



MICHAEL D. EISNER
COLLEGE OF EDUCATION

Department of Educational Psychology and Counseling

Course Syllabus
EPC 655: Counseling Theories
Monday 4-6:45pm – Fall 2021

Faculty: Angélica Galván, Ph.D., NCC

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Note: I will respond to email communication within 48 hours Monday through Friday, if you have emailed after 5pm on Friday, I will respond to you the following Monday.

Course Description

Counseling theories and treatment planning, including psychodynamic, humanistic-existential, cognitive-behavioral, feminist, and solution-focused theories, including an examination of the evidence-base and history of the counseling profession. Emphasis is placed on applications with diverse populations in community, school, and college settings.

Units: 3

Prerequisite: Admission to a CSUN Master's Degree Program in Counseling

Recommended Co-requisite: EPC 659A

College of Education Conceptual Framework

Michael D. Eisner College of Education

Regionally focused and nationally recognized, the Michael D. Eisner College of Education is committed to ***Excellence and Innovation***. Excellence in the acquisition of professional knowledge, skills, and dispositions is evidenced by the growth and renewal of ethical and caring professionals – faculty, staff, candidates – and those they serve. Innovation occurs through collaborative partnerships that represent communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework:

- Excellence in professional and academic preparation
 - Evidence of growth and renewal
 - Ethical and caring professionals
 - Collaborative partnerships
 - Communities of diverse learners
 - Creative and reflective thinking
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Instructional Philosophy

The Counseling programs at CSUN are designed based on learning-centered, outcome-based educational principles as described below:

Learning-Centered Education

- A cross-disciplinary, constructivist pedagogical model, learning-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge rather than mastery of content.
- In this approach, learning is the focus of curriculum design. Student learning is measured to determine whether students are meaningfully engaging the material. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it.
- Clearly defined learning objectives and criteria are used to facilitate student learning and democratized the student-teacher relationship.

Outcome-Based Education

- Closely related to learning-centered, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives.
- Rather than simply following the textbook chapter by chapter, the learning objectives drive the curriculum.

The learning objectives and outcome measures for this program have been derived from three distinct sources:

1. The California Commission on Teacher Credentialing (CTC) standards for School Counseling.
2. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirements for the specialization in School Counseling.
3. The Student Learning Objectives developed by department faculty.

How this course meets all of these requirements is outlined below.

CTC School Counseling Performance Expectations (SCPE) Covered in the Class

SCPE 1: Foundations of School Counseling Professional Standards	
SCPE 1.3	Understand and evaluate core counseling theories that work within schools, such as but not limited to: Adlerian Theory, Choice Theory, Cognitive Behavioral Therapy (CBT), Family Systems, Mindfulness-Based Stress Reduction (MBSR), Motivational Interviewing, Person-Centered Counseling, Rational Emotive Behavior Therapy (REBT), and Solution-Focused Brief Counseling (SFBC).
SCPE 2: Professionalism, Ethics, and Legal Mandates	
SCPE 2.1	Develop and apply an ethical decision-making process.
SCPE 2.5	Understand the responsibility of maintaining confidentiality of student records, ethical considerations regarding counseling relationships, limits pertaining to maintaining confidentiality, and the legal responsibilities within school counseling.
SCPE 2.6	Articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations.

CACREP Standards Covered in this Class

The Core CACREP standards covered in this class (in full or partially) include:

PROFESSIONAL COUNSELING IDENTITY	
1. Professional Counseling Orientation and Ethical Practice	a. History and philosophy of the counseling profession and its specialty areas
	b. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation
	l. self-care strategies appropriate to the counselor role
2. Social and Cultural Diversity	c. Multicultural counseling competencies
	e. The effects of power and privilege for counselors and clients
	f. Help-seeking behaviors of diverse clients
5. Counseling and Helping Relationships	a. Theories of models of counseling
	b. A systems approach to conceptualizing clients
	c. Theories, models, and strategies for understanding and practicing consultation
	f. Counselor characteristics and behaviors that influence the counseling process
	g. Essential interviewing, counseling, and case conceptualization skills
	h. Developmentally relevant counseling treatment or intervention plans
	i. Development of measurable outcomes for clients
	j. Evidence-based counseling strategies and techniques for prevention and intervention
	n. processes for aiding students in developing a personal model of counseling

