



Course Syllabus: Theories & Techniques of Counseling

Gordon T. & Ellen West College of Education

COUN 5273 Section 11

Semester: Fall 2026, August 24 -December 4, 2026

Contact Information

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Office Hours: by appointment

Instructor Response Policy

I am committed to supporting you throughout this course and welcome your questions. I will respond to emails and course messages as soon as possible and will always do my best to provide timely assistance. Because thoughtful responses sometimes take time, I encourage you to reach out early—especially if your question relates to an upcoming assignment or deadline. Planning ahead helps ensure I can give your question the attention it deserves.

***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.**

Course Description

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

Prerequisites

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

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

Textbook & Instructional Materials

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

Supplemental Resources

Erford, B. T. (2020). *45 techniques every counselor should know.* Hoboken: Pearson Education.

Sometimes it's helpful to see the theory used in session. I've included a several videos that you may find useful.

Freud: Genius of the Modern World. (tubi, episode 3 on Youtube)

Adlerian therapy with Jon Carlson (Several clips on Youtube)

Irvin Yalom in Session: Luke ([Irvin Yalom](#))

Carl Rogers: Three Approaches to Psychotherapy
([Carl Rogers 3 approaches to psychotherapy](#))

Psychotherapy with the Unmotivated Patient ([Unmotivated patient](#))

Counseling and Psychotherapy theories in Context and Practice (Behavioral Therapy)
[Behavioral therapy](#)

Cognitive Counseling ([Cognitive counseling](#))

Reality Therapy for Addictions with Dr. Robert Wubbolding ([Reality therapy](#))

Counseling and Psychotherapy theories in Context and Practice [Feminist therapy](#)

Philosophical Foundations of Postmodern Therapies ([Post Modern](#))

Integrative Counseling with Jeffrey Kottler ([Integrative Counseling](#))

Attachment Theory-John Bowlby. ([Attachment Theory](#))

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 3.A.1. history and philosophy of the counseling profession and its specialized practice areas

***Section 3.A.11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice KPI**

Section 3.B.2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews

Section 3.B.5. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients

Section 3.B.6. the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness

Section 3.B.7. disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities

Section 3.B.8. principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship

Section 3.B.9. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Section 3.B.11. the role of religion and spirituality in clients' and counselors' psychological functioning

Section 3.C.4. theories of personality and psychological development

***Section 3.E.1. theories and models of counseling, including relevance to clients from diverse cultural backgrounds KPI**

Section 3.E.3. case conceptualization skills using a variety of models and approaches

Section 3.E.6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities

Section 3.E.7. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities

Section 3.E.8. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships

Section 3.E.9. interviewing, attending, and listening skills in the counseling process

Section 3.E.10. counseling strategies and techniques used to facilitate the client change process

***Section 3.E.15. evidence-based counseling strategies and techniques for prevention and intervention KPI**

Section 3.E.16. record-keeping and documentation skills

Section 3.E.21. processes for developing a personal model of counseling grounded in theory and research

Section 3.H.2. identification and evaluation of the evidence base for counseling theories, interventions, and practices

Section 5.C.5. techniques and interventions for prevention and treatment of a broad range of mental health issues

* = KPI

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.

Student Handbook

Refer to: Student Handbook

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.
Office of Student Conduct

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and

multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

Course Grade - List all graded assignments with their point value and or percentage of total grade. Letter Grade Scale indicate the overall points or % to letter grade scale for example 1270 to 1137 = A.

Table 1: Points allocated to each assignment

Assignment	Points
Online Assignments and Comments *D2L	135
Theoretical Orientation Paper *D2L and Tk20 Link	100
Theoretical Orientation Baseline Questions *D2L and Tk20 Link	100
Exam *D2L	40
Reflection Video *D2L	25
Total Points	300

Table 2: Total points for final grade.

