University of Arkansas

**College of Education and Health Profession**

**Department of Counseling, Leadership, and Research Methods Counselor Education and Supervision Program**

**CNED 6013 – Advanced Counseling Theory and Methods**

**Spring 2024**

**Instructor:** David D. Christian, Ph.D., LPC, LSC, CCAT

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# Meeting time: GRAD 210; Mondays 2:00-5:00pm

# Office Hours: In Person – Mon 9:30am-12:00pm; Virtual – Wed 3:00pm-5:00pm

<https://uark.zoom.us/j/88660688996?pwd=RXM0dDRaRnVnSFFqakdUZTBZTFBZdz09>

**Required Texts:**

1. Fall, K. A., Holden, J. M., & Marquis, A. (2023)*Theoretical models of counseling and psychotherapy* (4th Ed.). Routledge.

# Recommended Journals:

Journal of Counseling & Development

Professional School Counseling

Counseling Outcome Research and Evaluation

Measurement and Evaluation in Counseling and Development

Journal of Mental Health Counseling

International Journal of Play Therapy

Journal of Individual Psychology

# Course Resources:

Mullins Library World Wide Web E-mail

CNED Lab Textbooks/handouts Class lecture

Other Students Video Class discussion

# Course Description:

Critical analysis of major theoretical perspectives in counseling, including both group and individual counseling strategies for dealing with affective, cognitive, and behavioral dysfunction.

# Prerequisites:

CNED Doctoral Standing or Instructor Permission

# Content Areas:

This course is designed to develop knowledge, understanding, and practice of counseling theory and methods. The following content is included:

* 1. The major elements that might be considered in developing one’s personal guiding counseling theory and approach (i.e., view of human nature and personality development, purpose of counseling, the relationship, counselor/client role & function, techniques, etc.)
  2. The major factors that explain human behavior and the primary source of or key variables that contribute to dysfunction and ineffective behavior for most people most of the time
  3. The stages/phases of the counseling process and the factors that impact the outcome of the process for better or worse
  4. Major counseling theories, including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, and ethical/legal considerations
  5. A model for theory implementation
  6. The application of theories in crises, disasters, and other trauma-causing events
  7. The research base for existing counseling theories
  8. Various methods for evaluating counseling effectiveness
  9. Major concepts and constructs related to career development and career counseling

# Relationship to Knowledge Base:

ADVANCED LEVEL; Examines counseling theories and methods from clinical and research perspectives at an advanced level.

# Knowledge and Skill Outcomes:

This course is designed to provide learning experiences beyond the entry level related to major theoretical perspectives in counseling, including both group and individual counseling strategies for dealing with affective, cognitive, and behavioral dysfunction.

# CACREP Standards (2016):

**Standards Covered:**Curricular experiences will provide an understanding of the following:

|  |  |
| --- | --- |
| Section 6: Doctoral Standards Counselor Education and Supervision | CACREP |
| **6.B. The Doctoral Learning Environment** | |
| * Scholarly examination of theories relevant to counseling. | 6.B.1.a |
| * Integration of theories relevant to counseling. | 6.B.1.b |
| * Conceptualization of clients from multiple theoretical perspectives. | 6.B.1.c |
| * Evidence based counseling practices. | 6.B.1.d |
| * Methods for evaluating counseling effectiveness. | 6.B.1.e |
| * Ethical and culturally relevant counseling in multiple settings. | 6.B.1.f |

# ****Key Performance Indicator (KPI) Assessed:****

**The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her completion of Key Performance Indicators (KPIs) in this course. KPI(s) for this course are as follows:**

|  |  |  |
| --- | --- | --- |
| Doctoral Counseling | CACREP | Evaluation |
| Students will demonstrate culturally responsive, ethical, and effective counseling services from a relevant theoretical perspective. | 6.B.1.b,c,e,f. | Theory Paper |

# Methods of Instruction:

Content is provided utilizing an integrated didactic-experiential approach focusing on lectures, demonstrations, discussions (dyads, triads, small and large group) and individual learning projects. Part of class time will be in the application and processing of information NOT included in your texts.

