

## College of Education

We develop educational leaders who create tomorrow's opportunities.

The College of Education at Northern Arizona University embraces its mission to prepare competent and committed professionals who are equipped to make positive differences for children, students, and adults in educational settings and communities.

*Northern Arizona University sits at the base of the San Francisco Peaks, on homelands sacred to Native Americans throughout the region. We honor their past, present, and future generations, who have lived here for millennia and will forever call this place home.*

### **COURSE SYLLABUS**

#### **EPS 601: COUNSELING THEORIES**

*Department of Educational Psychology*

(3 CR.)

**Instructor:**

**Contact:**

**Office:**

**Office hours:**

**Class Meetings:**

**Location:**

**Mode of Instruction:**

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### **COURSE PRE-REQUISITE(S), CO-REQUISITE(S), CO-CONVENED, AND/OR CROSS-LISTED COURSES**

Admission to Clinical Mental Health Counseling (MA) or Counseling-School Counseling (MEd) or Counseling-Student Affairs (MEd) or Educational Psychology-Counseling Psychology (PhD)

### **COURSE PURPOSE**

This course is an introduction and overview of the approaches to counseling and psychotherapy. The course intent is to provide the counseling student with an introduction to the major counseling orientations and their theoretical constructs, processes, applications, research and assessment.

### **COURSE STUDENT LEARNING OUTCOMES**

This course is designed to be interactive, and students will be invited to participate in numerous ways. Didactic lectures will be supplemented with discussion, activities, and application of knowledge obtained through course content and materials. Learning outcomes and expectations for this course are selected to reflect the standards

for counseling and consultation identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). It is expected that each student will be able to demonstrate attainment of each of the standards listed below. This will be accomplished via course content and discussion, content applied practice, assignments, and readings.

<b><u>CACREP 2024 STUDENT LEARNING OUTCOMES</u></b>	<b>CACREP 2024 Standards</b>
Theories and models of counseling, including relevance to clients from diverse cultural backgrounds <b>NACE Competency: Critical Thinking</b>	3-E1
Consultation models and strategies	3-E4
Counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships <b>NACE Competency: Career &amp; Self-Development</b>	3-E8
Processes for developing a personal model of counseling grounded in theory and research	3-E21
Theories and models of multicultural counseling, social justice, and advocacy <b>NACE Competencies: Equity and Inclusion</b>	3-B1
The influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews	3-B2

**ASSIGNMENTS/ASSESSMENTS OF COURSE STUDENT LEARNING OUTCOMES**

**HOMEWORK**

Homework assignments will be assigned nearly every week. Essentially, the purpose of the assignments will be for you to think critically about the theories and to experientially “try out or try on” aspects of each theory in action. Come to class ready to participate in a small group discussions and practice with theoretical techniques. Doing so will help each student to experience the information on a more integrated level.

**PERSONAL THEORY PAPER**

Before starting your own therapy practice, you want to articulate and determine what theories resonate with you and how you want to approach working with clients. You will want to determine your theoretical orientation and be able to explain it to yourself, your instructors, and your future clients. Having your own theoretical orientation makes it easier to determine how you want to work with your clients and what techniques resonate with you the most as a therapist. To prepare for your Week 13 assignment, review the textbook chapter(s) that reflects the theory/theories that most closely align with the theoretical orientation you would like to use in your practice.

**Write** a 1,050- to 1,400-word paper explaining the theory/theories (psychodynamic, Adlerian, Jungian, person-centered, gestalt, CBT/REBT, reality, narrative, or solution-focused theories) that you prefer the most. In your paper, be sure to:

- **Summarize** the theory/theories.
- Include definitions and examples where appropriate.
- **Explain** your rationale for this choice.
- What draws you to this theory? Support your response with details related to human nature, key concepts, and your role in the therapeutic relationship.
- What parts of the theory are the most appealing to you? Which parts are the least appealing? Why?
- **Compare** your chosen theory to another counseling theory you learned about in this course.
- Describe how this theory is closely related to your chosen theory. How does it differ?
- **Describe** how you would apply your chosen theory to address a mental health issue.
- Explain how using the philosophy of recovery-oriented care relates to your application of your chosen theory.
- What might be the advantages and limitations of your theory as you apply the theory to the mental health issue you have chosen?
- **Describe** what you have learned from completing this assignment in your conclusion.
- **Incorporate** research from current, scholarly references to support your response.

Note: Use the topics above as headings in your paper.

