



**Midwestern State University**  
Gordon T. & Ellen West College of Education

**Course Title:** Theories and Techniques of Counseling  
**Course Number:** COUN 5273  
**Semester Credits:** 3

**Professor:** Dr. Patricia Andersen  
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**Semester:** Fall 2021 8 Weeks Oct 16-Dec 10  
**Class Room:** Online  
**Class Format:** Online  
**Office Hours:** By appointment only.

**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 (Monday – Friday) I will respond within 12 hours. During Holidays and weekends, I will respond within 24 hours. I respond to my email consistently. Please do not hesitate to contact me.

**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.**

## **I. 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.

## **II. 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.

## **III. REQUIRED TEXTBOOK**

Corey, G. (2017). Theory and Practice of Psychotherapy 10th ed. Boston, MA. Cengage.

## **IV. 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:**

1.k. strategies for personal and professional self-evaluation and implications for practice (KPI)

2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others

2.e. the effects of power and privilege for counselors and clients

2.g. the impact of spiritual beliefs on clients' and counselors' worldviews

2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3.c. theories of normal and abnormal personality development

5.a. theories and models of counseling (KPI)

5.b. a systems approach to conceptualizing clients

5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships

5.f. counselor characteristics and behaviors that influence the counseling process

5.g. essential interviewing, counseling, and case conceptualization skills

5.j. evidence-based counseling strategies and techniques for prevention and intervention (KPI)

5.n. processes for aiding students in developing a personal model of counseling

8.b. identification of evidence-based counseling practices

9.1.b. theories and models related to clinical mental health counseling (KPI)

9.2.j. cultural factors relevant to clinical mental health counseling

## 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.

## V. 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.

**Diversity:** It is my intent to present material and activities that are respectful of diversity. 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 the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity 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.

**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. An academic paragraph needs at least five sentence in it.

**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 amount of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

**VI. SEMESTER COURSE OUTLINE – See Below**

Class Dates	Class Topics	Assignments/Reading
<b>1. Week of Friday October 16<sup>th</sup> 2021 – Sunday October 24<sup>th</sup> 2021</b>	<ul style="list-style-type: none"> <li>• Chapters one – three pages 1-56</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>Read Chapters 1-3 pages 1-56</b></li> </ul>
<b>2. Week of Monday October 25<sup>th</sup> 2021 – Sunday October 31<sup>st</sup> 2021</b>	<ul style="list-style-type: none"> <li>• Chapters four – five pages 57-128</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read Chapters 4-5 pages 57-128</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> </ul>
<b>3. Week of Monday November 1<sup>st</sup> 2021 – Sunday November 7<sup>th</sup> 2021</b>	<ul style="list-style-type: none"> <li>• Chapters six – seven pages 129-196</li> <li>• <b>Turn in Theoretical Orientation Paper Appendix B to D2L and Tk 20 Link</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read Chapters 6-7 pages 129-196</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>Turn in Theoretical Orientation Paper Appendix B to D2L and Tk 20 Link</b></li> </ul>
<b>4. Week of Monday November 8<sup>th</sup> 2021 – Sunday November 14<sup>th</sup> 2021</b>	<ul style="list-style-type: none"> <li>• Chapters eight – nine pages 197-268</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>Read Chapters 8-9 pages 197-268</b></li> </ul>
<b>5. Week of Monday November 15<sup>th</sup> 2021 – Sunday November 21<sup>st</sup> 2021</b>	<ul style="list-style-type: none"> <li>• Chapter 10 pages 269-310</li> <li>• <b>Turn in Theoretical Video Presentation Appendix C to D2L and Tk 20 Link</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read Chapter 10 pages 269-310</b></li> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>Turn in Theoretical Video Presentation Appendix C to D2L and Tk 20 Link</b></li> </ul>

