

COUN 5273 – Theories and Techniques of Counseling
Midwestern State University
Gordon T. & Ellen West College of Education
Semester Credits: 3

Instructor/Contact Information:

Name: **R. Patrice Dunn, Ph.D., LPC-S**

E-mail: patrice.dunn@msutexas.edu

Office Phone: 972-410-0142

Office: Room 113 (Flower Mound)

Office Hours: ***Mondays 11:00 pm – 1:00 pm; Tuesdays 11:00-1:00 pm, and Wednesdays 3:00 pm-4:00 pm (by appointment)***

In this Syllabi you will find:

- Content areas
- Knowledge and skills outcomes
- Methods of instruction
- Required text or reading
- Student performance evaluation criteria and procedures
- A disability accommodation policy and procedure statement

Instructor Response Policy

During the week I will respond within 12-24 hours. I will not be available on the holidays and typically will not respond on the weekend. As a professional, I seek work-life balance and encourage you to do the same. Please plan to ask your questions before the weekend.

***The MSU Clinical Mental Health and School Counseling programs require at least a B average. C's are unacceptable, and more than 2 C's will put you in danger of being removed from the program. Please consult the Student Handbook for more information.**

COVID-19:

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

COURSE DESCRIPTION

Overview of theoretical approaches to counseling and psychotherapy, including fundamental concepts, assessment, client and counselor roles, cultural relevance, and intervention strategies/techniques. Includes role-playing practice of fundamental counseling response skills.

Prerequisites:

Admission to the counseling program or permission of the counseling program coordinator.

COURSE RATIONALE

A thoughtful, consistent theoretical orientation is a fundamental component of effective counseling. This course allows students to explore a variety of established theoretical orientations and examine them for personal congruence and applicability for client populations.

REQUIRED TEXTBOOK

Corey, G. (2024). *Theory and Practice of Counseling and Psychotherapy 11th ed.* Boston, MA. Cengage.

COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: CACREP Standards

Upon successful completion of this course, students will learn:

CACREP Common Core Area Standards Addressed in this Course:

- *Section 2: 1.k. strategies for personal and professional self-evaluation and implications for practice KPI
- Section 2: 2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- Section 2: 2.e. the effects of power and privilege for counselors and clients
- Section 2: 2.g. the impact of spiritual beliefs on clients' and counselors' worldviews
- Section 2: 2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
- Section 2: 3.c. theories of normal and abnormal personality development
- *Section 2: 5.a. theories and models of counseling KPI
- Section 2: 5.b. a systems approach to conceptualizing clients
- Section 2: 5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- Section 2: 5.f. counselor characteristics and behaviors that influence the counseling process
- Section 2: 5.g. essential interviewing, counseling, and case conceptualization skills
- *Section 2: 5.j. evidence-based counseling strategies and techniques for prevention and intervention KPI
- Section 2: 5.n. processes for aiding students in developing a personal model of counseling
- Section 2: 8.b. identification of evidence-based counseling practices

- Section 5C: 1.a. history and development of clinical mental health counseling
- *Section 5C: 1.b. theories and models related to clinical mental health counseling KPI
- Section 5C: 1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- Section 5C: 2.j. cultural factors relevant to clinical mental health counseling
- Section 5C: 3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues

Learning Objectives

1. Articulate concepts from the major counseling theories and models.
2. Understand ethical and culturally relevant strategies for counseling relationships.
3. Understand and demonstrate counselor characteristics that influence helping processes.
4. Demonstrate essential interviewing, counseling, and case conceptualization skills.
5. Describe and demonstrate developmentally relevant counseling treatment and intervention plans.
6. Articulate evidence-based counseling strategies.
7. Develop a personal theoretical orientation.

COURSE EXPECTATIONS

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association's Code of Ethics (2014). The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](#) for details related to these guidelines.

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

Online Etiquette:

It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association Code of Ethics (2014), and treat all members of the class with respect.

Inclusivity:

It is my intent to present material and activities that are respectful. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of inclusivity in this course are encouraged and appreciated.

Confidentiality:

Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

Academic Dishonesty:

Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.
- Usage of Artificial Intelligence (AI) software, this does not include editing tools of Word or Grammarly i.e., spell check or rewriting suggestions for clarity.

Statement of Disability:

Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes.

