**Argosy University**

**COURSE SYLLABUS**

*PC6000*

*Counseling Theory*

**Faculty Information**

**Faculty Name:** Marc A. Ybaben, Ph.D.

**Campus:** Salt Lake City, UT

**E-mail:** mybaben@argosy.edu

**Phone/Text:** 562-477-0441

**Office Hours:**  I am usually on campus 30 min prior to the start of class. Other times can be scheduled.

**Class Meeting Schedule:** Thursdays (see calendar below), 6:00 – 10:00 PM

**Short Faculty Bio: Dr. Marc Ybaben** is a clinical psychologist in the Occupational Medicine Services (OMS) clinic at Hill Air Force Base, Utah, where he performs psychological Fitness for Duty evaluations, crisis interventions, brief psychotherapy, and assessments of mental health issues impacting occupational performance of base employees. He provides consultations to the OMS medical staff, as well as organizational consultation to base leaders for performance, leadership, and other employee mental health and wellness concerns. As a clinician, Dr. Ybaben has expertise in providing evidence-based treatments to individuals and couples struggling with a range of concerns, from mood disorders and anxiety/panic, through health-related conditions such as headaches, chronic pain, substance abuse, and weight management. In his business consulting career, Dr. Ybaben has extensive experience assessing, coaching, and training executives in such areas as leadership skills, communication skills, stress management in the workplace, peak performance training, rational thinking skills, and conflict resolution in organizations. His graduate teaching focus has included clinical interviewing strategies, cognitive-behavioral therapy, health psychology, consulting psychology, clinical supervision, ethics, group therapy, substance abuse, and couples and family therapy, as well as supervising doctoral dissertation projects and practica experiences. Dr. Ybaben received his undergraduate degrees in psychology and music at the University of the Pacific, and his doctorate in Clinical Psychology from Northern Illinois University.

**Course Scope:**

This is an introductory core course taken within the first full semester of the masters counseling program. Counseling Theory is designed to introduce the major theories and historical contributors to the field of counseling. Students learn how to utilize theories to conceptualize clients and their presenting issues and ultimately begin formulating a personal counseling theory.

**Course Description:**

This course is a survey of the major theories and contributors to the field of individual counseling. Students learn how to utilize theories to conceptualize and understand clients and their presenting issues, to explain normal and abnormal behavior, and identify appropriate theory-based interventions. Current professional, ethical, and multicultural considerations will be infused throughout the course.

**Course Pre-requisites:** N/A

**Program Requirement:**

**IMPORTANT: The Master’s in Clinical Mental Health Counseling Program requires all students to purchase two texts used across several courses in the program and for general reference:**

*Publication manual of the American Psychological Association:* University Approved Edition.

American Psychiatric Association (2013). *Diagnostic and statistics manual of mental disorders* (5th). Arlington, VA: American Psychiatric Publishing.

**Required Textbooks**

**IMPORTANT: You are not required to purchase the textbook for this course.  Your textbook will be available to you as an electronic book with your fully online or blended course on the eCollege platform.**

Halubur, D. A., & Halbur, K. V. (2014). *Developing your theoretical orientation in*

*Counseling and Psychotherapy* (3rd Ed..). Upper Saddle River, NJ: Pearson.

Seligman, L., & Reichenberg, L. W. (2014). *Theories of counseling and psychotherapy: Systems, strategies, and skills*. (4th ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 978-0-13-285170-1

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**Required Articles**

Freeman, M.S., Hayes, B.G., Kuch, T.H., & Taub, G. (2007). Personality: A predictor of

theoretical orientation of students enrolled in a counseling theories course. *Counselor Education & Supervision, 46*, 254-265.

Gibson, D. M., Dollarhide, C. T., & Moss, J. M. (2010). Professional identity

development: A grounded theory of transformational tasks of new counselors. *Counselor Education & Supervision, 50*, 21-38

Lin, Y. (2011). Teacher education students’ experiences in the course on counseling

theory and practice. *College Student Journal, 45*, 242.

Murdock, N. L., Banta, J., Stromseth, J., Viene, D., & Brown, T. M. (1998). Joining the club: Factors related to choice of theoretical orientation. Counseling Psychology Quarterly, 11(1), 63-78.

