself accountable to these same expectations. Just as I have responsibility for the success for the class and the creation of a learning community, students bear this same responsibility through active and respectful engagement with their peers and the instructor.

This includes but is not limited to:

- Being on time to class with assignments complete.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared for in-class discussions.
- Managing paperwork effectively.
- Managing technology effectively (the university provides extensive computer, printing and internet support; please use it in times of technical emergency).
- Attending to class discussions/lectures and using technology (Laptops/iPads/etc.) for class purposes only.
 - **Note:** It can be very tempting to check email, instant message, play games, etc. during class when using technology at your desk. Should you ***appear*** to be disengaged from class discussions, lectures, or small/large group activities, points will be deducted from your overall participation and professionalism grade.
- Please – No texting, use of Twitter, Skype, or emailing during class. It is very distracting to others.
- Managing personal information (own and others') appropriately.
- Seeking assistance related to assignments in advance of due dates.
- Engaging in email communication with students and faculty appropriately and professionally (e.g., proper email etiquette, using appropriate language, etc.).
- Please ensure you have turned off your cell phone in class or placed it on silent.
- Student Identified Class norms:
 - Breaks are needed

- Keep an open mind
- One mic (do not talk over others)
- Water & coffee are okay
- Effective October 3, 2022: eating is okay; limit very loud and fragrant foods (e.g., tuna/eggs)

Zoom specific norms:

- To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking
- Be mindful of background noise
- Limit distractions
- Avoid multi-tasking
- Check private messages in the chat before you send them
- Close Facebook, Twitter, messaging applications, etc. before screen sharing (if applicable)

Students who have difficulty in one or more of the professionalism areas may have their participation grade lowered, and in severe cases may be referred to the department Student Affairs Committee for further review.

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA), and need course materials in alternative formats, notify the professor **within the first two weeks of class**. Students interested in accommodations should contact the University's office for students with disabilities (Disability Resources and Educational Services, 818/677-2684); only this office can recommend and arrange for accommodations. No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate any special needs.

Policy on ChatGPT and AI

- (*Adapted from Boston University and George Washington University*)
 - Student exploration and research is connected to how we learn, and this part of the process is critical to your development as a counselor. Assignments in this class are meant for students to engage in the process of completion, think critically, understand the process of conducting research of evidence-based practices and research. Reflections, presentations, and research papers serve a purpose in your professional development, and how we approach problems and find solutions is a necessary part of this development. Therefore, the use of ChatGPT (or other similar tools or software that generate suggested text) is allowed on a limited basis in this class.

Here are approved uses of AI in this course. You can take advantage of a generative AI to:

- Fine tune your research questions by using this tool <https://labs.packback.co/question/>. Enter a draft research question. The tool can help you find related, open-ended questions.
- Brainstorm and fine tune your ideas; use AI to draft an outline to clarify your thoughts.
- Check grammar, rigor, and style; help you find an expression.

You will be asked to adhere to the following when using ChatGPT or similar tools:

- Give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations.

- When using AI tools on assignments, add an appendix showing (a) the entire exchange, highlighting the most relevant sections; (b) a description of precisely which AI tools were used (e.g., ChatGPT private subscription version or DALL-E free version), (c) an explanation of how the AI tools were used (e.g., to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of conceptual territory, illustrations of key concepts, etc.); (d) an account of why AI tools were used (e.g., to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.).
- Not use AI tools during in-class examinations, or assignments, unless explicitly permitted and instructed.
- Employ AI detection tools and originality checks prior to submission, ensuring that their submitted work is not mistakenly flagged.
- Use AI tools wisely and intelligently, aiming to deepen understanding of subject matter and to support learning.
- Violations of this policy could result in failure of the assignment or failure of the course and a notation on your transcript.

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense*. See the University Catalog for further information. Additionally, students should refer to the Ethics Codes of the American Counseling Association (ACA), American College Personnel Association (ACPA), and the American School Counselor Association (ASCA) for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism and self-plagiarism, students can refer to the *APA Publication Manual, 7th edition*. Additionally, students must submit original work. Any papers or assigned writing must be original work and cannot be taken from previous papers submitted for other courses. If you are found submitting a paper in this manner, you will receive a 0 on the assignment and your participation and professionalism grade will be lowered by up to 7.5 points. Any student caught cheating will be referred to the department Student Affairs Committee.