# Evaluation Criteria and Procedures:

It is expected that enrolled students will (a) read the assigned textbook and literature prior to class, (b) appropriately participate in class discussions, role-plays, and other activities, and (c) turn in assignments no later than the beginning of class on the day they are due. Grades will be determined from scores on the following assignments:

# Grading Scale:

The following scale will be used to evaluate the demonstration of competencies and achievement of student learning outcomes. Grades will be based on the percentage of possible points:

|  |  |
| --- | --- |
| **Assignment** | **Points** |
| Day 1 Writing Assignment | 50 |
| Ill-defined problem paper [part 1 and part 2] | 50 |
| Personal Theory Presentation and Demonstration | 100 |
| Theory Lesson | 100 |
| Theory Paper | 150 |
| Theoretical evidence-base | 100 |
| **Total** | **550** |

1. **Day 1 Writing Assignment (50 pts)**
2. **Ill-defined Problem Paper [Part 1 and Part 2] (50 pts)**
   1. **Part 1** – According to Patricia King and Karen Kitchener (2004), people often encounter “controversial problems…about which ‘reasonable people reasonably disagree’” (p. 5). King, Kitchener, and others (Churchman, 1971; Wood, 1983) have called such dilemmas “ill-defined problems…characterized by two features: that they cannot be defined with a high degree of completeness, and that they cannot be solved with a high degree of certainty” (p. 5). The eminent educator John Dewey (1933) first noted that when people encounter such challenges, they implement what he called “reflective judgment…initiated when an individual recognizes that there is controversy or doubt about a problem that cannot be answered by formal logic alone, and [that] involve[s] careful consideration of one’s beliefs in lights of supporting evidence” (King & Kitchener, 2004, p. 6).
      1. Discuss whether or not the process of identifying one’s guiding theory of counseling represents an ill-defined problem.
      2. Summarize Kitchener and Kings’ model of reflective judgment and Brabeck and Welfel’s application of the model to the phenomenon of counseling students identifying their guiding theories of counseling.
      3. Look back at the paper you wrote during the first class meeting of this course. What evidence do you find of your level of reflective judgment?
   2. **Part 2** – Read chapter 1 in *Theoretical Models of Counseling and Psychotherapy.* Critique chapter 1 based on Brabeck and Welfel’s recommendations about master’s level counseling theory texts.
3. **Personal Theory Presentation and Demonstration (100 pts)**

Students will create a presentation where they show how key aspects of their aligned theoretical orientation have played out in their life. Start off your presentation by telling us what theoretical orientation you use when counseling clients and why. Then show us how your life aligns to key aspects of that theory. For example, I would tell you I practice from an Adlerian perspective due to the emphasis on family of origin, choice/responsibility, and social interest. Then I would show you how I have experienced things like social interest, goals of misbehavior, family of origin, birth order, early recollections, life tasks, etc (this list is not exhaustive). Include pictures that help us understand who you are and why you practice from that theoretical orientation. At the end of your presentation, show a video clip of you working with a client in a way that highlights your theoretical approach to counseling. Try to show a real client if possible, just be sure to get their permission to share the clip with the class. Before showing your clip, provide demographics of client, a brief overview of the goal of counseling and of that session, and how this clip is a good representation of you utilizing your aligned theoretical orientation.

1. **Theory Lesson (100 pts)**

Students will prepare a lesson (using the GANAG model) for one of the theories we will cover in class using the information below. As part of their presentation, students must incorporate some type of experiential learning activity that demonstrates a key aspect of the theory they are presenting. Be sure to cite (on each slide) where you got the information presented on that slide. You will need to use at least 8 original sources for this assignment and provide at least 3 articles related to your theory for us to read a week before your presentation. Students should choose a theory that is not their aligned theory or next most liked if possible. Lesson plans should be submitted 1 week before presentation for feedback. Use the following outline to create your presentation:

* Historical Development and Key People
* Key Concepts, Constructs, and Assumptions

# The Therapeutic Process

* + Purpose of Counseling & Therapeutic Goals
  + The Relationship
  + The Change Process
  + Role and Function of the Counselor and Counseling Recipient
  + Role medication plays in therapeutic process

#### Techniques, Methods, Strategies, and Interventions

* Application with Diverse Populations (Cultural Responsiveness)
* Implementation & Demonstration

#### Evaluation – Strengths and Limitations Related to Use in Different Settings and with the Diverse Populations, and Potential Contribution to One’s Own Counseling Approach