Patterson, C. A., & Levitt, D. H. (2012). Student-counselor development during the first

year: A qualitative exploration. *Journal of Counselor Preparation & Supervision, 4*, 6-19.

**Recommended Media:**

Three Approaches to Psychotherapy (1965). The PONS Institute.

**Technology Requirements:** <http://intcampus.ecollege.com/TechReq.learn>

**Course length:** 7.5 Weeks

**Credit Value: 3.0**

**Instructional Contact and Credit Hours:**

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the eclassroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments.  Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work as required in paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**Institutional Learning Outcomes:**

1. **Analytical Reasoning**

Analyze issues objectively, interpret and synthesize data and ideas, and develop feasible, flexible, and creative solutions to real world problems.

1. **Effective Communication**

Identify audiences, assess information provided, interpret needs, and present relevant information using appropriate written, oral, and listening skills and media to meet the needs of the situation.

1. **Information Competency**

Gather, evaluate, and ethically use information from a variety of relevant technological and library resources to make decisions and take action.

1. **Interpersonal Effectiveness**

Develop individual and group interpersonal skills to improve and foster participation and interaction critical for achieving individual and group goals.

1. **Personal and Professional Integrity and Ethical Behavior**

Demonstrate a multi dimensional awareness of individual and social responsibility to act ethically and with integrity in a diverse, global society.

1. **Professional Competence**

Apply skills appropriate to program objectives and employ critical reasoning to

contribute to one's field and profession.

**Program Outcomes:**

1. **Professional Orientation and Ethical Practice:**Value all aspects of professional functioning, including history, roles, organizational structures, ethical standards, legalities, advocacy, and credentialing
2. **Social and Cultural Diversity:**Apply core theory and research of the cultural context of relationships, issues, and trends in a multicultural and diverse society to the counseling profession
3. **Human Growth and Development:**Interpret and apply core theory and research of the nature and needs of individuals at all developmental levels and in multicultural contexts.
4. **Career Development:**Apply core theory and research of career development, the psychology of work, and related factors in career planning and decision making.
5. **Helping Relationships:  D**eliver ethical and effective counseling and consultation services consistent with professional research and practice across a range of settings in a multicultural society
6. **Group Work:** Apply methods, skills, and other group approaches in a multicultural society using theories of group counseling, principles of group dynamics, facilitation styles, and direct experiences.
7. **Assessment:**  Analyze principles of testing and measurement, and incorporate social, ethical, and cultural factors in both individual and group methods of assessment and evaluation.
8. **Research and Program Evaluation:**Apply research methods, statistical analysis, needs assessment, and program evaluation to inform ethical and culturally relevant evidence-based practice and to advance the counseling profession.

**CACREP Core and CMHC Standards:**

<http://syllabi.courseassets.com/v1-cacrep.pdf>

**Course Objectives:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course Objectives | Program Outcomes | Institutional Learning Outcomes | CACREP Core Standards | CACREP CMHC Standards |
| 1. Examine and comprehend fundamental elements of the major counseling theories, including definitions of important terms and names of the main historical figures associated with each theory to establish a sound theoretical knowledge base. | 1 | 1, 3, 6 | 1.a, 1, c | A.1, A.3 |
| 1. Analyze significant conceptual similarities and differences between the major counseling theories by focusing on the basic assumptions and concepts central to each theory. | 8 | 1, 3, 6 | 8.e | A.5 |
| 1. Apply the basic principles and techniques of each major counseling theory to treating clients’ problems. | 8 | 2, 4, 5, 6 | 8.e | B.1, D.1, D.2, D.4 |
| 1. Integrate theoretical and personal knowledge to begin forming the student’s own personal model of counseling. | 3, 4 | 1, 3, 5, 6 | 3.a, 4.a | A.3, A.5, C.5, C.9 |
| 1. Evaluate the major counseling theories in the context of diversity and multicultural issues, including the limitations these theories may place on persons from different cultural groups. | 1, 2, 5 | 1, 3, 5, 6 | 1.j, 2.c, 5.b | A.2, E.1, E.2 |
| 1. Describe a variety of ethical and professional issues in counseling and develop a position based on pertinent theories regarding these issues. | 1, 2, 5 | 2, 5, 6 | 1.i, 1.j, 2.a, 5.b | B.1, F.2, F.3 |