SPECIALTY STANDARDS		
School Counseling - Foundations	1a.	History and development of school counseling
School Counseling – Contextual Dimensions	2g.	Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
	2n.	Legal and ethical considerations specific to school counseling
School Counseling – Practice	3f.	Techniques of personal/social counseling in school settings;
	3h.	Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
College Counseling and Student Affairs – Foundations	1a.	History and development of college counseling
College Counseling and Student Affairs – Contextual Dimensions	2d.	Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
	2o.	Legal and ethical considerations specific to college counseling
College Counseling and Student Affairs – Practice	3b.	Strategies to assist individuals in higher education settings with personal/social development
	3c.	Interventions related to a broad range of mental health issues for individuals in higher education settings

Specific Course Learning Objectives

The learning activities in this course will enable students successfully completing the class to do the following:

1. Describe the philosophical and practical distinctions between schools of counseling, such as psychodynamic, humanistic-existential, cognitive-behavioral, systemic, and postmodern.
 - a. To be measured on Tests 1 and 2.
2. Demonstrate knowledge of a wide range of counseling theories, practices, and techniques and familiarity with their evidence base.
 - a. To be measured on the Case Conceptualization Presentation.
 - b. To be measured on the Theory (Case Study) Paper.
 - c. To be measured on Tests 1 and 2.
3. Apply a variety of counseling theories to conceptualize client concerns and appropriate treatments in a variety of counseling settings, including clinical, school, university, and career.
 - a. To be measured on the Case Conceptualization Presentation.
 - b. To be measured on the Theory (Case Study) Paper.
4. Develop theory-specific treatment plans with goals and interventions for client concerns.

- a. To be measured on the Case Conceptualization Presentation.
 - b. To be measured on the Theory (Case Study) Paper.
5. To understand the history of counseling and the helping professions.
- a. To be measured on the Case Conceptualization Presentation.
 - b. To be measured on Test 1 and 2.

Signature Assignment

Each course in the program has a signature assignment that is consistent across sections and designed to ensure that all students demonstrate competency in core knowledge and skills. These assignments are graded using a scoring rubric and are used to measure student learning outcomes in the program and to provide faculty with information about the effectiveness of the curriculum.

The signature assignment for this course is the *Theory-based conceptualization and treatment plan assignment*

Instructional Format

This graduate seminar course will include lecture, experiential activities, films/case vignette videos, and in-class dialogue/discussion. The course may also include online components on Canvas (<http://canvas.csun.edu>); use your CSUN user ID and password to log on.

Policies and Resources

Attendance

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is required. ***In cases of absence, any scheduled assignments are due to the professor at the beginning of class unless other arrangements have been made prior to that time.*** If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings.

Due Dates and Times

Due dates and times are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity or extreme circumstance. Assignments are due on the identified date at the beginning of class (4pm) and must be submitted via Canvas. There will be no rewrites of assignments; therefore, it is necessary that you submit your best work. **Note:** Emailed assignments will not be accepted as there are often issues with opening documents and/or the formatting is incorrect.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of the course be completed prior to the unforeseen grave circumstance(s) at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the University's Incomplete Request Form ([Incomplete Request](#)).

Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the professor during the first two weeks of class, so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

Professionalism

As a student in a professional training program, you are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class with assignments complete.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared for in-class discussions.
- Managing paperwork effectively.
- Managing technology effectively (the university provides extensive computer, printing and internet support; please use it in times of technical emergency).
- Attending to class discussions/lectures and using technology (Laptops/iPads/etc.) for class purposes only.
 - **Note:** It can be very tempting to check email, instant message, play games, etc. during class when using technology at your desk. Should you **appear** to be disengaged from class discussions, lectures, or small/large group activities, points will be deducted from your overall participation and professionalism grade.
- Please – No texting, use of Twitter, Skype, or emailing during class. It is very distracting to others.
- Managing personal information (own and others’) appropriately.
- Seeking assistance related to assignments in advance of due dates.
- Engaging in email communication with students and faculty appropriately and professionally (e.g., proper email etiquette, using appropriate language, etc.).
- Please ensure you have turned off your cell phone in class or placed it on silent.
- Student Identified Class norms: _____

Zoom specific norms:

- To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking
- Be mindful of background noise
- Limit distractions
- Avoid multi-tasking
- Check private messages in the chat before you send them
- Close Facebook, Twitter, messaging applications, etc. before screen sharing (if applicable)

Students who have difficulty in one or more of the professionalism areas may have their participation grade lowered, and in severe cases may be referred to the department Student Affairs Committee for further review.