## Resources for Additional Information and Continued Study

1. **Theory Paper (150 pts)**

We all **align** with a theory that guides our counseling practice. We all have thoughts, beliefs, and convictions about human nature, the role of the environment in personality development, model of functionality, and personality change. In your day 1 writing assignment, you identified the theory you most aligned with as well as a theory you next most like. Using your day 1 writing assignment as a starting point, you will write a paper comparing and contrasting the theory you most align with to the theory you next most like. Use the theory outline under the “How This Book is Organized” heading on pp.14-15 (and the rubric) to structure your paper. Remember to adhere to the 7 Cs on p. 11 as you complete your paper. Finally, make what you consider the 10 most salient points of similarity and/or difference, writing a well-developed paragraph on each point, and including in each paragraph a supportive reference to a primary source(s) for each theory. Conclude your paper by highlighting the differences that lead you to identify with your best-matched theory rather than the comparison theory. By reading your paper, it should be clear that you have an in-depth understanding of both theories, can describe how they are similar as well as how they are different, and with which theory you most closely align and why. Use at least 8 original sources. You CANNOT use your theories textbook for this assignment, but at the end of each chapter you will find a helpful list of references and resources. The paper should be well developed (at least 15 pages; I will stop reading at 20 pages) and follow APA (7th ed.) guidelines. The instructor will not review rough drafts of this paper. For assistance with writing, students should visit the UARK Writing Studio (<https://success.uark.edu/tutors/writing-studio.php>). Students can make appointments online or in person. Students are STRONGLY encouraged to visit the UARK Writing Studio. In fact, the highest grade possible without visiting the UARK Writing Studio is 140 (and that would be a perfect, completely mistake free paper). All papers will be submitted through SafeAssign on Blackboard so be sure to avoid plagiarism by citing all sources per APA 7th guidelines.

1. **Theoretical evidence-base [Final Project] (100 pts)**

For this assignment, students will find 10 peer-reviewed research articles (at least 5 must be quantitative designs) related to the theoretical orientation assigned to them in class. Students will read each of the 10 articles thoroughly and complete an [annotated bibliography](https://libguides.csun.edu/research-strategies/annotated-bibliography#:~:text=An%20annotated%20bibliography%20is%20a,short%20paragraph%20about%20each%20source.&text=Each%20source%20in%20the%20annotated,format%20to%20make%20that%20easier.). After reading each article and completing the annotated bibliography, students will write a 3-5 page paper summarizing their findings and coming to a conclusion about the evidence-base supporting their assigned theory. Students should turn in a PDF document comprised of all of the Title/Abstract pages for each article and a Word document with the annotated bibliography and 3-5 page paper. As part of this assignment, please speak to the evidence (or lack of) supporting this theory with diverse populations.

**Grading Scale:**

The following scale will be used to evaluate the demonstration of competencies and achievement of student learning outcomes. Grades will be based on the percentage of possible points:

90 – 100% of Total Points = A

80 – 89% of Total Points = B

70 – 79 % of Total Points = C

60 – 69 % of Total Points = D

< 59 % of Total Points = F

**Expected Participation and Attendance:**

Attendance is expected at all scheduled class meetings. The nature of counseling courses dictates the necessity for your attendance. Topics in this course CANNOT be learned simply from reading a book. This class is going to be extremely interactive. Students will be required to actively and voluntarily participate in activities and discussion in order to reap the full benefit of this course. Further, appropriate participation includes behaviors and attitudes consistent with that of a counseling professional. Attending every class is expected, however, there may be times when illness, family crisis, or university-sponsored/ profession related activities make full attendance or participation impossible. In these situations, students are responsible for making timely arrangements with the instructor to obtain assignments and make up work missed. Make all arrangements prior to the absence when possible via email or phone. Students are allotted one absence without penalty. If a student is absent twice during the semester, the highest grade he or she can earn is a “B”. If, due to extenuating circumstances, a second absence occurs, the student will have the option of completing an alternative assignment to earn the participation points. Students are responsible for initiating discussion regarding this assignment with the professor. However, if a student is absent for 3 or more classes, the highest grade he or she can earn is a “C”. Examples of absences that will be considered “extenuating circumstances” include those resulting from the following: 1) illness of the student, 2) serious illness or death of a member of the student’s immediate family or other family crisis, 3) University-sponsored or professional activities for which the student’s attendance is required or relates to scholarship/ leadership/participation responsibilities, 4) religious observances (see UA Religious Observances policy), 5) jury duty or subpoena for court appearance, and 6) military duty. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes excused. Being tardy to class 3 times will be calculated as an absence that cannot be made up. That means, if you are absent 1 day and are tardy 3 times, the highest grade you can make is a B. The pre-proposal presentation, given on the final day of class, cannot be made up if missed. Prior to the final day of class, students can consult with the instructor about scheduling an alternative presentation time should extenuating circumstances warrant. Instructor reserves the right to determine if it is appropriate to allow any student to take the final exam at an alternative time.