Grade	Points
A	90-100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

Homework

****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: (135 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 Sunday 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**) *3.A.11, 3.B.2, 3.B.5, 3.B.11, 3.B.9, 3.C.4, *3.E.1, 3.E.3, 3.E.6, 3.E.8, 3.E.9, *3.E.15, 3.E.21, 3.H.2, 5C.1a, , and 5.C.5

Theoretical Orientation Baseline Questions (100 pts) (links in the content tab)

Students will answer the baseline questions (link below) to identify and organize their thoughts about human functioning. This will help students become more aware of their beliefs regarding different questions that counseling theories aim to answer. Students will then complete a theoretical orientation assessment (link below). After completing the assessment, students will write a reflection (no longer than five pages, APA format, abstract not required) about the exercises (answering questions and completing the assessment) and what they experienced while or learned from completing them.

Some prompts to guide your thoughts in preparation for writing your reflection:

1. Do the assessment results seem to align with what you wrote as answers to the baseline questions?
2. What parts of your baseline question answers seem to align/agree with the assessment results (the theory or theories with which you matched)?
3. What do students think about the results of the assessment? Does your personality/way of thinking seem to align with the theory or theories with which you matched?
4. What baseline questions and assessment prompts were easy and/or difficult to answer?

Submit your reflection to Tk20 and D2L. **3.A.5, 3.A.11, 3.B.2, *3.E.1, 3.E.8, 3.E.21 (Appendix B)**

Theoretical Orientation Paper: (100 pts.)

The purpose of this assignment is for students to demonstrate greater understanding and extended research into one theory with which they most identify. Additionally, students will expand upon personal experiences and/or beliefs that influence their affinity for the theory.

In the first part of the paper, provide a general overview of the theory and highlight important concepts that are unique or foundational to the theory. Your goal here is to review distinguishing concepts; you do not have to present everything about the theory. Also, review what is considered healthy functioning and unhealthy functioning. Students will address how spiritual beliefs on the client's and counselor's worldviews may impact the counseling theory. Finally, discuss the personality change process...how does the counseling process work to help individuals move from unhealthy functioning to healthy functioning according to this theory?

In the second part of the paper, you will reflect upon your personal experiences and beliefs that inform/influence your affinity for this theory. When you look back on the "movie" of your life up to this point, what specific experiences in your life demonstrate major concepts of this theory. You may choose to write about specific concepts, personality structure/function (how the psyche is conceptualized), and/or role of the environment (familial and/or extrafamilial factors). Please include a particular experience in your life that showcases how the personality change process was or could have been used. Your job is to clearly connect the

concepts of the theory using the terminology/language of the theory to your specific life experience(s).

This paper must be written in APA format. The paper should be no more than 7-10 pages (excluding title page and references). I do not require an abstract. There should be a minimum of 3 references that are from the founding theorists or individuals who have written prolifically about the theory. (See Appendix C) **3.A.5, *3.A.11, 3.B.2, *3.E.1, 3.E.3, 3.E.6, 3.E.8, 3.E21, 3.H.2, 5.C.1, 5.C.5** Please turn in the assignment to the Tk20 link and D2L

Final Video Reflection Assignment: Wrapping Up the Semester (25 pts): (See Appendix D). KPI *3.A.11, 3.B.11, 3.C.4, *3.E.1, *3.E.15, 5.C.5

This is your space to reflect, celebrate growth, and share what's still on your mind as we close out the course. Think of it as a casual, professional check-in—no fancy editing required! The video should be 15-20 minutes long. Each student will write a one-page summary of the information covered in the video to be turned into Tk20.

Prompt: What to Cover in Your Video (video should be an MP4)

- **Most Valuable Learning:** What topic, theory, or activity made the biggest impact on you and why?
- **A brief overview:** An overview of your theory, theorist, tenets, and techniques including spiritual and multicultural considerations
- **Personal Growth:** How has your thinking evolved about people, change, or yourself as a counselor?
- **Lingering Questions:** What do you still wonder or want to explore more as you continue your training?
- **Looking Ahead:** How do you plan to carry this learning forward (in clinical courses, future classes, or personal development)?