**Assignment Table:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module** | **Topics** | **Academic Resources** | **Learning Activities and Assessments** |
| **1**  **Oct 31 – Nov 6** | Effective Counseling   * Features of Counselor * Ethical Issues * Multicultural Competence * Application of Theory   Overview of Theories | **Required Readings**  Halbur, D. A., & Halbur, K. V. (2014).   * Chapter 1: Why theoretical orientation is important * Chapter 2: Incorporating Theory into Practice   Seligman, L., & Reichenberg, L. W. (2014).   * Chapter 1: Contexts of Effective Treatment * Chapter 20: Solidifying Understanding of Treatment Systems | Looking Ahead: RA Overview |
| Class 1: Nov 3, 6:00-10:00 PM | | | |
| **2**  **Nov**  **7-13** | Theories Related to Background   * Psychoanalysis * Neoanalytic Approaches * Brief Psychodynamic Therapy * Individual Psychology | **Required Readings**  Seligman, L., & Reichenberg, L. W. (2014).   * Chapter 2: Overview of Background-Focused Treatment Systems * Chapter 3: Sigmund Freud and Classic Psychoanalysis * Chapter 4: Alfred Adler and Individual Psychology * Chapter 5: Post- and Neo-Freudians * Chapter 6: Brief Psychodynamic Therapy | Weekly Assignment 1  (60 pts) |
| Class 2: Nov 10, 6:00-10:00 PM | | | |
| **3**  **Nov 14-20** | Theories Related to Emotions & Sensations   * Person-Centered Therapy * Existential Psychotherapy * Gestalt Therapy * Emerging Approaches   1. Narrative Therapy   2. Solution-Focused Brief Therapy   3. Feminist Therapy | **Required Readings**  Seligman, L., & Reichenberg, L. W. (2014).   * Chapter 7: Overview of Emotion-Focused Treatment Systems * Chapter 8: Carl Rogers and Person-Centered Counseling * Chapter 9: Existential Therapy * Chapter 10: Gestalt Therapy * Chapter 11: Emerging Approaches Emphasizing Emotions and Sensations | Weekly Assignment 2  (60 pts) |
| Class 3, Nov 17, 6:00-10:00 PM | | | |
| **4**  **Nov 21-27** | * Theories Related to Thoughts * Rational Emotive Behavior Therapy * Cognitive Therapy | **Required Readings**  Seligman, L., & Reichenberg, L. W. (2014).   * Chapter 12: Overview of Thought-Focused Treatment Systems * Chapter 13: Albert Ellis and REBT * Chapter 14: Aaron Beck and Cognitive Therapy | **RA 1 (200 pts)** |
| **Turkey Day – No Class!** | | | |
| **5**  **28 Nov – 4 Dec** | Theories Related to Actions   * Behavior Therapy * Cognitive-Behavioral Therapy * Reality Therapy * Emerging Approaches   1. Mindfulness-Based Cognitive Therapy   2. Dialectical Behavior Therapy | **Required Readings**  Seligman, L., & Reichenberg, L. W. (2014).   * Chapter 15: Overview of Action-Focused Treatment Systems * Chapter 16: Behavior Therapy and Cognitive-Behavioral Therapy * Chapter 17: Reality Therap |  |
| Class 4: Dec 1, 6:00-10:00 PM | | | |
| **6**  **Dec**  **5-11** | Family Theories   * Those Emphasizing Background * Those Emphasizing Emotion * Those Emphasizing Thoughts & Actions | **Required Readings**  Seligman, L., & Reichenberg, L. W. (2014).  Chapter 18: Family Systems Approaches | Weekly Assignment 3  (60 pts) |
| Class 5: Dec 8, 6:00-10:00 PM | | | |
| **7**  **Dec**  **12-18** | Selection of a Theoretical Orientation | **Required Readings**  Halbur, D. A., & Halbur, K. V. (2014).     * Chapter 3: Top ten ways to find your theoretical orientation   **Articles:** (for a complete citation, see reading list above)   * Freeman, M.S., Hayes, B.G., Kuch, T.H., & Taub, G. (2007). * Gibson, D. M., Dollarhide, C. T., & Moss, J. M. (2010). * Lin, Y. (2011). * Murdock, N. L., Banta, J., Stromseth, J., Viene, D., & Brown, T. M. (1998). * Patterson, C. A., & Levitt, D. H. (2012) | **RA 2**  **(300 pts)** |
| Class 6: Dec 15, 6:00-10:00 PM | | | |
| **8**  **Dec**  **19-21** | * Integrating Counseling Theories | **Required Readings**  Seligman, L., & Reichenberg, L. W. (2014).   * Chapter 19: Integrative Therapies   Halbur, D. A., & Halbur, K. V. (2014).     * Chapter 5: Case Examples for Integrating Theory into Practice |  |