If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

Attendance:

You will be required to post at least three academic paragraphs in each week's discussion board. You are also required to reply to at least one other student's discussion board post. This is seen as your weekly attendance in class. Failing to post, reply, or both each week results in loss of points and would be the same as if you did not attend class that week. Most academic paragraphs have at least five sentences.

Voluntary Zoom Session:

This course does not require a mandatory Zoom class however I will have voluntary sessions. These sessions are designed to allow students to ask questions and gain clarity with the course content or assignments. Thursdays 5pm-6pm. (9/7, 9/21, 10/5, 10/19,11/2, 11/16, 11/30, 12/7)

The Zoom link is in the communication tab in D2L. I will log on and wait 15 minutes. If no one shows up within the first 15 minutes I will end the call. If you are planning to arrive after the 15-minute start, please let me know in advance.

Late Work:

All papers and assignments must be turned in the day they are due. ***No exceptions.** If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered ***10%**. Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable number of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
Week 1 August 28 -September 3	<ul style="list-style-type: none"> • Syllabus Review, you may work ahead. • Chapters one – three pages 1-56 	<ul style="list-style-type: none"> • Do Discussion Board Post and Comment • Read Chapters 1-3 pages 1-56
Week 2 September 4-10 Labor Day Monday September 4th, 2023	<ul style="list-style-type: none"> • Chapters one – three pages 1-56 	<ul style="list-style-type: none"> • Do Discussion Board Post, and Comment • Read Chapters 1-3 pages 1-56
Week 3 September 11-17	<ul style="list-style-type: none"> • Chapters four – five pages 57-128 	<ul style="list-style-type: none"> • Read Chapters 4-5 pages 57-128 • Do Discussion Board Post, and Comment
Week 4 September 18-24	<ul style="list-style-type: none"> • Chapters four – five pages 57-128 	<ul style="list-style-type: none"> • Read Chapters 4-5 pages 57-128 • Do Discussion Board Post and Comment

Class Dates	Class Topics	Assignments/Reading
Week 5 September 25 – Oct. 1	<ul style="list-style-type: none"> • Chapters six – seven pages 129-196 • Turn in Theoretical Orientation Paper Appendix B to D2L and Tk 20 Link 	<ul style="list-style-type: none"> • Do Discussion Board Post, and Comment • Read Chapters 6-7 pages 129-196 • Turn in Theoretical Orientation Paper Appendix B to D2L and Tk 20 Link
Week 6 October 2-8	<ul style="list-style-type: none"> • Chapters six – seven pages 129-196 	<ul style="list-style-type: none"> • Read Chapters 6-7 pages 129-196 • Do Discussion Board Post, and Comment
Week 7 October 9-15	<ul style="list-style-type: none"> • Chapters eight – nine pages 197-268 	<ul style="list-style-type: none"> • Do Discussion Board Post, and Comment • Read Chapters 8-9 pages 197-268
Week 8 October 16-22	<ul style="list-style-type: none"> • Chapters eight – nine pages 197-268 	<ul style="list-style-type: none"> • Do Discussion Board Post, and Comment • Read Chapters 8-9 pages 197-268
Week 9 October 23-29	<ul style="list-style-type: none"> • Chapter 10 pages 269-310 	<ul style="list-style-type: none"> • Do Discussion Board Post, and Comment • Read Chapter 10 pages 269-310
Week 10 October 30-Nov. 5	<ul style="list-style-type: none"> • Turn in Theoretical Video Presentation Appendix C to D2L and Tk 20 Link • Chapter 10 pages 269-310 	<ul style="list-style-type: none"> • Do Discussion Board Post, and Comment • Read Chapter 10 pages 269-310 • Turn in Theoretical Video Presentation Appendix C to D2L and Tk 20 Link
Week 11 November 6-12	<ul style="list-style-type: none"> • Chapters 11-15 pages 311-460 	<ul style="list-style-type: none"> • Do Discussion Board Post, and Comment • Read Chapters 11-15 pages 311-460