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA), and need course materials in alternative formats, notify the professor within the first two weeks of class. Students interested in accommodations should contact the University’s office for students with disabilities (Disability Resources and Educational Services, 818-677-2684); only this office can

recommend and arrange for accommodations. No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate any special needs.

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense*. See the University Catalog for further information. Additionally, students should refer to the Ethics Codes of the American Counseling Association (ACA) and the American School Counselor Association (ASCA) for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism and self-plagiarism, students can refer to the *APA Publication Manual, 7th edition*. Additionally, students must submit original work. Any papers or assigned writing must be original work and cannot be taken from previous papers submitted for other courses. If you are found submitting a paper in this manner, you will receive a 0 on the assignment and your participation and professionalism grade will be lowered by up to 7.5 points. Any student caught cheating will be referred to the department Student Affairs Committee.

Useful Links

CSUN's Computer Support

[CSUN Helpdesk](#)

Request for Incomplete Grade

[Incomplete Grade - Request Form](#)

Disabilities Resources and Educational Services

[DRES](#)

Writing Center

[Learning Resource Center](#)

The Pride Center

[CSUN Pride Center](#)

Research and Library Assistance

[Research and Library Assistance](#)

CSUN Student Conduct Policies

[Student Conduct Policies](#)

Required Readings/Books for this Section

Zalaquett, C., Ivey, A., & Ivey, M.B. (2018). *Essential Theories of Counseling and Psychotherapy: Everyday Practice in Our Diverse World*. Cognella, Inc.

Students may choose to use a previous edition, however, be advised that there may be at times significant variation between different editions. Students will be responsible for information included in the latest edition, as this is what will be covered in class.

Required Journal Articles

- Adelman, H. S., & Taylor, L. (2006). Mental Health in Schools and Public Health. *Public Health Reports*, 121(3), 294–298. <https://doi.org/10.1177/003335490612100312>
- Baskin, T. W., & Slaten, C. D. (2014). Contextual school counseling approach: Linking contextual psychotherapy with the school environment. *The Counseling Psychologist*, 42(1), 73-96. <https://doi.org/10.1177/0011000012473664>
- Gibbons, S., Trette-McLean, T., Crandall, A., Bingham, J. L., Garn, C. L. & Cox, J. C. (2019) Undergraduate students survey their peers on mental health: Perspectives and strategies for improving college counseling center outreach. *Journal of American College Health*, 67, 580-591. <https://doi.org/10.1080/07448481.2018.1499652>
- McCarthy, T. (2014). Great aspirations: The postwar american college counseling center. *History of Psychology*, 17, 1-18. <https://doi.org/10.1037/a0035671>
- Menzano, S., Goodwin, A., Rockett, G., & Morris, K. (2011). Practical, ethical, and legal considerations regarding videocounseling in college and university counseling centers: A response to quarto's "influencing college students' perceptions of videocounseling". *Journal of College Student Psychotherapy*, 25(4), 326-333. <https://doi.org/10.1080/87568225.2011.605695>
- Mullen, P. R., Lambie, G. W., Griffith, C., & Sherrell, R. (2015). School counselors' general self-efficacy, ethical and legal self-efficacy, and ethical and legal knowledge. *Ethics & Behavior*, 26(5), 415-430. <https://doi.org/10.1080/10508422.2015.1033627>

Additional reading on school mental health for P-12 can be found at this link: <http://smhp.psych.ucla.edu>

Other readings distributed in class or posted on Canvas (typically in article format).

Recommended Reference Texts

American Psychiatric Association. (2013). *Diagnostic and statistical manual for mental disorders* (5th ed.).

Washington D.C.: Author.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: APA.

Overview of Course Activities & Assignments

1. Theory Discussion Study Sheets 10% of grade (CACREP Core Std. 5c; Specialty standards School Counseling 3f; College Counseling 3b; SCPE 1.3)

Study sheets are due on Canvas Discussion board as indicated in the calendar. Students will use these to prepare for the in-class exams and eventually licensure exam, should they decide to pursue it.

Students will create a study sheet for 4 of the 7 schools of thought covered in the course. There will be a sign-up sheet shared with the class for students to choose which theories they will cover.