**Required Assignments (RA):**

**Required Assignments (RAs) are substantive assignments intended to measure student performance against selected course objectives and/or program outcomes within a course. RAs are completed by all students across all Argosy University campuses and delivery formats without exception. Each RA contributes to a significant portion of the overall course grade and is assessed by faculty using the grading criteria designed for that assignment.  These are individual assignments and students earn individual grades.**

**RA Alignment Table:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assignment** | **Course Objectives** | **Program Outcome** | **ILO** | **Assessment Type** | **CACREP Core Standards** | **CACREP CMHC Standards** | **Scoring Tool** |
| RA 1: Treatment Plan  Paper | 1, 2, 3, 4, 5, 6 | 1, 2, 3, 5 | 1, 2, 3, 5, 6 | Written Report | 1.a, 2.a, 2.c, 3.a, 4.a, 5.b, 8.e | A.1, A.3, A.5, C.5, D.1, D.2, E.1, E.2, F.2, F.3 | Grading Criteria |
| RA 2: Initial Theoretical Orientation Paper | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5, 8 | 1, 2, 3, 4, 5, 6 | Written Report | 1.a, 1, c, 1.j, 2.c, 3.a, 4.a, 5.b, 8.e | A.1, A.2, A.3, A.5, B.1, C.5, C.9, D.1, D.2, D.4, E.1, E.2 | Grading Criteria |

**Week 2:**

**Weekly Assignment: 60 pts**

Research the approaches used by the following therapists:

* Sigmund Freud (Psychoanalysis)
* Melanie Klein (Object Relations)
* Alfred Adler (Individual Psychology)

Consider and describe which elements from each approach you are interested in and would consider incorporating into your own practice. Critique and discuss which elements from each approach you find not compatible with your personal style of helping and plan not to necessarily incorporate into your own practice.

Your final deliverable will be a Word document, approximately 3-5 pages in length, utilizing a minimum of three scholarly references. Your paper should be written in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources; and display accurate spelling, grammar, and punctuation.

WA Grading Criteria:

**CO: 1, 2, 4**

|  |  |  |
| --- | --- | --- |
| **Assignment Components** | **Proficient** | **Max Points** |
|  |  |  |
| Describe which elements from each approach you are interested in and would consider incorporating into your own practice | Description includes elements from each of the three therapists’ approaches. Justification of why the specific elements are planned to be included in the student’s own practice is clear and appropriate. | /24 pts. |
| Critique and discuss which elements from each approach you find not compatible with your personal style of helping and plan not to necessarily incorporate into your own practice. | Critique clearly and appropriately describes how various elements are not compatible with the student’s planned personal style of helping. Justification of why it is not compatible is clear and appropriate. | /28 pts. |
| Academic Writing |  |  |
| Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e. APA); and display accurate spelling, grammar, and punctuation. | Written in a clear, concise, and organized manner; demonstrated ethical scholarship in appropriate and accurate representation and attribution of sources; and displayed accurate spelling, grammar, and punctuation. Use of scholarly sources aligns with specified assignment requirements. | /8 pts |
| **Total** |  | **/60 pts** |

**Week 3:**

**Weekly Assignment: 60 pts**

Research the approaches used by the following therapists:

* Carl Rogers (Person-Centered Therapy)
* Rollo May (Existential Therapy)
* Frederick Perlz (Gestalt Therapy)

Consider and describe which elements from each approach you are interested in and would consider incorporating into your own practice. Critique and discuss which elements from each approach you find not compatible with your personal style of helping and plan not to necessarily incorporate into your own practice.

Your final deliverable will be a Word document, approximately 3-5 pages in length, utilizing a minimum of three scholarly references. Your paper should be written in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources; and display accurate spelling, grammar, and punctuation.