*“Students are expected to be diligent in the pursuit of their studies and in their class attendance. Students have the responsibility of making arrangements satisfactory to the instructor regarding all absences. Such arrangements should be made prior to the absence if possible. Policies of making up work missed as a result of absence are at the discretion of the instructor, and students should inform themselves at the beginning of each semester concerning the policies of their instructors.”* -Graduate School Catalog

**Late Assignments:**

All assignments must be completed and turned in prior to the start of class on the assigned due date. If you are absent, your assignments are still due by the time class starts. I will accept assignments up to 24 hours late, but they will automatically drop a letter grade. If you turn in an A worthy assignment any time after class starts up until 24 hours after the start of class, you will receive a B. Thus, if you earn a 94, but your assignment was late, you get an 84. I will not accept assignments after the 24 hour deadline unless approved through a previous discussion with instructor.

**Academic Integrity:**

The application of the University Honesty Policy, as stated in the STUDENT HANDBOOK, will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware that dishonesty involves acts which may subvert or compromise the integrity of the education process. *"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the university’s ‘Academic Integrity Policy' at*[*http://provost.uark.edu/academicintegrity*](http://provost.uark.edu/academicintegrity)*.Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."*

*\*Plagiarism may result in a failing grade or dismissal from the graduate school. Please familiarize yourself with the University Honesty Policy.*

*\*\*Any completed assignment that appears to have violated the academic honesty policy will be immediately turned in to the Student Conduct Board for review.*

*\*\*\*Any assignment plagiarized will automatically receive a grade of 0 (zero).*

The APA Publication Manual (7th ed.) defines plagiarism as claiming “the words and ideas of another” as your own. You can avoid plagiarizing by giving credit where credit is due. Students are strongly encouraged to review section 8.2 on pages 255 and 256 of the APA Publication Manual (7th ed.) for more details regarding plagiarism and how to avoid it. Please note that plagiarism is both an academic integrity issue and a violation of our professional ethics.

The use of generative artificial intelligence tools in any capacity while completing academic work that is submitted for credit, independently or collaboratively, will be considered academic dishonesty in this course and reported to the Office of Academic Initiatives and Integrity.

**Statement of Expectations:**

The counseling 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 being able to provide ethical services to clients. 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. Behavior that is disruptive or cultivates an unsafe learning environment will be addressed using the program’s gatekeeping and remediation policy outlined in the handbook. This includes both in person and virtual (i.e, social media, group messages, texting, or other forms of electronic communication) interactions.

**Comfort, Controversy, and Conflict**

Active learning often involves taking risks and allowing yourself to be vulnerable in the learning space. According to the ACA Code of Ethics, self-growth, defined as “A process of self-examination and challenging of a counselor’s assumptions to enhance professional effectiveness” is “an expected component of counselor education” (see section F.8.c. of the ACA Code of Ethics). At times, controversial topics may be introduced. You will likely not always feel comfortable with the topics discussed but I encourage you to lean into any discomfort that arises as a learning opportunity – as counselors, this is a crucial skill. It is my goal for you to feel safe even when you don’t feel comfortable. You will not always agree with each other on these topics, but I do expect that you will remain respectful of your classmates throughout the semester to maintain basic safety within the classroom. If you believe that a disrespectful or inappropriate interaction has occurred that did not feel respectful or resolved, you should email your professor to schedule a meeting outside of class. Once this meeting has occurred, I (and the ACA Code of Ethics) also encourage you to approach anyone else involved outside of class to directly address the issue. If you do not feel that this is a safe option, please let me know during our meeting and alternatives can be discussed. We all are working to be more aware of our own biases in order to grow and change and be the best counselors we can be. Therefore, we all make mistakes as we learn. Addressing these in an appropriate way is important for counselors. Additionally, please be aware that educators are unable to disclose certain information about students due to FERPA, including remediation or disciplinary actions – just because you are not aware of such actions does not mean they are not happening. Just as I cannot and would not speak to your peers about if you were in remediation.