Each student will create a study sheet using the technique most beneficial for them. This may be a summary of the readings, an outline, a concept map, a PowerPoint, an iconograph or other creative means students might find beneficial to remember the information and facilitate learning. They must include the following:

- Description of the theory
- View of human nature and change

- Therapeutic relationship (quality, characteristics, roles, etc.)
- Techniques associated with theory
- Multicultural considerations

Study sheets will be uploaded to a discussion board as means of creating a community resource and discussion. Students will receive 10 points for uploading their study sheet and covering the points listed above, 5 points per comment on other student's work (must comment on at least 3) for a total of 25 points per study sheet. Comments should be respectful and add to the conversation and enhancement of the study material. A great comment will include questions, areas of agreement/disagreement and explanation, and add an in-depth analysis of what is being discussed.

Extension Policy: There is no extension available for this assignment. If you do not submit your study sheet on time by 4pm on the date due, your assignment will be considered incomplete, and the sheet will not count toward the total number of required sheets.

2. Case Conceptualization and Treatment Plan Presentation 10% of grade (CACREP Core Std. 5a, 5b, 5g, 5h, 5i, 5j; Specialty Std. 3f)

Students will be divided into 4 groups. Each group will receive a case scenario and create an assessment (case conceptualization) and treatment plan based on the assigned theory for a group identified issue from the case given and will present their conceptualization and treatment plan to the class. All submissions will be through Canvas.

- The assessment/treatment plan should address any issue the group has identified for the assigned theory.
- Issue should include focus on diversity related factors and implications for working with someone from a diverse background using the chosen theoretical framework.
- The format of the assessment (case conceptualization) portion will vary significantly from theory to theory; essentially the case will be assessed/conceptualized using key concepts from the assigned theory (e.g., defense mechanisms for psychodynamic, baseline functioning for behavioral, etc.).
- Treatment plans must include early, middle, and late phase goals with interventions for each.
- Each group will create a simple handout of the assessment and treatment plan for the class and a PowerPoint for the presentation, all of which will be posted on the Discussion board for presentations.

Extension Policy: Due to the tight scheduling, presentations cannot be rescheduled.

3. Theory Paper 25% of grade (CACREP Core Std. 5b, 5c, 5g, 5h, 5i, 5j; School Counseling 2g, 3f; College Counseling 1c, 3b; SCPE 1.3)

Students will develop an **8-10-page** paper examining the application of *two theories* of their choice. Instructions are as follows:

- A. Select Theories:** Students will choose one theory from group A and one from group B
 - a. *Group A:* Psychodynamic, Adlerian, Humanistic, Existential, Gestalt, Narrative, MCT
 - b. *Group B:* Behavioral, Cognitive Behavioral, Reality, Systemic, Solution-Focused, Person-Centered

- B. Vignettes:** Students will receive vignettes to choose from to write this paper. Each vignette will include some form of risk factors, characteristics, and/or warning signs of risk for mental illness and/or behavioral disorders along with an identified issue(s), however, you may be required to find the presenting issue in the information present. Vignettes will be available beginning week 6.

- C. Case Conceptualization:** Begin with one vignette and then assess that situation using a theory from Group A. You should use the language and concepts from that theory to conceptualize the problem situation; avoid generalized language or language from other theories. Identify diversity factors to consider in the conceptualization, as well as any legal/ethical considerations that should be made. Approximately two (2) pages double-spaced.
- D. Proposed Treatment Plan:** Develop a treatment plan describing the following: (a) initial, working, and closing phase therapeutic tasks, (b) client goals, (c) interventions described by the theory you chose (1-2 per goal with measurable outcomes included), and (d) diversity-related variables that should be considered. Lastly, identify any differences in how you might approach this presenting issue in a school environment. Approximately two (2) pages double-spaced in outline format.

Complete the same procedure (vignette, assessment, treatment plan) for the theory in Group B.

Citations: Students will need to cite **5 original academic sources** for each theory (may be academic articles or books—online webpages cannot count towards this total).

Hint. Make sure you choose a theory that is a good fit for treating the presenting problem you identify. You will find certain problems lend themselves to certain theories.

Extension Policy: There is no extension available for this assignment.