Useful Resources on Campus

CSUN's Computer Support

[CSUN Helpdesk](#)

The IT division is responsible for the delivery of effective, secure, reliable technology infrastructure and technology services that enable, promote, and support students, faculty, and staff to achieve their goals. IT is committed to offer leadership and support in the advancement of technology, working in a collaborative partnership with CSUN's schools, colleges, and administrative divisions.

Request for Incomplete Grade

[Incomplete Grade - Request Form](#)

There are certain criteria that must be met prior to requesting an incomplete grade. Please review this information through the link above.

Disabilities Resources and Educational Services

[DRES](#)

Disability Resources and Educational Services (DRES) is guided by the belief that each individual has strengths, abilities and talents. Through student service, training and education programs, DRES furthers

the vision of an inclusive society that supports the attainment of academic, professional and personal goals for persons of all abilities. If you are a student, please take a look at [Student Services](#) to learn more about DRES.

Writing Center

[Learning Resource Center \(LRC\)](#)

Since 1973, the mission of the LRC is to enable students to improve their academic performance through a variety of learning programs including workshops, one on one and group tutoring, and supplemental instruction classes.

The Pride Center

[CSUN Pride Center](#)

The Pride Center supports lesbian, gay, bisexual, transgender, queer, questioning, intersex and asexual (LGBTQIA+) students, faculty and staff through programming and educational outreach to improve the campus climate for LGBTQIA+ individuals as well as advocate for the respect and safety of all members of the campus community.

Pride Center Values: Advocacy, Communication, Empowerment, Fun, Inclusivity, Intersectionality, Learning, Social Justice

Veterans Resource Center

[VRC](#)

The mission of the VRC is to assist CSUN students as they transition from military service to academic success. The VRC promotes the academic, personal and professional development of student veterans, reservists, members of the National Guard and their dependents through supportive services, resources and community building events.

DREAM Center

[USU DREAM Center](#)

The DREAM Center of the University Student Union at CSUN is a welcoming resource center that provides resources and services to undocumented students, mixed status families, staff, faculty, allies and future undocumented students while fostering a more inclusive campus community. DREAM stands for Dreamers, Resources, Empowerment, Advocacy and Mentorship. You can meet with staff by appointment or just walk into their space at the USU.

We provide resources and services to help empower students so that they can become advocates during their educational trajectory.

We increase knowledge of the ever-changing political climate which affect students in their personal and professional lives.

We believe students thrive and undergo a transformation when they feel supported and empowered in their autonomies to confidently pursue their aspirations and goals.

Research and Library Assistance

[Research and Library Assistance](#)

You can request assistance with research and find answers to general library related questions through this link.

CSUN Student Conduct Policies

[Student Conduct Policies](#)

For information about CSUN's student conduct policies, visit the link above.

University Counseling Services

[UCS](#)

24/7 crisis/urgent care services are available for students at (818) 677-2366 (Option 3). In addition, the [urgent care page](#) of our website provides many other crisis services, including the 24/7 suicide prevention hotline (800-273-TALK/8255) and the 24/7 Crisis Text Line – text "START" to 741-741. UCS' website also has some helpful resources in our [Videos and Blogs](#) section that includes a variety of videos (including several in Spanish) and 7 different Mindfulness Exercises. They also have a new section called [Resources](#) that has a variety of Wellness Resources, Mental Health & Wellness Apps, and Hotlines and Community Resources.

Matadors Forward (COVID-19 Health, Safety, and Well-being Resources)

[Matadors Forward](#)

For information related to COVID-19, please visit the link above.

[YOU@CSUN](#)

You at CSUN is a comprehensive online well-being platform intended to enhance student mental health, physical wellness, happiness, and academic success, and to connect students to information, campus resources, peers, and opportunities. It looks at students holistically and is intended to provide students access to a wealth of content and campus resources across 3 domains:

- Succeed: academics, career path, learning style, and leadership
- Thrive: personal well-being including physical and mental health
- Matter: purpose, community, and social connections

Watch the 1-minute [video](#) to see what YOU offers students.

If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>).