**Accommodations:**

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit cea.uark.edu for more information on registration procedures). The CEA is located in the Arkansas Union, room 209 and on the web at: <http://cea.uark.edu/>.

**Inclement Weather:**

In the event of inclement weather or other conditions that make attending class potentially unsafe for the majority, class may be cancelled. However, check your email and Blackboard notifications for confirmation as conditions may change throughout the day. Class is automatically cancelled when the UA is closed. RazALERT will contact you if such is the case. Please use common sense and good judgment all other times.

**Syllabus Change:**

The instructor reserves the flexibility to make changes as necessary to information in the syllabus in order to better meet perceived student learning needs and in response to unplanned changes. If changes are made, advance notification will be given to the class. Please note that when changes become necessary, class information will take precedent over syllabus information as a revised syllabus will not be distributed. An updated syllabus will be uploaded to Blackboard following any changes.

**Course Communication:**

All official communication and notifications for this course will occur through Blackboard. Students are responsible for checking Blackboard on a regular basis for course announcements and information. Students are responsible for all information shared on Blackboard. Missing an announcement or notification due to failure to check Blackboard does not release students from their responsibility pertaining to the content of the message.

**Important Notes:**

* Syllabus subject to change at instructor’s discretion.
* Any student who is having difficulty with APA writing style or graduate-level writing

may receive assistance at the UA Writing Studio (<https://success.uark.edu/tutors/writing-studio.php>)

* Students are responsible to seek clarification of any assignment or activity in this course prior to due date.

**Course Calendar**

|  |  |  |
| --- | --- | --- |
| Date | Topic | Due |
| 1/22-WK1 | Introductions  Syllabus  Day 1 Writing Assignment | *Day 1 Writing Assignment* |
| 1/29-WK2 | Introduction to Theory  Theory for Everything | Ch. 1 |
| 2/5-WK3 | Ill-Defined Problems and Reflective Judgment | King & Kitchener, 2004  Brabeck & Welfel, 1985 |
| 2/12-WK4 | Adlerian Psychology (D) | Ch. 4  *Ill-Defined Problem Paper* |
| 2/19-WK5 | Existential Counseling (A) | Ch. 5 |
| 2/26-WK6 | Client-Centered Counseling (D) | Ch. 6 |
| 3/11-WK8 | Cognitive Counseling (H) | Ch. 9 |
| 3/18 | SPRING BREAK |  |
| 3/25-WK9 | Gestalt Counseling (A) | Ch. 7 |
| 4/1-WK10 | Rational Emotive Behavior Therapy (Kayla) | Ch. 10 |
| 4/8-WK11 | Reality Therapy/Choice Theory (T) | Ch. 11  *Theory Paper (Open)* |
| 4/15-WK12 | Relational Cultural Theory (L) | Assigned Readings |
| 4/22-WK13 | Personal Theory Presentations | *Theor Paper (Closed)*  *Personal Theory Presentation* |
| 4/29-WK14 | Personal Theory Presentations |  |
| 5/6-WK15 |  | *Theoretical Evidence-Base* |

**Ill-Defined Problem Paper Rubric**

|  |  |
| --- | --- |
| **Part 1** | |
| Discuss whether or not the process of identifying one’s guiding theory of counseling represents an ill-defined problem. | /12.5 |
|  | |
| Summarize Kitchener and Kings’ model of reflective judgment and Brabeck and Welfel’s application of the model to the phenomenon of counseling students identifying their guiding theories of counseling. | /12.5 |
|  | |
| Look back at the paper you wrote during the first class meeting of this course. What evidence do you find of your level of reflective judgment? | /12.5 |
|  | |
| **Part 2** |  |
| Read chapter 1 in *Theoretical Models of Counseling and Psychotherapy.* Critique chapter 1 based on Brabeck and Welfel’s recommendations about master’s level counseling theory texts. | /12.5 |
|  | |
| **Total** | /50 |