Class Dates	Class Topics	Assignments/Reading
Week 12 November 13-19	<ul style="list-style-type: none"> • Chapters 11-15 pages 311-460 	<ul style="list-style-type: none"> • Do Discussion Board Post, and Comment • Read Chapters 11-15 pages 311-460 • Turn in Reflection Paper Appendix F to D2L
Week 13 November 20-26 Thanksgiving Break	<ul style="list-style-type: none"> • Review Readings 	<ul style="list-style-type: none"> • Do Discussion Board Post, and Comment • Review Readings
Week 14 November 27-Dec. 3		<ul style="list-style-type: none"> • Do Discussion Board Post, and Comment
Week 15 December 4-10	Complete Final Exam Appendix E	<ul style="list-style-type: none"> • Do Discussion Board Post, and Comment • Complete Final Exam Appendix E
Week 16 December 11-15 Last day of class 9/15	<ul style="list-style-type: none"> • Review Readings 	<ul style="list-style-type: none"> • Review Readings

EVALUATION AND ASSIGNMENTS

****ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L (UNLESS IT'S A KPI/TK 20 ASSIGNMENT WHEN IT NEEDS TO BE TURNED INTO D2L AND TK 20 LINK) AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.**

Online Assignments and Comments: (16 pts.)

Students are required to answer questions or complete assignments regularly related to the weekly reading. Almost every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person's thread. ***The assignments and weekly comments are due by Fridays at 11:59 pm at the end of the week, aside from the last week.** Follow directions to get full points each week. Late work will not be accepted (See Appendix A) ***2.1k, 2.2d, 2.2e, 2.2g, 2.2h, 2.3c, *2.5a, 2.5b, 2.5d, 2.5f, 2.5g, *2.5j, 2.5n, 2.8b, 5C.1a, *5C.1b, 5C.1c, 5C.2j, and 5C.3b.**

Theoretical Orientation Paper: (16 pts.)

Students will write a paper, including a cover page and reference page, on a counseling theory of your choice. An abstract is not needed for this paper. Students will explain why you chose the theory, the

theorist, theoretical tenets, techniques, applications, criticisms, and personal reflection of the theory. Students will address how their theory interacts with normal and abnormal personality development. Students will address how spiritual beliefs on the client's and counselor's worldviews may impact the counseling theory. Students will need to use at least seven (7) different sources on their reference page. Remember that if you cite it on your reference page, then it should have a correlating in-text citation. Please use template for assignment. Remember use APA 7 formatting, use appropriate grammar, and write academically. Academic paragraphs need at least five sentences in them. Remember to use resources and cite them correctly utilizing APA 7 formatting. Remember papers need to be in Times New Roman size 12 font. APA 7 specifies that there is only one space between sentences NOT two. ***Please turn in assignment to Tk20 link as well (See Appendix B). KPI *2.1k, 2.2g, 2.3c, *2.5a, *2.5j, *5C.1b, and 5C.3b.**

Theoretical Video Presentation: (16 pts.)

Students will choose a theory different from their Theoretical Orientation Paper. You will create a presentation via video recording. This recording should not exceed 15 minutes in length. ***Students must dress professionally and be seated in a professional manner. (i.e., sitting on your bed) Points can be deducted for lack of professionalism.** Students will use the PowerPoint template to create their presentation. ***Students must turn in their video with them going through the PowerPoint to both D2L and the tk20 link associated with the assignment. If the video is too large to go into D2L, the student will turn in the PowerPoint to D2L and Tk20 for grading/evaluation.** The presentation will focus on the following: theorist, theoretical tenets, techniques, application, and reflection. The theorist, theoretical tenets, techniques, and application portions will come from the book and the literature. Students will address how their theory interacts with normal and abnormal personality development. Students will address how spiritual beliefs on the client's and counselor's worldviews may impact the counseling theory. The reflection portion of the presentation includes your critical reflection on the usefulness of the theory, the pros, cons, and possible populations with which this theory may be best suited. A presentation of criticisms is also required. ***Please turn in assignment to Tk20 link as well (See Appendix C). KPI *2.1k, 2.2g, 2.3c, *2.5a, *2.5j, *5C.1b, and 5C.3b.**

Final Exam (40 pts.):

***Before you begin, please feel free to take 10-30 minutes utilizing mindfulness techniques to create a positive and safe space to take your exam. See examples on Appendix D.**

Students will take a 20-question exam worth 40 points (40%) of their grade. Students may take the exam twice; the highest grade will be kept (See Appendix D). **2.3c, *2.5a, 2.5b, 2.5d, 2.5f, *2.5j, 2.8b, and *5C.1b.**

Reflection Paper (12 pts.):