**Cite** 3 scholarly references in addition to the textbook.

**Format** your paper according to APA guidelines.

### **MID-TERM & FINAL EXAMS**

The 20-question multiple choice mid-term will be at the halfway point of the course and cover chapters 1, 2, and 4-7. This will be an in-class exam.

The comprehensive final will comprise of two parts. The final exam will occur at the last class meeting and will cover chapters 4-15. The exam will include multiple choice and short answer questions. The compare-and-contrast essays will be due at the end of week 15. The compare-and contrast prompts will be provided a week before the due date and you will have one week to complete the short essay (2-page response).

### **IN-CLASS ACTIVITIES**

This course will include eight in-class activities throughout the semester. In-class activities will vary in modality and in point value based on complexity. Examples of in-class activities include tasks such as developing a genogram, structural mapping, and didactic discussions. A list of the in-class activities can be found on Canvas. **Students must be *IN* class in order to receive credit for these assignments.**

## GRADING SYSTEM

<u>ASSIGNMENT</u>	<u>POINTS</u>
HOMWORK (8 ASSIGNMENTS)	400 (50 POINTS EACH)
PERSONAL THEORY PAPER	100
MIDTERM	100
FINALS (EXAM & ESSAY)	200
PARTICIPATION (SEE POLICIES)	200

### GRADING SCALE:

#### TOTAL POINTS POSSIBLE: 100

900-1000 = A

800-899 = B

700-799 = C

600-699 = D

0-599 = F

\*Students are provided with a detailed course schedule. **As such, there will be no "extension" opportunities on any assignments, and late assignments will not be accepted.** Students should prioritize discussing legitimate extenuating circumstances that may interfere with assignment deadlines with the instructor beforehand or ASAP. Examples of what may constitute an extenuating circumstance include the death of a family member, a legal issue, or a severe medical issue or emergency; in such cases, a potential amendment to any deadlines will be handled on a case-by-case basis. \*

## READINGS AND MATERIALS

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10<sup>th</sup> ed.). Brooks/Cole.

## COURSE SCHEDULE

MODULE	COURSE MEETING CONTENT	WEEKLY READING	ASSIGNMENTS
1	<ul style="list-style-type: none"> <li>○ Syllabus &amp; course expectations</li> <li>○ Personal Theory</li> </ul>	N/A	<ul style="list-style-type: none"> <li>○ Personal Introduction                             <ul style="list-style-type: none"> <li>• Due</li> </ul> </li> </ul>
2	<ul style="list-style-type: none"> <li>○ <b>NO IN PERSON CLASS</b></li> <li>○ Intro to Counseling Theories</li> <li>○ The Counselor: Persona and Professional</li> <li>○</li> </ul>	Chapters 1-2	

3	<ul style="list-style-type: none"> <li>○ Psychoanalysis <ul style="list-style-type: none"> <li>• Freudian and neo-Freudian</li> </ul> </li> </ul>	Chapter 4 Articles for week 3	
4	<ul style="list-style-type: none"> <li>○ Individual Psychology <ul style="list-style-type: none"> <li>• Adler</li> </ul> </li> </ul>	Chapter 5 Articles for week 4	<ul style="list-style-type: none"> <li>○ Lifestyle Assessment <ul style="list-style-type: none"> <li>• Due</li> </ul> </li> </ul>
5	<ul style="list-style-type: none"> <li>○ Existential Therapy</li> </ul>	Chapter 6 Articles for week 5	<ul style="list-style-type: none"> <li>○ Existential Exploration Assignment <ul style="list-style-type: none"> <li>• Due</li> </ul> </li> </ul>
6	<ul style="list-style-type: none"> <li>○ Person-Centered Therapy</li> </ul>	Chapter 7 Articles for week 6	<ul style="list-style-type: none"> <li>○ Person-Centered Reflection Assignment <ul style="list-style-type: none"> <li>• Due</li> </ul> </li> </ul>
7	<ul style="list-style-type: none"> <li>○ Gestalt Therapy</li> </ul>	Chapter 8 Articles for week 7	<ul style="list-style-type: none"> <li>○ Gestalt Experiential Exercises and Reflections <ul style="list-style-type: none"> <li>• Due</li> </ul> </li> <li>○ <b><u>Midterm – Complete in Class</u></b></li> </ul>
8	<ul style="list-style-type: none"> <li>○ Behavioral Therapy</li> </ul>	Chapter 9 Articles for week 8	
9	<ul style="list-style-type: none"> <li>○ Cognitive Behavioral Therapies</li> </ul>	Chapter 10 Articles for week 9	<ul style="list-style-type: none"> <li>○ REBT Self-help Forms <ul style="list-style-type: none"> <li>• Due</li> </ul> </li> </ul>
10	<ul style="list-style-type: none"> <li>○ Choice Theory/Reality Therapy</li> </ul>	Chapter 11 Articles for week 10	<ul style="list-style-type: none"> <li>○ Reality Therapy Exercise</li> </ul>