**Theory Paper Rubric**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Theory 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and Theory 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Points Rubric** | **Theory 1** | **Theory 2** |
| Prepare and submit a paper that is approximately 15-20 pages, typewritten double-spaced, on regular 8 ½” x 11” white bond, with a 1” margin all around | \_\_/ 5 | |
|  | | |
| Style is consistent with the latest edition of the Publication Manual of the American Psychological Association (.1 deduction for each mistake – total of 5 point deduction) | \_\_/ 5 | |
|  | | |
| Provided evidence of UARK Writing Studio Session (Evidence consists of a marked up version of your original draft signed by a tutor or email to instructor from tutor). | \_\_/ 10 | |
|  | | |
| Used a minimum of 8 original sources and cited each source at least twice. | \_\_/ 5 | |
|  | | |
| 1. Theoretical Background | \_\_\_/25 | \_\_\_/25 |
| * 1. Historical context: what was the historical and cultural context in which this theory developed? |  |  |
|  | | |
| * 1. Founder and Key Figures: what were the major experiences of the founder’s and key figures’ lives and how do these relate to the theory? |  |  |
|  | | |
| * 1. Philosophical Underpinnings: What philosophical perspectives provided the conceptual foundation of this theory? |  |  |
|  | | |
| 1. Personality Development | \_\_\_/25 | \_\_\_/25 |
| 1. The nature of persons | | |
| * 1. Structurally: (what structures – actual or potential – are innate in the psyche of newborn infants)? |  |  |
|  | | |
| * 1. Functionally: (what drives or tendencies are present in the newborn infant and provide the basic motivation for behavior throughout life?) |  |  |
|  | | |
| 1. How experience in the environment contributes to development of personality |  |  |
|  | | |
| 1. What characterizes the mentally healthy and unhealthy person? |  |  |
|  | | |
| 1. The Counseling Process | \_\_\_/25 | \_\_\_/25 |
| 1. What motivates people to seek counseling |  |  |
|  | | |
| 1. How people change |  |  |
|  | | |
| 1. The role of the counselor, counseling relationship, and counseling strategies in fostering client change |  |  |
|  | | |
| 1. The cause of client resistance and how the counselor can most effectively respond to it. |  |  |
|  | | |
| 1. Related Issues: How well each of the following interfaces with your theory: | \_\_\_/25 | \_\_\_/25 |
| 1. Genetic Origins of Behavior (think Nature vs. Nurture) |  |  |
|  | | |
| 1. DSM-V |  |  |
|  | | |
| 1. Overview of the research/empirical evidence supporting the theory |  |  |
|  | | |
| 1. Use of psychotropic medication to treat mental illness |  |  |
|  | | |
| 1. Review of theoretically consistent techniques | \_\_\_/10 | \_\_\_/10 |
|  | | |
| 1. Ability to compare and contrast 10 main points of the theories | \_\_\_/10 | |
|  | | |
| 1. Which theory you align most with and why | \_\_\_/5 | |
|  | | |
| **Total Points** | **\_\_\_/150** | **\_\_\_/150** |
| **Final Grade** | **\_\_\_/150** | |

**Theory Lesson Rubric**

Theory:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Presenter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| 1. Historical Development and Key People | /10 |
|  |  |
| 1. Key Concepts, Constructs, and Assumptions | /10 |
|  |  |
| The Therapeutic Process |  |
| * 1. Purpose of Counseling & Therapeutic Goals | /2 |
|  |  |
| * 1. The Relationship | /2 |
|  |  |
| * 1. The Change Process | /2 |
|  |  |
| * 1. Role and Function of the Counselor and Counseling Recipient | /2 |
|  |  |
| * 1. Role medication uses in therapeutic process | /2 |
|  |  |
| Techniques, Methods, Strategies, and Interventions | /10 |
|  |  |
| 1. Application with Diverse Populations (Cultural Responsiveness of Theory) | /10 |
|  |  |
| 1. Implementation & Demonstration | /10 |
|  |  |
| Evaluation – Strengths and Limitations Related to Use in Different Settings and with Diverse Populations, and Potential Contribution to One’s Own Counseling Approach | /10 |
|  |  |
| Resources for Additional Information and Continued Study | /10 |
|  |  |
| GANAGed lesson plan submitted 1 week in advance | /5 |
|  |  |
| Three articles relevant to theory were provided to students 1 week prior to presentation | /5 |
|  |  |
| Professionalism (APA Style and 8 References) | /10 |
|  |  |
| Total | **/100** |

Additional Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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