Students will write a final paper, due at the end of the semester. Students will be addressing cultural factors relevant to clinical mental health counseling. These factors include an introduction to the assignment, the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others and how it impacts counseling theories, the power and privilege assigned for counselors, and clients and how it impacts counseling theories, and how to identify and eliminate barriers, prejudices, and processes of intentional and unintentional oppression, discrimination when utilizing counseling theories, and a summary reflection. Students will write in an academic way with APA 7 formatting. Students are not required to use resources, however, they may if they wish. This paper is a

personal reflection on the above issues. A cover page is required in APA 7. There is no page number minimum as long as all topics are addressed in a well-thought-out manner (**See Appendix E. 2.2d, 2.2e, 2.2h, and 5C.2j.**

Assignment Breakdown

Assignment	Points
Online Assignments and Comments *D2L	16
Theoretical Orientation Paper *D2L and Tk20 Link	16
Theoretical Video Presentation *D2L and Tk20 Link	16
Exam *D2L	40
Reflection Paper *D2L	12
Total Points	100

Grade Classifications:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 or Below

DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on student review and retention please refer to the handbook.

Classroom Behaviors:

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

- Avoiding tardiness and late arrival to class.
- Being attentive and participative in class and online.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.

- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

STUDENT ETHICS AND OTHER POLICY INFORMATION

Ethics:

For further information about Midwestern State University's policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services).

Special Notice:

Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

Campus Carry:

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#). As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies. ***Please note, open carry of handguns, whether licensed or not, and the carrying of all other firearms, whether open or concealed, are prohibited on campus.**

Limited Right to Intellectual Property:

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

Midwestern State University Mission Statement:

MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university's undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

Midwestern State University Values:

- People-Centered – Engage others with respect, empathy, and joy.
- Community – Cultivate a diverse and inclusive campus environment.

- Integrity – Always do the right thing.
- Visionary – Adopt innovative ideas to pioneer new paths.
- Connections – Value relationships with broader communities.

Midwestern State University Counseling Program Objectives:

1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
2. Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies
3. Address student learning
4. Written so they can be evaluated

***Please refer to your Clinical Mental Health student handbook, and or your practicum and internship manual located within the D2L shell for review.**

Desire-to-Learn (D2L):

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Important Dates:

Last day for term schedule check date on [Academic Calendar](#).

Deadline to file for graduation check date on [Academic Calendar](#).

Last Day to drop with a grade of “W” check date on [Academic Calendar](#). Refer to: [Drops, Withdrawals & Void](#)

Online Computer Requirements:

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ****Your computer being down is not an excuse for missing a deadline!!***

There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule:

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy:

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Smoking/Tobacco Policy:

College policy strictly prohibits the use of tobacco products in any building on campus. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy:

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process:

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

RESOURCES

American Counseling Association. (2014). *2014 ACA Code of Ethics*. Retrieved from

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed. TR)*. Author.

American Psychological Association. (2020). *2020 APA Publication Manual*. Retrieved from

<https://apastyle.apa.org/products/publication-manual-7th-edition-spiral>

Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016 CACREP Standards*. Retrieved from <https://www.cacrep.org/for-programs/2016-cacrep-standards/>

United States National Library of Medicine, & National Institutes of Health. (n.d.). *National Center for Biotechnology Information*. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/>

APPENDENCIES

Appendix A

Online Assignments and Comments (16 pts.) Complete on D2L.

CACREP Standards:

***2.1k, 2.2d, 2.2e, 2.2g, 2.2h, 2.3c, *2.5a, 2.5b, 2.5d, 2.5f, 2.5g, *2.5j, 2.5n, 2.8b, 5C.1a, *5C.1b, 5C.1c, 5C.2j, and 5C.3b.**

Students will receive participation points each week that go into their final grade.

Rubric of Online Assignments and Comments (Possible 16 Pts.)

Each week, 1-16, is worth 1 point for a total of 16 points.

Appendix B

Theoretical Orientation Paper (16 pts.)

***Please turn in assignment to D2L and TK20 link.**

CACREP Standards:

KPI *2.1k, 2.2g, 2.3c, *2.5a, *2.5j, *5C.1b, and 5C.3b.