Tips for Success

Be authentic! Speak as if you're talking to a peer or supervisor.

You can use notes, but don't read a script word-for-word.

Make sure your video is well-lit, and your audio is clear.

Submit the video to D2L and the one-page overview to Tk20

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 E.)**

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 E**). **3.C.4, *3.E.1, 3.E.3, *3.E.15, 3.H.2**

Late Work

All papers and assignments must be turned in on the day they are due. ***No exceptions.** If you have an emergency, please let me know as soon as possible. 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 many points, and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

Important Dates

- Last day for term schedule changes: 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

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.

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.

Online Computer Requirements

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.

Recording Classes

****Recording classes is generally prohibited without the professor's explicit permission.*** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

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).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@mstuexas.edu.

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. 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.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and

strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

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.

Course Schedule:

Class Dates	Class Topics	Assignments/Reading
Week 1 Monday, August 24, 2026 – Sunday, August 30, 2026	- Syllabus Review, you may work ahead. - Chapters 1-3	- Discussion Board Post and Comment - Read Chapters 1-3
Week 2 Monday, August 31, 2026 – Sunday, September 6, 2026	- Chapter 4 - Psychoanalytic Therapy	- Discussion Board Post, and Comment - Read Chapter 4 - Psychoanalytic Therapy
Week 3 Monday, September 7, 2026 – Sunday, September 13, 2026 Labor Day Monday September 7, 2026	- Chapter 5 - Adlerian therapy	- Read Chapter 5 - Adlerian therapy - Discussion Board Post, and Comment
Week 4 Monday, September 14, 2026 – Sunday, September 20, 2026	- Chapter 6 - Existential therapy	- Read Chapters 6 - Existential therapy - Discussion Board Post and Comment
Week 5 Monday, September 21, 2026 – Sunday, September 27, 2026	- Chapter 7 - Person Centered Theoretical Orientation Baseline Questions	- Read Chapter 7 - Person Centered Theoretical Orientation Baseline Questions

Class Dates	Class Topics	Assignments/Reading
Week 6 Monday, September 28, 2026 – Sunday, October 4, 2026	• Chapter 8 • Gestalt therapy	• Read Chapters 8 • Gestalt therapy • Discussion Board Post, and Comment
Week 7 Monday, October 5, 2026 – Sunday, October 11, 2026	• Chapter 9 • Behavior therapy	• Read Chapter 9 • Behavior therapy • Discussion Board Post, and Comment
Week 8 Monday, October 12, 2026 – Sunday October 18, 2026	• Chapters 10 • Cognitive Behavior	• Read Chapter 10 • Cognitive Behavior • Discussion Board Post, and Comment
Week 9 Monday, October 19, 2026 – Sunday, October 25, 2026	• Chapter 11 • Choice/Reality • Turn in Theoretical Orientation Paper Appendix C to D2L and Tk 20 Link	• Read Chapter 11 • Discussion Board Post, and Comment • Turn in Theoretical Orientation Paper Appendix C to D2L and Tk 20 Link
Week 10 Monday, October 26, 2026 – Sunday, November 1, 2026	• Chapters 12 • Feminist	• Read Chapters 12 • Feminist • Discussion Board Post, and Comment
Week 11 Monday, November 2, 2026 – Sunday, November 8, 2026	• Chapter 13 • Post Modern	• Read Chapters 13 • Post Modern • Discussion Board Post, and Comment
Week 12 Monday, November 9, 2026 – Sunday, November 15, 2026	• Chapter 14 • Family Systems	• Read Chapter 14 • Family Systems • Discussion Board Post, and Comment
Week 13 Monday, November 16, 2026 – Sunday, November 22, 2026	• Chapter 15 • Integrative Perspective • Turn in Reflection Video Appendix D to D2L	• Chapter 15 • Integrative Perspective • Discussion Board Post, and Comment