Class Dates	Class Topics	Assignments/Reading
<b>6. Week of Monday November 22<sup>nd</sup> 2021 – Sunday November 28<sup>th</sup> 2021</b>	<ul style="list-style-type: none"> <li>• Chapters 11-15 pages 311-460</li> <li>• Work on Reflection Paper and Study</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>Read Chapters 11-15 pages 311-460</b></li> <li>• <b>Work on Reflection Paper and Study</b></li> </ul>
<b>7. Week of Monday November 29<sup>th</sup> 2021 – Sunday December 5<sup>th</sup> 2021</b>	<ul style="list-style-type: none"> <li>• <b>Turn in Reflection Paper Appendix F to D2L</b></li> <li>• Review Readings</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do Discussion Board, Post and Comment</b></li> <li>• <b>Turn in Reflection Paper Appendix F to D2L</b></li> </ul>
<b>8. Week of Monday December 6<sup>th</sup> 2021 – Friday December 10<sup>th</sup>, 2021</b>	<ul style="list-style-type: none"> <li>• Review Readings</li> <li>• <b>Final Exam Appendix E</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Complete Final Exam Appendix E</b></li> </ul>

## V. 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 Sunday at 11:59 pm at the end of the week. Follow directions to get full points each week. Late work will not be accepted (**See Appendix A) 1k, 2d, 2e, 2g, 2h, 3c, 5a, 5b, 5d, 5f, 5g, 5j, 5n, 8b, 9.1b, and 9.2j.**

**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 between five to**

seven 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 (See Appendix B) KPI 1k, 2g, 3c, 5a, 5j, and 9.1b. **Please turn in assignment to Tk20 link as well.**

**Theoretical Video Presentation: (16 pts.)** Students will choose a theory different from their Theoretical Orientation Paper. You will create a presentation via video recording. Students may choose to write out a paper and read from the paper into the video. **Students must turn in their video and the outline or paper version of their video presentation to D2L. Students must turn in their outline or paper version of their video presentation to the TK 20 link.** If the video is too large to upload to D2L, students may email the video to the professor via google drive. The presentation will focus on the following: theorist, theoretical tenets, techniques, application, and reflection. The theorist, theoretical tenets, techniques, 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 (See Appendix C) **KPI 1k, 2g, 3c, 5a, 5j, and 9.1b. Please turn in assignment to Tk20 link as well.**

**Final Exam (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 (See Appendix D) **3c, 5a, 5b, 5d, 5f, 5j, 8b, and KPI 9.1b.**

**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: 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 addressed in a well-thought out manner (See Appendix E) **2d, 2e, 2h, and 9.2j.**

1. Online Assignments and Comments	16
2. Theoretical Orientation Paper <b>Tk20 Link</b>	16
3. Theoretical Video Presentation <b>Tk20 Link</b>	16
4. Exam	40
5. Reflection Paper	12

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Total Points	100
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**Grade Classifications:**

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

## **VIII. 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.

## **IX. 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.

**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:**

- Excellence in teaching, learning, scholarship, and artistic production
- Intellectual curiosity and integrity
- Critical thinking
- Emotional and physical well-being
- Mutual respect, civility, and cooperation
- Social justice
- Civic service
- Stewardship of the environment, and of financial and human resources
- A safe, attractive, and well-designed campus

**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

**X. RESOURCES**

**READINGS:**

American Counseling Association. (2014). ACA code of ethics. Alexandria, VA: Author.  
American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.).

**WEBSITES:**

Academia (n.d.) Retrieved from <https://academia.edu/>  
American Counseling Association (n.d.) Retrieved from <https://www.counseling.org/>  
American Psychological Association (n.d.). Retrieved from <https://www.apa.org/>

**XI. APPENDENCIES**

**Appendix A**

**Online Assignments and Comments (16 pts.)**

**CACREP Standards:**

**1k, 2d, 2e, 2g, 2h, 3c, 5a, 5b, 5d, 5f, 5g, 5j, 5n, 8b, 9.1b, and 9.2j.**

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

**Rubric of Online Assignments and Comments (Possible 15 Pts.)**

<u>Points Earned</u>	<u>Week</u>	<u>Comments</u>
_____	<b>Week 1 (2pt)</b>	
_____	<b>Week 2 (2pt)</b>	
_____	<b>Week 3 (2pt)</b>	
_____	<b>Week 4 (2pt)</b>	
_____	<b>Week 5 (2pt)</b>	
_____	<b>Week 6 (2pt)</b>	
_____	<b>Week 7 (2pt)</b>	
_____	<b>Week 8 (2pt)</b>	