Required Readings/Books for this Section

Corey, G. (2024). *Theory and practice of counseling and psychotherapy* (11th ed.). Belmont, CA: Brooks/Cole.

Corey, C. (2024). *Student manual for theory and practice of counseling and psychotherapy* (11th ed.). Belmont, CA: Brooks/Cole

Students may choose to use a previous edition, however, be advised that there may be at times significant variation between different editions. Students will be responsible for information included in the latest edition, as this is what will be covered in class.

Required Journal Articles

Adelman, H. S., & Taylor, L. (2006). Mental Health in Schools and Public Health. *Public Health Reports*, 121(3), 294–298. <https://doi.org/10.1177/003335490612100312>

Baskin, Thomas W, & Slaten, Christopher D. (2014). Contextual school counseling approach: Linking contextual psychotherapy with the school environment. *The Counseling Psychologist*, 42(1), 73-96. doi: 10.1177/0011000012473664

- Gibbons, S., Trette-McLean, T., Crandall, A., Bingham, J. L., Garn, C. L. & Cox, J. C. (2019). Undergraduate students survey their peers on mental health: Perspectives and strategies for improving college counseling center outreach. *Journal of American College Health*, 67, 580-591. doi: 10.1080/07448481.2018.1499652
- McCarthy, T. (2014). Great aspirations: The postwar american college counseling center. *History of Psychology*, 17, 1-18. doi:10.1037/a0035671
- Menzano, S., Goodwin, A., Rockett, G., & Morris, K. (2011). Practical, ethical, and legal considerations regarding videocounseling in college and university counseling centers: A response to quarto's "influencing college students' perceptions of videocounseling". *Journal of College Student Psychotherapy*, 25(4), 326-333. doi:10.1080/87568225.2011.605695
- Mullen, Patrick R, Lambie, Glenn W, Griffith, Catherine, & Sherrell, Renee. (2015). School counselors' general self-efficacy, ethical and legal self-efficacy, and ethical and legal knowledge. *Ethics & Behavior*, 26(5), 415-430. doi: 10.1080/10508422.2015.1033627

Additional reading on school mental health for P-12 can be found at this link: <http://smhp.psych.ucla.edu>

Other readings distributed in class or posted on Canvas (typically in article format).

Recommended Reference Texts

American Psychiatric Association. (2022). *Diagnostic and statistical manual for mental disorders text revision (DSM-5-TR)*. Washington D.C.: Author.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: APA.

Overview of Course Activities & Assignments

1. **Case Conceptualization and Treatment Plan** 15% of grade (CACREP Core Std. 5a, 5b, 5g, 5h, 5i, 5j; Specialty Std. 3f) (**SCPE 1.3., 2.1, 2.5**)

Students will be divided into 4 groups. Each group will create a case scenario and formulate an assessment (case conceptualization) and treatment plan based on the assigned theory for the group identified issue from the case scenario created. Each group will present their conceptualization and treatment plan to the class. All submissions will be through Canvas.

- The assessment/treatment plan should address any issue the group has identified for the assigned theory.
- Issue should include focus on diversity related factors and implications for working with someone from a diverse background using the chosen theoretical framework.
- The format of the assessment (case conceptualization) portion will vary significantly from theory to theory; essentially the case will be assessed/conceptualized using key concepts from the assigned theory (e.g., defense mechanisms for psychodynamic, baseline functioning for behavioral, etc.).
- Treatment plans must include early, middle, and late phase goals with interventions for each.
- Each group will submit the full case conceptualization and T_x plan for group identified issue with diversity related factors and implications from the second bullet above.
- Each group will create a simple handout of the assessment and treatment plan for the class.

Extension Policy: Due to the tight scheduling, presentations cannot be rescheduled.

2. **Theory Paper 25% of grade (CACREP Core Std. 5b, 5c, 5g, 5h, 5i, 5j; School Counseling 2g, 3f; College Counseling 1c, 3b) (SCPE 1.3, 2.1, 2.5)**

Students will develop an **8-10-page** paper examining the application of *two theories* of their choice.