WA Grading Criteria:

**CO: 1, 2, 4**

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| --- | --- | --- |
| **Assignment Components** | **Proficient** | **Max Points** |
|  |  |  |
| Describe which elements from each approach you are interested in and would consider incorporating into your own practice | Description includes elements from each of the three therapists’ approaches. Justification of why the specific elements are planned to be included in the student’s own practice is clear and appropriate. | /24 pts. |
| Critique and discuss which elements from each approach you find not compatible with your personal style of helping and plan not to necessarily incorporate into your own practice. | Critique clearly and appropriately describes how various elements are not compatible with the student’s planned personal style of helping. Justification of why it is not compatible is clear and appropriate. | /28 pts. |
| **Academic Writing** |  |  |
| Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e. APA); and display accurate spelling, grammar, and punctuation. | Written in a clear, concise, and organized manner; demonstrated ethical scholarship in appropriate and accurate representation and attribution of sources; and displayed accurate spelling, grammar, and punctuation. Use of scholarly sources aligns with specified assignment requirements. | /8 pts |
| **Total** |  | **/60 pts** |

**Week 4:**

**Required Assignment 1: 200 pts**

**Treatment Plan Paper**

**Description of RA 1:**

In this assignment, you will apply two different theoretical orientations/treatment approaches to one case study.



**Instructions:**

In this assignment, you will define, describe, and apply theories from two different categories to the same case study.

1. Select one emotion/sensation-related theory and one thought-related theory to apply to a case study:

Theories Related to Emotions/Sensations:

Person-Centered Therapy

Existential Psychotherapy

Gestalt Therapy

Theories Related to Thoughts:

Rational Emotive Behavior Therapy (REBT)

Cognitive Therapy

1. Answer the following questions:
2. Who are the primary figures associated with each theory? Provide information about those individuals, their philosophies of human nature, and how their theoretical approaches were developed.
3. What are the basic assumptions of each theory/treatment approach? Include information about the following assumptions of each theory:
   1. The underlying causes or etiology of dysfunction or distress;
   2. The type of change necessary to achieve more adaptive functioning;
   3. The role of the counselor;
   4. The role of the client;
   5. The structure of the treatment.
4. What are the goals of each treatment approach?
5. What techniques are associated with each treatment approach?
6. Identify issues related to use of these theories when working with multicultural clients.
7. Which of the two theories do you prefer? Provide at least three reasons for your preference.
8. Apply each theory to the case study by designing two treatment plans. Include details about the following:
9. The targeted problem(s) for treatment;
10. Each theory’s conceptualization of the causes of those problems;
11. Behavioral definitions of the presenting problem(s) (the behaviors, symptoms, etc., that are visible to the counselor or that can be observed and measured);
12. Each theory’s goals of treatment specific to each targeted problem area (behaviors or skills clients will gain as a result of the treatment);
13. Each theory’s interventions (techniques that should be used by the counselor to address the client’s presenting problem or issues).

Your final deliverable will be a Word document, approximately 5-7 pages in length, utilizing a minimum of four scholarly references. Your paper should be written in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources; and display accurate spelling, grammar, and punctuation.