Class Dates	Class Topics	Assignments/Reading
Week 14 Monday, November 23, 2026 – Sunday, November 29, 2025 *Thanksgiving Break November 25-29, 2026	Complete Final Exam Appendix E	
Week 15 Monday, November 30, 2026 – Friday December 4, 2026 Last Day of Class December 4, 2026	Complete Final Exam Appendix E	*Final Due by 12pm CT on 12/4

***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 (135 pts.) Complete on D2L.

CACREP Standards:

***3.A.11, 3.B.2, 3.B.5, 3.B.11, 3.B.9, 3.C.4, *3.E.1, 3.E.3, 3.E.6, 3.E.8, 3.E.9, *3.E.15, 3.E.21, 3.H.2, 5C.1a, , and 5.C.5**

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

Appendix B**Theoretical Orientation Baseline Questions (100 pts) (link in the content tab)**

Students will answer the baseline questions (link below) to identify and organize their thoughts about human functioning. This will help students become more aware of their beliefs regarding different questions that counseling theories aim to answer. Students will then complete a theoretical orientation assessment (link below). After completing the assessment, students will write a reflection (no longer than five pages, APA format, abstract not required) about the exercises (answering questions and completing the assessment) and what they experienced while or learned from completing them.

Some prompts to guide your thoughts in preparation for writing your reflection:

1. Do the assessment results seem to align with what you wrote as answers to the baseline questions?
2. What parts of your baseline question answers seem to align/agree with the assessment results (the theory or theories with which you matched)?
3. What do students think about the results of the assessment? Does your personality/way of thinking seem to align with the theory or theories with which you matched?
4. What baseline questions and assessment prompts were easy and/or difficult to answer?

Submit your reflection to Tk20 and D2L. **3.A.5, 3.A.11, 3.B.2, *3.E.1, 3.E.8, 3.E.21 (Appendix B)**

Appendix C

Theoretical Orientation Paper (100 pts.)

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

CACREP Standards:

3.A.5, *3.A.11, 3.B.2, *3.E.1, 3.E.3, 3.E.6, 3.E.8, 3.E.21, 3.H.2, 5.C.1, 5.C.5

The purpose of this assignment is for students to demonstrate greater understanding and extended research into one particular theory with which they most identify. Additionally, students will expand upon personal experiences and/or beliefs that influence their affinity for the theory.

In the first part of the paper, provide a general overview of the theory and highlight important concepts that are unique or foundational to the theory. Your goal here is to review distinguishing concepts; you do not have to present everything about the theory. Also, review

what is considered healthy functioning and unhealthy functioning. Students will address how spiritual beliefs on the client's and counselor's worldviews may impact the counseling theory. Finally, discuss the personality change process...how does the counseling process work to help individuals move from unhealthy functioning to healthy functioning according to this theory?

In the second part of the paper, you will reflect upon your personal experiences and beliefs that inform/influence your affinity for this theory. When you look back on the "movie" of your life up to this point, what specific experiences in your life demonstrate major concepts of this theory. You may choose to write about specific concepts, personality structure/function (how the psyche is conceptualized), and/or role of the environment (familial and/or extrafamilial factors). Please include a particular experience in your life that showcases how the personality change process was or could have been used. Your job is to clearly connect the concepts of the theory using the terminology/language of the theory to your specific life experience(s).

This paper must be written in APA format. The paper should be no more than 7-10 pages (excluding title page and references). I do not require an abstract. There should be a minimum of **three** references that are from the founding theorists or individuals who have written prolifically about the theory.