Instructions are as follows:

- A. **Select Theories:** Students will choose one theory from group A and one from group B
 - a. *Group A:* Psychodynamic, Adlerian, Humanistic, Existential, Gestalt, Narrative, MCT
 - b. *Group B:* Behavioral, Cognitive Behavioral, Reality, Systemic, Solution-Focused, Person-Centered
- B. **Vignettes:** Students will either use a vignette that was created for the case conceptualization and treatment plan assignment or create their own vignette to write this paper. (If choosing to use a vignette that was created for the conceptualization and treatment plan assignment, students must choose a different theoretical framework from which to work with the vignette.) Each vignette will include some form of risk factors, characteristics, and/or warning signs of risk for mental illness and/or behavioral disorders along with an identified issue(s), however, you may be required to find the presenting issue in the information present.
- C. **Case Conceptualization:** Begin with one vignette and then assess that situation using a theory from Group A. You should use the language and concepts from that theory to conceptualize the problem situation; avoid generalized language or language from other theories. Identify diversity factors to consider in the conceptualization, as well as any legal/ethical considerations that should be addressed. Approximately two (2) pages double-spaced.
- D. **Proposed Treatment Plan:** Develop a treatment plan describing the following: (a) initial, working, and closing phase therapeutic tasks, (b) client goals, (c) interventions described by the theory you chose (1-2 per goal with measurable outcomes included), and (d) diversity-related variables that should be considered. Lastly, identify any differences in how you might approach this presenting issue in a school environment. Approximately two (2) pages double-spaced in outline format.
- E. Complete the same procedure (vignette, assessment, treatment plan) for the theory in Group B.

Citations: Students will need to cite **5 original academic sources** for each theory (may be academic articles or books—online webpages cannot count towards this total).

Hint: Make sure you choose a theory that is a good fit for treating the presenting problem you identify. You will find certain problems lend themselves to certain theories.

Extension Policy: There is no extension available for this assignment.

Formatting Instructions

All assignments must be typed in accordance with the current edition of the *APA Publication Manual* (available in the bookstore). Additionally, students should use the following guidelines:

- The papers must be double spaced in 12-point Times New Roman or similar font. Use 1-inch margins on all sides; this is to ensure that everyone has a similar understanding of “one page.”
- Students are encouraged to use *headers* to structure their papers. Please use the format for two levels of headers (APA 7th ed.); bolding may be added to level one and italics are required for level 2 headings.

- Papers must be stapled; no binders or plastic covers will be accepted. Please note, the cover page and Reference page(s) are *not* included when counting paper length.
- Use full APA coversheet format; no additional information should be added (e.g., class number, professor name, etc.)

All writing submitted to the professor should be a final draft, free of spelling, grammatical, stylistic, and typographical errors. Students are encouraged to allow ample time for writing, keeping in mind the frequency of computer glitches. *They Say/I Say* by Graff and Birkenstein (text may be ordered through Amazon.com or Barnes & Noble [BN.com]) is an excellent resource for academic writing. Students who would like extra assistance may contact the professor for additional university and program resources.

3. **Personal Model of Counseling 15% of grade (CACREP School Counseling Specialty Std. 5n; College Counseling Specialty Std. 1c, 3b) (SCPE 2.6)**

As we review the various theories of counseling, students will develop their personal model of counseling. The beginning work of developing a personal model of counseling will begin with the student's theory choice, and this will be reviewed in chapter 1 of the textbook. The personal model of counseling will continue to develop as students progress through the class. **For this assignment, students will draft a 5-7-page paper OR submit a video recording (7-10 minutes in length) where the following is addressed: 1) their worldview and way of understanding the world, including their cultural identity; 2) views of human development; 3) views of the counselor as a person; 4) views of your potential client's world; and 5) views on the process of psychotherapy and counseling and ways of intervening.**

Citations: Students can choose whether or not to include citations in this paper. If citations are included, they must be cited appropriately in-text and in a references page.

Extension Policy: There is no extension available for this assignment.

Formatting Instructions for Papers

All assignments must be typed in accordance with the current edition of the *APA Publication Manual* (available in the bookstore). Additionally, students should use the following guidelines:

- The papers must be double spaced in 12-point Times New Roman or similar font. Use 1-inch margins on all sides; this is to ensure that everyone has a similar understanding of "one page."
- Students are encouraged to use *headers* to structure their papers. Please use the format for two levels of headers (APA 7th ed.); bolding may be added to level one and italics are required for level 2 headings.
- Papers must be stapled; no binders or plastic covers will be accepted. Please note, the cover page and Reference page(s) are *not* included when counting paper length.
- Use full APA coversheet format; no additional information should be added (e.g., class number, professor name, etc.)