**Total Points Earned**      \_\_\_\_\_ / 16 pts

## Appendix B

### Theoretical Orientation Paper (16 pts.) **Please turn in assignment to TK 20 link as well.**

#### CACREP Standards:

#### KPI 1k, 2g, 3c, 5a, 5j, and 9.1b **Please use paper template for this assignment.**

Remember use APA 7 formatting, use appropriate grammar, and write academically. Academic paragraphs need between five to seven 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.

#### Page One: APA 7 Cover page

#### Page two through 11:

##### 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?

#### Page 12: APA 7 Reference Page

**Grading Rubric for Theoretical Orientation Paper (Possible of 16 pts.)**

<i>Criterion</i>	<i>Improvement Needed</i> (1)	<i>Developing</i> (2)	<i>Proficient</i> (3)	<i>Accomplished</i> (4)	<i>Pts</i>
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.	
<b>Out of 16 Points</b>					

## Appendix C

**Theoretical Video Presentation: (16 pts.) Please turn in assignment to TK 20 link as well.**

**KPI 1k, 2g, 3c, 5a, 5j, and 9.1b**

**You may use the same outline for the Theoretical Orientation Paper, however it needs to be in video format. Remember, you can utilize PowerPoint in your video as long as I can see your face as you talk through your Paper point. I expect to learn just as much from the Video Presentation as I did through the Paper. You may record yourself presenting a paper like presentation about this theory as well.**

**See grading rubric on the next page.**

**Grading Rubric for Theoretical Video Presentation (Possible of 16 pts.)**

<i>Criterion</i>	<i>Improvement Needed</i> (1)	<i>Developing</i> (2)	<i>Proficient</i> (3)	<i>Accomplished</i> (4)	<i>Pts</i>
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 was applied to the project	Minimal creativity and critical thought was applied to this project.	Creativity and critical thought was applied to the project	Exceptional Creativity and critical thought was applied to the project.	The profession was enhanced by a novel idea that could turn into a publishable model or idea in the field.	
<b>Out of 16 Points</b>					

**Appendix E**

**Final Exam (40 Pts.)**

**CACREP Standards:**

**3c, 5a, 5b, 5d, 5f, 5j, 8b, and KPI 9.1b.**

**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.

**Appendix F**

**Reflection Paper (12 pts.)**

**CACREP Standards:**

**2d, 2e, 2h, and 9.2j.**

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: 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 addressed in a well-thought out manner. **Please use paper template for this assignment.**

**Grading Rubric for Reflection Paper (Possible 12 Pts.)**

<b>Criterion</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>Pts</b>
Introduction to the Assignment	Not Addressed	Not academically addressed	Academically assessed in at least five sentences.	
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others and how it impacts counseling theories.	Not Addressed	Briefly Addressed	Addressed in a thoughtful, thought-provoking, and in-depth way.	
The power and privilege assigned for counselors, and clients and how it impacts counseling theories.	Not Addressed	Briefly Addressed	Addressed in a thoughtful, thought-provoking, and in-depth way.	
How to identify and eliminate barriers, prejudices, and processes of intentional and unintentional oppression and discrimination when utilizing counseling theories.	Not Addressed	Briefly Addressed	Addressed in a thoughtful, thought-provoking, and in-depth way.	
Summary and Reflection	Not Addressed	Not academically addressed	Academically assessed in at least five sentences.	
Quality of Writing including academic writing, appropriate grammar, APA 7 formatting, etc.	Not graduate level writing.	Graduate level writing with moderate errors.	Graduate level writing with minor errors.	
<b>Total Points Awarded Out of 12</b>				



Midwestern State University  
Dr. Patricia Andersen  
COUN 5273 Theories and Techniques of Counseling

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