Theoretical Orientation Paper Rubric

(Total: 100 points)

Assignment Rubric: Understanding and Reflecting on a Counseling Theory

Criteria	Excellent (90–100%)	Good (80–89%)	Fair (70–79%)	Needs Improvement (Below 70%)	Total Points
Introduction & Purpose (10 pts)	Clearly introduces the topic and outlines purpose; engaging and well-written	Introduces topic but lacks some clarity or depth	Basic introduction with minimal engagement	Vague or missing introduction	
Theoretical Explanation (25 pts)	Thorough, accurate explanation of theory; demonstrates deep understanding	Adequate explanation with some insight	Limited or surface-level understanding	Inaccurate or weak explanation	
Personal Connection & Rationale (15 pts)	Clear, compelling explanation of how the theory aligns with personal	Good rationale with some personal insight	General or unclear rationale	Weak or missing personal connection	

	values and beliefs				
Application to Practice (15 pts)	Strong, relevant examples of how the theory would be applied in practice	Good application with appropriate examples	Limited or generic examples	Weak or inaccurate application	
Cultural Considerations (10 pts)	Insightfully addresses how the theory accounts for cultural identity, diversity, and inclusion	Adequately considers cultural aspects	Minimal attention to cultural issues	Lacks or ignores cultural considerations	
Reflection (10 pts)	Offers meaningful reflection on learning process, challenges, and future growth	Includes some thoughtful personal insights	Basic reflection with limited depth	Little or no reflection provided	
Sources, APA, & Writing Quality (15 pts)	Writing is clear, well-organized, and free of errors; scholarly sources are integrated smoothly; APA formatting is accurate	Minor errors in grammar, APA, or integration of sources	Noticeable errors that affect flow or clarity	Frequent issues with grammar, APA, or source use that interfere with understanding	

Appendix D

Final Video Reflection Assignment

***Please turn in the reflection video to D2L and the reflection evaluation to the TK20 link.**

CACREP Standards:

KPI *3.A.11, 3.B.11, 3.C.4, *3.E.1, *3.E.15, 5.C.5

This is your space to reflect, celebrate growth, and share what's still on your mind as we close out the course by creating a video reflection. The video should be 15-20 minutes long.

Each student will write a one-page summary of the information covered in the video to be turned into Tk20.

Prompt: What to Cover in Your Video

- **Most Valuable Learning:** What topic, theory, or activity made the biggest impact on you and why?
- **A brief overview:** An overview of your theory, theorist, tenets, and techniques including spiritual and multicultural considerations
- **Personal Growth:** How has your thinking evolved about people, change, or yourself as a counselor?
- **Lingering Questions:** What do you still wonder or want to explore more as you continue your training?
- **Looking Ahead:** How do you plan to carry this learning forward (in internship, future classes, or personal development)?

Tips for Success

- Be authentic! Speak as if you're talking to a peer or supervisor.
- You can use notes, but don't read a script word-for-word.
- Make sure your video is well-lit, and your audio is clear

Theoretical Video Reflection Rubric(Possible of 25 pts.) below.

Criteria	Excellent (5 pts)	Good (4 pts)	Developing (3 pts)	Limited (1–2 pts)
Reflection on Course Learning	Deep insight into key learning; strong personal/professional connection	Addresses learning with some detail	General or surface-level reflections	Incomplete or lacks connection to course learning
Personal Growth	Clear articulation of professional identity development	Moderate insight into growth	Vague or general mentions of growth	Minimal or unclear reflection
Lingering Questions & Curiosity	Thoughtful, curious, future-oriented questions or ideas	Identifies questions with some explanation	Brief mention of a question or topic	Missing or lacks exploration
Future Application	Insightful plans to integrate learning into future roles	General ideas for applying learning	Vague or undeveloped plans	No indication of future use
Presentation & Professionalism	Clear, confident, professional tone and appearance	Mostly clear; minor issues	Some distracting presentation elements	Poor audio/visual; lacks professionalism

Appendix E

Final Exam (40 Pts.)
Complete on D2L.

CACREP Standards:
3.C.4, *3.E.1, 3.E.3, *3.E.15, 3.H.2

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

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