Formatting Instructions for Videos

All videos are expected to be of professional quality, e.g., not recorded while lying in your bed or in a busy coffee shop where there is considerable background noise. Students should be appropriately dressed (just as they would be if presenting to a group at their field site).

- Videos should be 7-10 minutes in length.
- Students should be visible in the video.
- Students are required to respond to all 5 areas of the assignment prompt through the video.
- Students will submit a reference page in APA format to the Canvas portal for the assignment.

All writing submitted to the professor should be a final draft, free of spelling, grammatical, stylistic, and typographical errors. Students are encouraged to allow ample time for writing, keeping in mind the frequency of computer glitches. *They Say/I Say* by Graff and Birkenstein (text may be ordered through Amazon.com or Barnes & Noble [BN.com]) is an excellent resource for academic writing. Students who would like extra assistance may contact the professor for additional university and program resources.

4. In-class Examinations (midterm & final) 30% of grade (CACREP Core Std. 1a, 1b, 1e, 1f, 5a, 5c, 5g; Specialty Std. 1a, 2g, 2n) (SCPE 1.3, 2.1, 2.5)

This experience may be beneficial to you in the future, especially if you are interested in pursuing licensure at some point. If you are interested in pursuing licensure you will need to take a multiple-choice examination to be licensed in addition to another licensing examination, so this is good practice. The exam will be relatively brief (40 questions each [Midterm & Final]) yet comprehensive.

Extension Policy: No extensions are available for this assignment.

5. Participation and Professional Engagement 15% of grade

Participation: This portion of the grade covers professionalism—professional conduct and attitude—which reflects an understanding of professional ethics codes, such as those set forth by ACA, ACPA, and ASCA, as well as the quality of student participation in classroom exercises and discussion. Lastly, any pop quizzes, quick writes, and/or response requests will count toward this grade. ***Note:*** Pop quizzes; quick writes, and response requests will occur in the first 20 minutes of class and cannot be made up if missed. See rubric on p. 18 re: grading for participation and professionalism.

Evaluation

Students will be evaluated on their understanding of the material presented and on the quality of their participation. The final course grade will be determined by the following:

Course Activity	Value
Case Conceptualization and Treatment Plan	15%
Theory Paper	25%
Midterm	15%
Personal Model of Counseling	15%
Final Exam	15%
Participation & Professionalism*	15%
Total	100%

*Participation may count for up to 100% of grade for serious conduct issues (e.g., failing to adhere to ACA & ASCA Code of Ethics, department and university student Codes of Conduct, etc.)

Grading System

A 100-point grading scale will be used for the final grade; please note that a grade of A is the highest final grade that one can receive for the course, but a grade of A+ is granted for exceptional work in the class. ***Note:*** No grade will be rounded up or down.

Points	Grade
97+	A+
93-96	A

90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
72-77	C
70-71	C-
60-69	D
Below 60	F

University Policy on GPA Requirements for Graduate Programs (from the University Catalogue)

Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average. No grade below a “C” can be counted in the formal program. Any grade of “C-” or below in the formal program must be repeated after an approved course repeat form has been filed. If the student does not receive a “C” or better on the 2nd attempt, the student will be disqualified from the program. A maximum of 6 units in the formal program may be repeated at the graduate level. The repeat grade will appear on the transcript. Departments may have higher standards that take precedence over the University policy.

I encourage students to make me aware of any blind spots you see in my grading/teaching.