Formatting Instructions

All assignments must be typed in accordance with the current edition of the *APA Publication Manual* (available in the bookstore). Additionally, students should use the following guidelines:

- The papers must be double spaced in 12-point Times New Roman or similar font. Use 1-inch margins on all sides; this is to ensure that everyone has a similar understanding of “one page.”
- Students are encouraged to use *headers* to structure their papers. Please use the format for two levels of headers (APA 7th ed.); bolding is added to all levels and italics are required for levels 3 and 5 headings.
- Papers must be stapled; no binders or plastic covers will be accepted. Please note, the cover page and Reference page(s) are *not* included when counting paper length.
- Use full APA coversheet format; no additional information should be added.

All writing submitted to the professor should be a final draft, free of spelling, grammatical, stylistic, and typographical errors. Students are encouraged to allow ample time for writing, keeping in mind the frequency of computer glitches. *They Say/I Say* by Graff and Birkenstein (text may be ordered through Amazon.com or Barnes & Noble [BN.com]) is an excellent resource for academic writing. Students who would like extra assistance may contact the professor for additional university and program resources.

4. Personal Model of Counseling 15% of grade (CACREP School Counseling Specialty Std. 5n; College Counseling Specialty Std. 1c, 3b)

As we review the various theories of counseling, students will develop their personal model of counseling. The beginning work of developing a personal model of counseling will begin with the student’s theory choice, and this will be reviewed in chapter 1 of the textbook. The personal model of counseling will continue to develop as students progress through the class. **For this assignment, students will draft a 5–7-page paper where they will detail the following: 1) their worldview and way of understanding the world, including their cultural identity; 2) views of human development; 3) views of the**

counselor as a person; 4) views of your potential client's world; and 5) views on the process of psychotherapy and counseling and ways of intervening.

Citations: Students can choose whether or not to include citations in this paper. If citations are included, they must be cited appropriately in-text and in a references page.

Extension Policy: There is no extension available for this assignment.

Formatting Instructions

All assignments must be typed in accordance with the current edition of the *APA Publication Manual* (available in the bookstore). Additionally, students should use the following guidelines:

- The papers must be double spaced in 12-point Times New Roman or similar font. Use 1-inch margins on all sides; this is to ensure that everyone has a similar understanding of “one page.”
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- Use full APA coversheet format; no additional information should be added.

All writing submitted to the professor should be a final draft, free of spelling, grammatical, stylistic, and typographical errors. Students are encouraged to allow ample time for writing, keeping in mind the frequency of computer glitches. *They Say/I Say* by Graff and Birkenstein (text may be ordered through Amazon.com or Barnes & Noble [BN.com]) is an excellent resource for academic writing. Students who would like extra assistance may contact the professor for additional university and program resources.

5. In-class Examinations (Test 1 and 2) 20% of grade (CACREP Core Std. 1a, 1b, 1e, 1f, 5a, 5c, 5g; Specialty Std. 1a, 2g, 2n)

This experience may be beneficial to you in the future, especially if you are interested in pursuing licensure at some point. If you are interested in pursuing licensure you will need to take a multiple-choice examination to be licensed, so this is good practice. The exam will be relatively brief (40 questions each [Tests 1 and 2]) yet comprehensive—and hopefully fairly easy by using the study sheets created over the course of the semester to prepare.

Extension Policy: No extensions are available for this assignment.

6. Weekly Quizzes 10% of grade

Students will complete a quiz each week in canvas based on the chapter reading for the week. Each quiz will be given at the start of each class beginning week 2. Quizzes will be completed in Canvas and will contain 5-10 questions. A score of 80% or higher is expected.

Extension Policy: No extensions are available for this assignment.

7. Participation and Professional Engagement 10% of grade

Participation: This portion of the grade covers professionalism—professional conduct and attitude—which reflects an understanding of professional ethics codes, such as those set forth by ACA and ASCA, as well as the quality of student participation in classroom exercises and discussion. Lastly, any pop quizzes, quick writes, and/or response requests will count toward this grade. **Note:** Pop quizzes; quick writes, and response requests will occur in the first 20 minutes of class and cannot be made up if missed. See rubric on p. 15 re: grading for participation and professionalism.

Evaluation

Students will be evaluated on their understanding of the material presented and on the quality of their participation. The final course grade will be determined by the following:

Course Activity	Value
Theory Discussion Study Sheet	10%
Case Conceptualization and Treatment Plan Presentation	10%
Theory Paper	25%
Weekly Quizzes (10 x 1point)	10%
Test 1	10%
Personal Model of Counseling	15%
Test 2	10%
Participation & Professionalism*	10%
Total	100%

*Participation may count for up to 100% of grade for serious conduct issues (e.g., failing to adhere to ACA & ASCA Code of Ethics, department and university student Codes of Conduct, etc.)