***Please feel free to use paper template for this assignment.**

Remember to use APA 7 formatting, use appropriate grammar, and write academically. Academic paragraphs need between five to seven sentences. Remember to use resources and cite them correctly utilizing APA 7 formatting. Remember papers need to be in Times New Roman size 12 font. APA 7 specifies that there is only one space between sentences NOT two.

APA 7 Cover page

Introduction the Assignment

- What is the assignment?

- Why did you choose this theory?

Introduction to the Theory

- What theory did you choose?
- How long has this theory been around?
- Briefly mention who the main theorists are for this theory.

Theorists

- Go into more detail about the theorists that you mentioned in the above paragraph.
- History of the Theorists
- Background and Life of the Theorists

Theoretical Tenets of Theory

- What are the main principles on which this theory was based? Each principle can be its own paragraph as long as it has between five to seven sentences in it.

Techniques of Theory

- What are the counseling techniques that are utilized within this theory? Each counseling technique can be its own paragraph as long as it has between five to seven sentences in it.

Application of Theory

- What population would benefit from using this theory?
- What diagnoses would benefit from using this theory?
- What settings (clinical, inpatient, outpatient, etc.) would benefit from using this theory?
- Are there any populations, diagnoses, or settings that would NOT benefit from using this theory?

Criticism of Theory

- What are the negatives or drawbacks of this theory?
- What have been the criticism from evidenced based practices for this theory?
- What are common criticisms from clinicians about this theory?

Personal Reflection of Theory

- What interests you about this theory?
- What do you believe to be this theories' strengths?
- What do you believe to be this theories' weaknesses?
- Would you utilize this theory moving forward in your career?
- If yes, in what way, what settings, and what population might you utilize this theory moving forward in your career?

APA 7 Reference Page

Please see the **Theoretical Orientation Paper Rubric (Possible of 16 pts.)** below.

<i>Criterion</i>	<i>Improvement Needed</i> (1)	<i>Developing</i> (2)	<i>Proficient</i> (3)	<i>Accomplished</i> (4)
FACULTY USE ONLY =	Parts are missing or incomplete and/or quality is poor	All parts are complete but quality needs improvement	All parts are complete and quality is acceptable	All parts are complete and quality is exceptional
Theory and theorist are accurately and adequately described	Only one or two tenets are present, information is inaccurate.	The basic information related to the theory and the theorist are present but needs more information.	Theory is adequately described with relevant resources supporting the explanation.	Theory is exceptionally described and creatively presented.
Theoretical tenets of the theory and application of theory is presented clearly.	Only a few tenets of the theory are presented or tenets are not applied accurately.	Tenets of theory are presented but more information is needed, or it is not applied.	Tenets of theory and application are thoroughly presented.	Tenets of theory and application are exceptionally and creatively presented.
Criticism and personal reflection is provided on the theory	Student did not reflect or share relevant criticism of the theory	Student shared some research in the literature regarding criticism and reflected on the theory.	Relevant criticism of the theory was provided and student engaged in thorough reflection.	Novel ideas were presented regarding criticism of the theory that is not presented in existing literature.
APA style was used and grammar and writing style were appropriate.	Major APA errors were present. Grammar is not at a graduate level	Many APA errors were present, but grammar and sentence style were appropriate.	APA and grammar were present and there were some but not many errors.	Very minimal APA and grammar errors were present.

Appendix C

Theoretical Video Presentation: (16 pts.)

***Please turn in assignment to D2L and TK20 link.**

CACREP Standards:

KPI *2.1k, 2.2g, 2.3c, *2.5a, *2.5j, *5C.1b, and 5C.3b.

You may use the same outline for the Theoretical Orientation Paper, however, it needs to be in video format. Remember, please use the PowerPoint template, but in the video, your professor needs to see your face as you talk through your Paper point. This video should not extend past 15 minutes in length.

***Students must dress professionally and be seated in a professional manner. Do not be sitting on your bed in a hoodie. Points can be deducted for lack of professionalism.**

See grading rubric on the next page.

Please see the Theoretical Video Presentation Rubric (Possible of 16 pts.) below.