Tentative Schedule of Course Activities

WEEK	TOPICS	READINGS	ASSIGNMENTS DUE
WEEK 1 (8/28)	Overview of syllabus Course Overview; Counseling theories overview; Where do you stand? Introduction to Stan's case	None	
WEEK 2 (9/4)	LABOR DAY NO CLASS		
WEEK 3 (9/11)	The Multicultural & Ethical Counselor; Case Conceptualization; Tx Planning	- Corey (2024): Chap. 1 & 2 - Ethical issues in counseling; Introduction to Tx Planning - McCarthy, T. (2014). Great aspirations: The postwar American college counseling center. (Canvas) - Adelman & Taylor (2006): Mental health in schools & public health (Canvas) (SCPE 2.1, 2.6)	
WEEK 4 (9/18)	Informed Consent Session; Psychoanalytic (psychodynamic) Theory	- Corey (2024): Chapter 3 & 4 - Gibbons et al. (2019). Undergraduate students survey their peers on mental health: Perspectives and strategies for	

		improving college counseling center outreach (Canvas) (SCPE 2.1, 2.5)	
WEEK 5 (9/25)	Adlerian Theory	- Corey (2024): Chapter 5 - Menzano et al. (2011). Practical, ethical, and legal considerations regarding videocounseling in college and university counseling centers (Canvas) - Mullens et al. (2016): School counselors' general self-efficacy (Canvas) (SCPE 1.3)	
WEEK 6 (10/2)	The Existential-Humanistic Tradition: The Phenomenological Foundations of Change	- Corey (2024): Chapter 6 - Baskin & Slaten (2014): Contextual school counseling approach: Linking contextual psychotherapy with the school environment (Canvas) (SCPE 1.3)	
WEEK 7 (10/9)	Person-centered Therapy (PCT) and the Self-directed Model	Corey (2024): Chapter 7 (SCPE 1.3)	
WEEK 8 (10/16)	Midterm	- Midterm will consist of 40 questions, multiple choice - Information from Weeks 1-7.	
WEEK 9 (10/23)	Gestalt Theory and the Parts of the Whole	Corey (2024): Chapter 8 (SCPE 1.3)	Student case conceptualization and treatment plan presentations
WEEK 10 (10/30)	Behavior Therapy & Cognitive Behavior Therapy	Corey (2024): Chapter 9 & 10 (SCPE 1.3)	Student case conceptualization and treatment plan presentations
WEEK 11 (11/6)	Choice/Reality Therapy & Why it is Important	Corey (2024): Chapter 11 (SCPE 1.3)	Student case conceptualization and treatment plan presentation
WEEK 12 (11/13)	Return to the MSJCC; Femenist Therapy	Corey (2024): Chapter 12 (SCPE 1.3)	Student case conceptualization and treatment plan presentations
WEEK 13 (11/20)	<i>No Class – Focus on Remaining Assignments</i>		
WEEK 14 (11/27)	Systems and Family Counseling and Therapy:	Corey (2024): Chapter 14 (SCPE 1.3)	Personal Counseling Theory Paper or Video

	The Holistic Approach to Change		
WEEK 15 (12/4)	Postmodern theories: Solution-focused and Narrative approaches	• See articles in Canvas in SFBT Folder (week 14 module) (SCPE 1.3)	
WEEK 16 (12/11)	Toward an Integrated Counseling and Psychotherapy & Course Wrap-up	• Corey (2024): Chapter 15 • Quiz	Theory paper
FINALS WEEK (12/18)	Final exam 12/18: 5:30-7:30pm	• Final will consist of 40 questions, multiple choice. ◦ Information from Weeks 9-15.	

**The professor reserves the right to modify the above course schedule to meet course goals when needed.*

Participation & Professional Engagement Rubric

	Excellent	Adequate	Fair	Poor
Attendance You are not graded on attendance; however, it is important that you attend classes for reasons outlined in the syllabus	Attends all classes, arrives on time and stays for the entire class	Misses one full class; or arrives late to class twice; and/or leaves early twice	Misses two full classes; or arrives to class late three or more times; and/or leaves early three or more times	Misses more than two full classes without communication with professor re: extenuating circumstance
Professionalism	Meeting all areas listed on pg. 5 (6)	Meeting at least 8 areas listed on pg. 5 (4)	Meeting at least 7 areas listed on pg. 5 (2)	Meets 6 or fewer areas listed on pg. 5 (1)
Class and small group participation	Regularly asks/answers questions and/or makes observations that are indicative of reflective practices and critical analysis; discussion is appropriate to the topic, lecture, discussion, and/or assigned readings. Participates in all quick writes, pop quizzes, and/or response requests. (4)	Occasionally asks/answers questions and/or makes observations that are somewhat indicative of reflective practices and some critical analysis; discussion is appropriate to the topic, lecture, discussion, and/or assigned readings. Participates in all but 1 quick write, pop quiz, and/or response request. (3)	Rarely asks/answers questions or makes comments; some familiarity with topic, lecture, or assigned readings. Missing two quick writes, pop quizzes, response requests, or a combination of two. (2)	Never asks/answers questions or makes comments that indicate any familiarity with the topic, lecture, or assigned readings. Misses all quick writes, pop quizzes, and response requests, or more than 3 combined. (0) Pro