Grading System

A 100-point grading scale will be used for the final grade; please note that a grade of A is the highest final grade that one can receive for the course, but a grade of A+ is granted for exceptional work in the class. **Note:** No grade will be rounded up or down.

Points	Grade
97+	A+
93-96	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
72-77	C
70-71	C-
60-69	D
Below 60	F

University Policy on GPA Requirements for Graduate Programs (from the University Catalogue)

Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average. No grade below a "C" can be counted in the formal program. Any grade of "C-" or below in the formal program must be repeated after an approved course repeat form has been filed. If the student does not receive a "C" or better on the 2nd attempt, the student will be disqualified from the program. A maximum of 6 units in the formal program may be repeated at the graduate level. The repeat grade will appear on the transcript. Departments may have higher standards that take precedence over the University policy.

Tentative Schedule of Course Activities

WEEK	TOPICS	READINGS	ASSIGNMENTS DUE
WEEK 1 (8/30)	Overview of syllabus Introduction: A Worldview of Theories, Research, and Practitioners	<ul style="list-style-type: none"> Zalaquett, Ivey, & Ivey (2018): Chapter 1 	
WEEK 2 (9/6)	<i>LABOR DAY NO CLASS</i>		
WEEK 3 (9/13)	The Culturally Intentional Counselor and Therapist: Theories, the Helping Process, and You	<ul style="list-style-type: none"> Zalaquett et al. (2018): Chapters 2 & 3 McCarthy, T. (2014). Great aspirations: The postwar American college counseling center. (Canvas) Adelman & Taylor (2006): Mental health in schools & public health (Canvas) 	Quiz 1
WEEK 4 (9/20)	Conducting an Intentional Interview: Theory, Skills, and Brief Interventions, Case Conceptualization	<ul style="list-style-type: none"> Zalaquett et al. (2018): Chapter 4 Gibbons et al. (2019). Undergraduate students survey their peers on mental health: Perspectives and strategies for improving college counseling center outreach (Canvas) (SCPE 1.3) 	Quiz 2
WEEK 5 (9/27)	Multicultural Counseling and Therapy: Metatheory Taking Theory into Practice	<ul style="list-style-type: none"> Zalaquett et al. (2018): Chapter 5 Menzano et al. (2011). Practical, ethical, and legal considerations regarding videocounseling in college and university counseling centers (Canvas) Mullens et al. (2016): School counselors' general self-efficacy (Canvas) 	Quiz 3
WEEK 6 (10/4)	Developmental Counseling and Therapy: Integrating Different Theoretical Perspectives into a Practical Framework	<ul style="list-style-type: none"> Zalaquett et al. (2018): Chapter 6 Baskin & Slaten (2014): Contextual school counseling approach: Linking contextual psychotherapy with the school environment (Canvas) 	Quiz 4
WEEK 7 (10/11)	Psychodynamic Counseling and Therapy: Conception and Theory	<ul style="list-style-type: none"> Zalaquett et al. (2018): Chapter 7 (SCPE 1.3) 	1. Quiz 5 2. Theory Discussion Study Sheet 1
WEEK 8 (10/18)	Test 1	<ul style="list-style-type: none"> Test 1 will consist of 40 questions, multiple choice <ul style="list-style-type: none"> Information from Weeks 1-7. 	Theory Discussion Study Sheet 2
WEEK 9 (10/25)	Behavioral Therapy and Counseling: Behavioral Foundations of Change	<ul style="list-style-type: none"> Zalaquett et al. (2018): Chapter 8 (SCPE 1.3) 	1. Quiz 6 2. Theory Discussion Study Sheet 3