RA 1 Grading Criteria

**CO: 1, 2, 3, 4, 5**

**PO: 1, 2, 3, 4, 5**

**ILO: 1, 2, 3, 5, 6**

**CACREP Core: 1.i, 1.j, 2.a, 2.c, 3.a, 4.a, 5.b**

**CMHC Standards: A.2, A.3, A.5, B.1, C.5, C.9 E.1, E.2, F.2, F.3**

|  |  |  |
| --- | --- | --- |
| **Assignment Components** | **Proficient** | **Max Points** |
| Select two theoretical approaches from each category provided. | One theoretical approach was selected from the theories related to emotions/sensations, and one was selected from the theories related to thoughts. | /8 pts |
| Identify the primary figures associated with each approach and describe their philosophies and how each approach was developed. | Explanation is clear and appropriate. Explanation is justified using scholarly sources and specific case scenarios.  At least one primary figure was identified for each approach chosen; philosophies of human nature were described for each approach chosen; the development of each theory was described. | /24 pts. |
| Describe the basic assumptions of each theoretical approach chosen. | Description includes etiology, goals, roles of counselor and client, and the general structure of the treatment. | /24 pts. |
| Identify the client’s presenting problem(s) in the case study and provide behavioral definitions for each problem. | Description of the identified presenting problem(s) includes observable, measurable symptoms or behaviors. | /24 pts. |
| Identify the goals of each approach and design specific goals for the client that fit each approach. | Specific goals are designed for the case that fit each theory. | /24 pts. |
| Specific techniques are described for each approach and applied to the case. | A clear description of at least three techniques in each approach is provided. Those techniques are applied to the case with an explanation of how each technique would be used. | /24 pts. |
| Identify issues related to multicultural counseling when using each approach. | Identified at least one limitation related to the use of each theory with at least one specific multicultural group. | /24 pts. |
| Identify preferred approach and provide rationale. | Approach is chosen as a preference, and at least three reasons are provided. | /24 pts. |
| Academic Writing |  |  |
| Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e. APA); and display accurate spelling, grammar, and punctuation. | Written in a clear, concise, and organized manner; demonstrated ethical scholarship in appropriate and accurate representation and attribution of sources; and displayed accurate spelling, grammar, and punctuation. Use of scholarly sources aligns with specified assignment requirements. | /24 pts. |
| **Total** |  | **/ 200 pts.** |

**Week 6:**

**Weekly Assignment: 60 pts**

Research the approaches used by the following family therapists:

* Murray Bowen (Multigenerational Family Therapy)
* Virginia Satir (Conjoint Family Therapy)
* Jay Haley (Solution-Focused Brief Family Therapy)

Consider and describe which elements from each approach you are interested in and would consider incorporating into your own practice. Critique and discuss which elements from each approach you find not compatible with your personal style of helping and plan not to necessarily incorporate into your own practice.

Your final deliverable will be a Word document, approximately 3-5 pages in length, utilizing a minimum of three scholarly references. Your paper should be written in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources; and display accurate spelling, grammar, and punctuation.

WA Grading Criteria:

**CO: 1, 2, 4**

|  |  |  |
| --- | --- | --- |
| **Assignment Components** | **Proficient** | **Max Points** |
|  |  |  |
| Describe which elements from each approach you are interested in and would consider incorporating into your own practice | Description includes elements from each of the three therapists’ approaches. Justification of why the specific elements are planned to be included in the student’s own practice is clear and appropriate. | /24 pts. |
| Critique and discuss which elements from each approach you find not compatible with your personal style of helping and plan not to necessarily incorporate into your own practice. | Critique clearly and appropriately describes how various elements are not compatible with the student’s planned personal style of helping. Justification of why it is not compatible is clear and appropriate. | /28 pts. |
| **Academic Writing** |  |  |
| Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e. APA); and display accurate spelling, grammar, and punctuation. | Written in a clear, concise, and organized manner; demonstrated ethical scholarship in appropriate and accurate representation and attribution of sources; and displayed accurate spelling, grammar, and punctuation. Use of scholarly sources aligns with specified assignment requirements. | /8 pts |
| **Total** |  | **/60 pts** |

**Week 7:**

**Theoretical Orientation Development Plan Paper**

**Description of RA 2:**

From what you have learned in this course, select a theoretical perspective that interests you the most. In this assignment, you will conduct a literature search on that theoretical approach and develop a personalized plan for your continued development..

**Instructions:**

Conduct research and construct a paper presenting and supporting your personal counseling theoretical preference (choosing from the major theories studied in this course). You should conduct a computerized literature search on the particular theoretical approach that feels like the best fit. Remember to select a theory that aligns with your worldview and your perspective of the best therapeutic relationship. References should be from empirical/scholarly works that support and further define the position. You should include the following in your paper:

* Summarize the fundamental elements of your theory of choice, including definitions of important terms, and major historical figures associated with the theory.
* Explain how your personal worldview (e.g. core beliefs about others and the world) connects to the theory of choice.
* Explain how the therapeutic relationship aligns with your interpersonal style.
* Discuss how your theory of choice addresses the multicultural nature of our diverse society.
* Present support for the effectiveness of your chosen theoretical approach by examining and analyzing the existing efficacy-based research. Include findings across age groups, gender, and/or multicultural groups.
* Discuss limitations of your chosen therapeutic approach, including any clients or presenting problems for which it may not be appropriate. Support your ideas with findings from existing research on the approach.
* Identify the ethical standards from the American Counseling Association’s *Code of Ethics* (2014) that apply to the use of an approach determined to be unsuitable for a particular group or presenting problem. Discuss the potential harm that could be caused by applying an unsuitable approach.
* Provide an example of how you would apply a minimum of two specific theoretical techniques to a fictitious client’s need.
* Provide a plan for how you will continue to develop your knowledge and skills related to that theory.