<i>Criterion</i>	<i>Improvement Needed</i> (1)	<i>Developing</i> (2)	<i>Proficient</i> (3)	<i>Accomplished</i> (4)
FACULTY USE ONLY =	Parts are missing or incomplete and/or quality is poor	All parts are complete but quality needs improvement	All parts are complete, and quality is acceptable	All parts are complete, and quality is exceptional
Theorist and Theoretical Tenets are Thoroughly explained	Theorist and Theoretical Tenets are not thoroughly explained, and parts are missing or quality is poor.	Theorist and Theoretical Tenets are minimally explained.	Theorist and Theoretical Tenets are Thoroughly explained with enough detail	Theorist and Theoretical Tenets are explained with exceptional detail and accuracy
Application of the theory, techniques and critical reflection of the theory is provided	Application of the theory, techniques and critical reflection of the theory is missing parts or quality is poor	Application of the theory, techniques and critical reflection of the theory is minimally provided	Application of the theory, techniques and critical reflection of the theory is thoroughly provided	Exceptional and creative application of the theory, techniques and critical reflection of the theory is provided
Credible references outside of the text are provided.	Credible references outside of the text are scarce, missing or cited inaccurately.	Credible references outside of the text are provided.	Credible and adequate references outside of the text are provided.	Credible, adequate and reflective references outside of the text are provided.
Creativity and critical thought were applied to the project	Minimal creativity and critical thought were applied to this project.	Creativity and critical thought were applied to the project	Exceptional Creativity and critical thought were applied to the project.	The profession was enhanced by a novel idea that could turn into a publishable model or idea in the field.

Appendix E

Final Exam (40 Pts.)
Complete on D2L.

CACREP Standards:
2.3c, *2.5a, 2.5b, 2.5d, 2.5f, *2.5j, 2.8b, and *5C.1b.

Final Exam (Possible 40 pts.)

Students will take a 20-question exam worth 40 points (40%) of their grade. Students may take the exam twice; the highest grade will be kept.

Breathing Exercises:

- Breath Focus
 - Bringing intentional attention to each breath.
- Deep Breathing
 - Inhale for 4 seconds, hold until 7, and exhale at 8.
- Diaphragmatic Breathing
 - Lie down, place one hand on your chest, and one below rib cage, focus on deep body breathing.
- Pursed Lip Breathing
 - Inhale slowly, pucker/purse lips, exhale slowly
- Resonant or Coherent Breathing
 - Inhale for 5 seconds, Exhale for 5 seconds

Grounding Techniques:

- Progressive Muscle Relaxation
- Counting backwards from 100 by 7
- Play categories
- Cool water on the skin
- Reframing

Appendix F

Reflection Paper (12 pts.)
Turn in to D2L.

CACREP Standards:
2.2d, 2.2e, 2.2h, and 5C.2j.

Grading Rubric for Reflection Paper (Possible 12 Pts.)

Criterion	Improvement Needed .5	Developing 1	Proficient 1.5	Accomplished 2
Introduction to the Assignment	Student did not address this section.	Student addressed briefly but did not address in the academic length requirements.	Student addressed the section but had errors in meeting the standards of the assignment.	Student addressed the section and met the standards of the assignment.
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others and how it impacts counseling theories.	Student did not address this section.	Student addressed briefly but did not address in the academic length requirements.	Student addressed the section but had errors in meeting the standards of the assignment.	Student addressed the section and met the standards of the assignment.
The power and privilege assigned for counselors, and clients and how it impacts counseling theories.	Student did not address this section.	Student addressed briefly but did not address in the academic length requirements.	Student addressed the section but had errors in meeting the standards of the assignment.	Student addressed the section and met the standards of the assignment.
How to identify and eliminate barriers, prejudices, and processes of intentional and unintentional oppression and discrimination when utilizing counseling theories.	Student did not address this section.	Student addressed briefly but did not address in the academic length requirements.	Student addressed the section but had errors in meeting the standards of the assignment.	Student addressed the section and met the standards of the assignment.
Summary and Reflection	Student did not address this section.	Student addressed briefly but did not address in the academic length requirements.	Student addressed the section but had errors in meeting the standards of the assignment.	Student addressed the section and met the standards of the assignment.
Quality of Writing including academic writing, appropriate grammar, APA 7 formatting, etc.	Student did not write their paper up to graduate academic writing standards. Student had major grammar and/or APA 7 errors.	Student had graduate level writing but had moderate grammar and/or APA 7 errors.	Student had graduate level writing but had minor grammar and/or APA 7 errors.	Student had graduate level writing, with little to no grammar and/or APA 7 errors.

I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.