WEEK 10 (11/1)	Cognitive-Behavioral Therapy and Counseling: Cognitive Foundations of Change	<ul style="list-style-type: none"> Zalaquett et al. (2018): Chapter 9 (SCPE 1.3) 	<ol style="list-style-type: none"> Quiz 7 Theory Discussion Study Sheet 4
WEEK 11 (11/8)	The Existential-Humanistic Tradition: The Phenomenological Foundations of Change	<ul style="list-style-type: none"> Zalaquett et al. (2018): Chapter 10 (SCPE 1.3) 	<ol style="list-style-type: none"> Quiz 8 Student case conceptualization and treatment plan presentations
WEEK 12 (11/15)	The Humanistic-Experiential Tradition: The Experiential Foundations of Change	<ul style="list-style-type: none"> Zalaquett et al. (2018): Chapter 11 (SCPE 1.3) 	<ol style="list-style-type: none"> Quiz 9 Student case conceptualization and treatment plan presentations
WEEK 13 (11/22)	Systems and Family Counseling and Therapy: The Holistic Approach to Change	<ul style="list-style-type: none"> Zalaquett et al. (2018): Chapter 12 (SCPE 1.3) 	<ol style="list-style-type: none"> Quiz 10 Student case conceptualization and treatment plan presentation
WEEK 14 (11/29)	Postmodern Theories: Feminist, Solution-focused and Narrative approaches	<ul style="list-style-type: none"> See articles in Canvas in SFBT Folder (week 14 module) (SCPE 1.3) 	<ol style="list-style-type: none"> Student case conceptualization and treatment plan presentations Personal Model of Counseling
WEEK 15 (12/6)	Toward an Integrated Counseling and Psychotherapy & Course Wrap-up	<ul style="list-style-type: none"> Zalaquett et al. (2018): Chapter 13 	<ol style="list-style-type: none"> Quiz 11 Theory paper
WEEK 16 (12/13)	Test 2	<ul style="list-style-type: none"> Test 2 will consist of 40 questions, multiple choice. Information from Weeks 9-15. 	

**The professor reserves the right to modify the above course schedule to meet course goals when needed.*

Participation & Professional Engagement Rubric

	Excellent	Adequate	Fair	Poor
Attendance	Attends all classes, arrives on time and stays for the entire class	Misses one full class; or arrives late to class twice; and/or leaves early twice	Misses two full classes; or arrives to class late three or more times; and/or leaves early three or more times	Misses more than two full classes without communication with professor re: extenuating circumstance
Professionalism	Meeting all areas listed on pg. 5 (10)	Meeting at least 8 areas listed on pg. 5 (7)	Meeting at least 7 areas listed on pg. 5 (5)	Meets 6 or fewer areas listed on pg. 5 (3)
Class and small group participation	Regularly asks/answers questions and/or makes observations that are indicative of reflective practices and critical analysis; discussion is appropriate to the topic, lecture, discussion, and/or assigned readings. Participates in all quick writes, pop quizzes, and/or response requests. (5)	Occasionally asks/answers questions and/or makes observations that are somewhat indicative of reflective practices and some critical analysis; discussion is appropriate to the topic, lecture, discussion, and/or assigned readings. Participates in all but 1 quick write, pop quiz, and/or response request. (3)	Rarely asks/answers questions or makes comments; some familiarity with topic, lecture, or assigned readings. Missing two quick writes, pop quizzes, response requests, or a combination of two. (1)	Never asks/answers questions or makes comments that indicate any familiarity with the topic, lecture, or assigned readings. Misses all quick writes, pop quizzes, and response requests, or more than 3 combined. (0)

Total points possible: 15

Note: I will track your attendance, however, attendance will not be calculated as part of the participation and professionalism grade.

655 Case Conceptualization & Tx Plan Scoring Rubric

Name(s): _____ Date: _____

Total: _____

	5	4	3	2	1	0	Score
Assessment	Highly sophisticated assessment of client; demonstrates sophisticated understanding of theoretical terms and can directly apply to specifics of case.	Outstanding assessment of client; demonstrates excellent understanding of theoretical terms and can directly apply to specifics of case.	Demonstrates clear understanding of key theoretical terms and able to apply directly to case.	Good understanding of basic theoretical concepts and able to apply generally to case client. Less detail and/or specifics than B+.	General understanding of theoretical concepts and able to apply generally to case client. Less detail and/or specifics than B.	Some problems in understanding theoretical concepts and/or not directly applied to case.	
Tx Plan	Highly sophisticated tx plan; demonstrates sophisticated understanding of theoretical terms and applies directly to specifics of case. Goals clearly target assessed problems; interventions are theory-specific and tailored to client. Goes beyond generic plan in text.	Outstanding tx plan; demonstrates excellent understanding of theoretical terms and applies directly to specifics of case. Goals clearly target assessed problems; interventions are theory-specific and tailored to client. Goes beyond generic plan in text.	Great tx plan; demonstrates excellent understanding of theoretical terms and applies directly to specifics of case. Goals target assessed problems; interventions are theory-specific and tailored to client.	Good tx plan; demonstrates understanding of theoretical terms and applies to specifics of case. Goals generally target assessed problems; interventions are applied to client. May have some confusion with goals and interventions.	Good basic tx plan; demonstrates understanding of basic theoretical terms and applies generally to case. Goals generally target assessed problems; interventions fit with goals. May have some confusion with goals and interventions and/or misunderstanding of theory.	Plan not entirely consistent with theory and/or goals too general; not applied directly to case.	
Handouts	Uploads handout for class members (2.5 points)					No handout uploaded	