Student Participation Reflection Space Students are asked to write their own open and honest reflections based on their view of their participation and professionalism in class, considering the areas included on the prior page and below. How did you engage, what do you believe could have been better or different, how might you enhance your classroom participation? Students are asked to offer a score related to their view of their participation throughout the semester. (5 points)	
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Total points possible: 15

Professionalism:

As a student in a professional training program, you are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class with assignments complete.
- Engaging in respectful interactions with all students and faculty. Consider our in-class activity connected to what respect means and what it looks like that we discussed as a group.
- Proactive engagement in the learning process.
- Being organized and prepared for in-class discussions.
- Managing paperwork effectively.
- Managing technology effectively (the university provides extensive computer, printing and internet support; please use it in times of technical emergency).
- Attending to class discussions/lectures and using technology (Laptops/iPads/etc.) for class purposes only.
 - **Note:** It can be very tempting to check email, instant message, play games, etc. during class when using technology. Should you *appear* to be disengaged from class discussions, lectures, or small/large group activities, points may be deducted from your overall participation and professionalism grade.
- Please – do not text, use Twitter, Instagram, Facebook, other social media platforms, or email during class. It is very distracting to others.
- Managing personal information (own and others') appropriately.

- Seeking assistance related to assignments in advance of due dates.
- Engaging in email communication with students and faculty appropriately and professionally (e.g., proper email etiquette, using appropriate language, etc.).
- Please ensure you have turned off your cell phone in class or placed it on silent; I will do the same.
- Class identified norms:
 - _____

Zoom specific norms:

- To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be mindful of background noise.
- Limit distractions.
- Avoid multi-tasking.
- Check private messages in the chat before you send them.
- Close Facebook, Twitter, messaging applications, etc. before screen sharing (if applicable).
- For class, camera should be on. (Please connect w/professor if issues occur.)

*Students who have difficulty in one or more of these areas may have their participation grade lowered and in severe cases may be referred to the department Student Affairs Committee for further review.

Total points possible: 15

Note: I will track your attendance, however, attendance will not be calculated as part of the participation and professionalism grade.

655 Case Conceptualization & T_x Plan Scoring Rubric

Name(s): _____ Date: _____

Total: _____

	5	4	3	2	1	0	Score
Assessment	Highly sophisticated assessment of client; demonstrates sophisticated understanding of theoretical terms and can directly apply to specifics of case.	Outstanding assessment of client; demonstrates excellent understanding of theoretical terms and can directly apply to specifics of case.	Demonstrates clear understanding of key theoretical terms and able to apply directly to case.	Good understanding of basic theoretical concepts and able to apply generally to case client. Less detail and/or specifics than B+. May have minor misunderstandings.	General understanding of theoretical concepts and able to apply generally to case client. Less detail and/or specifics than B. May have minor misunderstandings.	Some problems in understanding theoretical concepts and/or not directly applied to case.	
T_x Plan	Highly sophisticated tx plan; demonstrates sophisticated understanding of theoretical terms and applies directly to specifics of case. Goals clearly target assessed problems; interventions are theory-specific and tailored to client. Goes beyond generic plan in text.	Outstanding tx plan; demonstrates excellent understanding of theoretical terms and applies directly to specifics of case. Goals clearly target assessed problems; interventions are theory-specific and tailored to client. Goes beyond generic plan in text.	Great tx plan; demonstrates excellent understanding of theoretical terms and applies directly to specifics of case. Goals target assessed problems; interventions are theory-specific and tailored to client.	Good tx plan; demonstrates understanding of theoretical terms and applies to specifics of case. Goals generally target assessed problems; interventions are applied to client. May have some confusion with goals and interventions.	Good basic tx plan; demonstrates understanding of basic theoretical terms and applies generally to case. Goals generally target assessed problems; interventions fit with goals. May have some confusion with goals and interventions and/or misunderstanding of theory.	Plan not entirely consistent with theory and/or goals too general; not applied directly to case.	
Handouts	Uploads handout for class members (2.5 points)					No handout uploaded	