Your final deliverable will be a Word document, approximately 8-10 pages in length, utilizing a minimum of seven scholarly references. Your paper should be written in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources; and display accurate spelling, grammar, and punctuation.

RA 2 Grading Criteria

**CO: 1, 2, 3, 4, 5, 6**

**PO: 1, 2, 3, 4, 5, 8**

**ILO: 1, 2, 3, 4, 5, 6**

**CACREP Core: 1.a, 1.c, 1.j, 2.c, 3.a, 4.a, 5.b, 8.e**

**CMHC Standards: A.1, A.2, A.3, A.5, B.1, C.5, C.9, D.1, D.2, D.4, E.1, E.2, F.3**

|  |  |  |
| --- | --- | --- |
| **Assignment Components** | **Proficient** | **Max Points** |
|  |  |  |
| **Theoretical Summary:** Summarize the fundamental elements of your theory of choice, including definitions of important terms, and major historical figures associated with the theory. | Summary clearly states all critical elements of the theory of choice. All relevant technical terms are defined, and the importance of each historical figure is clearly and accurately stated. | /40 pts. |
| **Personal Worldview:**  Explain how your personal worldview connects to the theory of choice. | Correlation between the student’s worldview and the theory of choice is clearly stated. The effect of the worldview towards the use of the theory is appropriate. | /40 pts. |
| **Cultural Considerations:**  Discuss how your theory of choice addresses the multicultural nature of our diverse society. | The effect of the theory towards a variety of clients is accurate and clearly stated. | /38 pts. |
| **Theoretical Strengths:**  Present research findings in support of the effectiveness of your chosen theoretical approach. | Findings are presented of at least one peer-reviewed, efficacy study on the chosen theoretical approach. | /30 pts. |
| **Theoretical Limitations:**  Present research findings related to the limitations of your chosen theoretical approach. | Findings are presented of at least one peer-reviewed study examining the limitations of the chosen approach. | /30 pts. |
| **Ethical Considerations:**  Identify at least two ethical standards from the ACA Code of Ethics that address the inappropriate use of an approach or technique. Discuss specific, potential harmful effects of doing so. | At least two relevant ethical standards are identified, defined, and applied to the potential misapplication of a technique or approach. At least two examples of potential harmful effects are identified. | /30 pts. |
| Provide an example of how you would apply a minimum of two specifically theoretical techniques to a fictitious client’s need. | The description of implementation correctly aligns with each theory. Specific needs of the client are addressed, and the description of how each theory addresses the specific needs is clear and accurate. | /64 pts. |
| **Academic Writing** |  |  |
| Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e. APA); and display accurate spelling, grammar, and punctuation. | Written in a clear, concise, and organized manner; demonstrated ethical scholarship in appropriate and accurate representation and attribution of sources; and displayed accurate spelling, grammar, and punctuation. Use of scholarly sources aligns with specified assignment requirements. | /28 pts. |
| **Total** |  | **/300 pts** |

**Grading Criteria**

|  |  |
| --- | --- |
| **A** | 100 – 93 |
| **A-** | 92 – 90 |
| **B+** | 89 – 88 |
| **B** | 87 – 83 |
| **B-** | 82 – 80 |
| **C+** | 79 – 78 |
| **C** | 77 - 73 |
| **C-** | 72 – 70 |
| **D+** | 69 – 68 |
| **D** | 67 – 63 |
| **D-** | 62 – 60 |
| **F** | 59 and below |

*Grading Scale Grading requirements*

***NON-LASA Course***

|  |  |
| --- | --- |
| *Discussion and Participation* | *32%* |
| *Weekly Assignments* | *18%* |
| *RA 1* | *20%* |
| *RA 2* | *30%* |
|  | *100%* |

*Attendance, Academic Policies, and Library*

<http://syllabi.courseassets.com/gradargpolicies.pdf>