Total: _____

Theory Paper Rubric

Name: _____

Date: _____

	5	4	3	2	1	Score
Theory & Case Conceptualization (7.5)	Theory clearly identified with a theory from group A and B listed; demonstrates sophisticated understanding of theoretical terms and can directly apply to specifics of case. Uses theory specific language to conceptualize the case.	Theory clearly identified with a theory from group A and B listed; demonstrates excellent understanding of theoretical terms and can directly apply to specifics of case. Uses theory specific language for most aspects of the case conceptualization.	Theory identified with a theory from group A and B chosen, but somewhat vague; demonstrates basic understanding of key theoretical terms and able to apply to case. Less detail.	Theory identified, uses two theories from group A or two theories from group B; somewhat vague; good understanding of basic theoretical concepts and able to apply generally to client. Limited detail. May have minor misunderstandings. Uses generalized language or language from other theories to conceptualize the case.	Theory poorly identified; general understanding of theoretical concepts and able to apply generally to client. Very limited detail. May have minor misunderstandings. Uses generalized language and language from other theories in case conceptualization.	
Tx Plans (7.5)	Highly sophisticated tx plan; demonstrates sophisticated understanding of theoretical terms and applies directly to specifics of case. Goals clearly target assessed problems; interventions are theory-specific and tailored to client. Goes beyond generic plan in text.	Outstanding tx plan; demonstrates excellent understanding of theoretical terms and applies directly to specifics of case. Goals clearly target assessed problems; interventions are theory-specific and tailored to client. Goes beyond generic plan in text.	Solid tx plan; demonstrates solid understanding of theoretical terms and applies directly to specifics of case. Goals target assessed problems; interventions are theory-specific and address client.	Good tx plan; demonstrates understanding of theoretical terms and applies to specifics of case. Goals generally target assessed problems; interventions are applied to client. May have some confusion with goals and interventions.	Good basic tx plan; demonstrates understanding of basic theoretical terms and applies generally to case. Goals generally target assessed problems; interventions fit with goals. May have some confusion with goals and interventions and/or misunderstanding of theory.	
Writing Style and APA Format	Outstanding job with APA format (coversheet; running head; headings; in text cites; references). Formatted according to syllabus; writing style is clear and engaging. No grammatical or style errors.	Excellent job with APA format (coversheet; running head; headings; in text cites; references). Formatted according to syllabus; writing style clear and engaging. Few and minor grammatical or style errors.	Good job with APA format (coversheet; running head; headings; in text cites; references). Formatted according to syllabus; writing style clear. Some grammatical and/or style errors.	Attends to majority of APA formatting (coversheet; running head; headings; in text cites; references). Writing style conveys basic information. Some grammatical and/or style errors.	Attends to some APA formatting (coversheet; running head; headings; in text cites; references). Writing style conveys basic information. Grammatical and/or style errors.	
Citations (2.5)	Uses 5 academic citations for theory A and 5 academic citations for theory B.	Uses 4 academic citations for theory A and/or B.	Uses 3 academic citations for theory A and/or B.	Uses 2 academic citations for theory group A and/or B.	Uses only one citation for either theory group A or B.	
Page Length (2.5)	Paper is 8-10 pages in length, not counting title or reference pages.	Paper is 7 pages in length or 11 pages in length, not counting title or reference pages.	Paper is 6 pages in length, not counting title or reference pages.	Paper is 5 pages in length or 13 pages in length, not counting title or reference pages.	Paper is fewer than 5 pages in length or greater than 13 pages in length, not counting title or reference pages.	

Total: _____

EPC 655 INDEX for CTC Standards

Pages on which CTC Standards are Introduced in yellow

SCPE	I
1.3	8, 9, 13 , 14