Total: _____

Theory Paper Rubric

Name: _____

Date: _____

	5	4	3	2	1	Score
Theory & Case Conceptualization (7.5)	Theory clearly identified with a theory from group A and B listed; demonstrates sophisticated understanding of theoretical terms and can directly apply to specifics of case. Uses theory specific language to conceptualize the case.	Theory clearly identified with a theory from group A and B listed; demonstrates excellent understanding of theoretical terms and can directly apply to specifics of case. Uses theory specific language for most aspects of the case conceptualization.	Theory identified with a theory from group A and B chosen, but somewhat vague; demonstrates basic understanding of key theoretical terms and able to apply to case. Less detail.	Theory identified, uses two theories from group A or two theories from group B; somewhat vague; good understanding of basic theoretical concepts and able to apply generally to client. Limited detail. May have minor misunderstandings. Uses generalized language or language from other theories to conceptualize the case.	Theory poorly identified; general understanding of theoretical concepts and able to apply generally to client. Very limited detail. May have minor misunderstandings. Uses generalized language and language from other theories in case conceptualization.	
Tx Plans (7.5)	Highly sophisticated tx plan; demonstrates sophisticated understanding of theoretical terms and applies directly to specifics of case. Goals clearly target assessed problems; interventions are theory-specific and tailored to client. Goes beyond generic plan in text.	Outstanding tx plan; demonstrates excellent understanding of theoretical terms and applies directly to specifics of case. Goals clearly target assessed problems; interventions are theory-specific and tailored to client. Goes beyond generic plan in text.	Solid tx plan; demonstrates solid understanding of theoretical terms and applies directly to specifics of case. Goals target assessed problems; interventions are theory-specific and address client.	Good tx plan; demonstrates understanding of theoretical terms and applies to specifics of case. Goals generally target assessed problems; interventions are applied to client. May have some confusion with goals and interventions.	Good basic tx plan; demonstrates understanding of basic theoretical terms and applies generally to case. Goals generally target assessed problems; interventions fit with goals. May have some confusion with goals and interventions and/or misunderstanding of theory.	
Writing Style and APA Format	Outstanding job with APA format (coversheet; running head; headings; in text cites; references). Formatted according to syllabus; writing style is clear and engaging. No grammatical or style errors.	Excellent job with APA format (coversheet; running head; headings; in text cites; references). Formatted according to syllabus; writing style clear and engaging. Few and minor grammatical or style errors.	Good job with APA format (coversheet; running head; headings; in text cites; references). Formatted according to syllabus; writing style clear. Some grammatical and/or style errors.	Attends to majority of APA formatting (coversheet; running head; headings; in text cites; references). Writing style conveys basic information. Some grammatical and/or style errors.	Attends to some APA formatting (coversheet; running head; headings; in text cites; references). Writing style conveys basic information. Grammatical and/or style errors.	
Citations (2.5)	Uses 5 academic citations for theory A and 5 academic citations for theory B.	Uses 4 academic citations for theory A and/or B.	Uses 3 academic citations for theory A and/or B.	Uses 2 academic citations for theory group A and/or B.	Uses only one citation for either theory group A or B.	
Page Length (2.5)	Paper is 8-10 pages in length, not counting title or reference pages.	Paper is 7 pages in length or 11 pages in length, not counting title or reference pages.	Paper is 6 pages in length or 12 pages in length, not counting title or reference pages.	Paper is 5 pages in length or 13 pages in length, not counting title or reference pages.	Paper is fewer than 5 pages in length or greater than 13 pages in length, not counting title or reference pages.	

Total: _____

EPC 655 INDEX for CTC Standards

Pages on which CTC Standards are Introduced in **yellow**, Practiced in **blue**, Assessed in **green**

SCPE	Introduced	Practiced	Assessed
1.3	16, 17	11, 14	12
2.1	15, 16	11, 14	12
2.5	16	11, 14	12
2.6	15	13	