			<ul style="list-style-type: none"> <li>• Due</li> </ul>
11	<ul style="list-style-type: none"> <li>○ Feminist</li> </ul>	Chapter 12 Articles for week 11	<ul style="list-style-type: none"> <li>○ Feminist Writing Assignment <ul style="list-style-type: none"> <li>• Due</li> </ul> </li> </ul>
12	<ul style="list-style-type: none"> <li>○ Solution-Focused Therapy</li> <li>○ Narrative Therapy</li> </ul>	Chapter 13 Articles for week 12	
13	<ul style="list-style-type: none"> <li>○ “New Wave” of Cognitive Behavioral Therapy</li> </ul>	Articles for week 13	<ul style="list-style-type: none"> <li>○ Personal Theory Reflection paper <ul style="list-style-type: none"> <li>• Due</li> </ul> </li> </ul>
14	<ul style="list-style-type: none"> <li>○ Family Systems</li> </ul>	Chapter 14	
15	<ul style="list-style-type: none"> <li>○ Pulling it All Together</li> <li>○ <b>Final Exam</b> in class</li> </ul>	Chapter 15 Articles for week 15	<u><b>FINALS</b></u> <ul style="list-style-type: none"> <li>○ Final – In Class</li> <li>○ Essay – Due</li> </ul>
16 <b>FINALS WEEK</b>			

*While the syllabus intends to capture necessary aspects of this course, the instructor reserves the right to amend and/or add necessary information as we progress through the semester. Course meeting content and assignment deadlines are subject to change with appropriate notice.*

### CLASS POLICIES

#### FULL PARTICIPATION

If there is a reason why a student cannot participate fully in this course or meet all the requirements, it is recommended that they consider taking the course at another time or contact the instructor within the first two weeks of the class to discuss options. Students who wish to request reasonable accommodations should obtain documentation at the NAU office of disability support services (928-523-8773) and then meet with the instructor. If students are in need of mental health support, they may contact NAU Campus health services (928-523-2131).

#### COURSE ACADEMIC DISHONESTY POLICY

<https://policy.nau.edu/policy/policy.aspx?num=100601>. The penalty for cheating and **ANY** form of plagiarism (including using AI platforms to complete assignments) will result in a score of zero points on the assignment in question. If cheating or plagiarism is a recurring issue, the student will be placed on a PGP and/or may face serious disciplinary consequences. If plagiarism occurs within a group assignment, each student will incur consequences. Students who have knowledge of someone else cheating or plagiarizing are also responsible for bringing this to the instructor's attention (it will be kept confidential). For clarification of what constitutes plagiarism, please see: <http://plagiarism.org/>. Please see the NAU policy statement on academic integrity at the end of this syllabus and [www4.nau.edu/caldeansoffice/chairhandbook/academic\\_dishonesty.html](http://www4.nau.edu/caldeansoffice/chairhandbook/academic_dishonesty.html) for more details about the policy and its consequences.

#### **TECHNOLOGY POLICY**

Please silence any notifications on your device(s) before the beginning of class. Students are permitted to use a laptop/tablet during portions of class that may require notes to be taken or for clearly defined in-class activities. If it is apparent that the use of a device may be causing a distraction to a student, their classmates, or the instructor, the instructor will require the device to be put away for the rest of class, *and the student will incur a 10% deduction of their daily participation points*. Cell phones are not permitted to be used in class unless otherwise instructed. If a student must use their cell phone (i.e., for family emergencies, etc.), they should inform the course instructor before the start of class.

#### **ATTENDANCE, PARTICIPATION, & PROFESSIONALISM**

Meaningful participation in an experiential class is vital; the substance of students' contributions to the learning process impacts the experience for the entire class. Your participation will include but is not limited to, role-playing, case analysis, small and large group discussion, and engagement in didactic readings, lessons, and exercises. At all times, students are expected to demonstrate personal dispositions and attitudes consistent with the characteristics of professional counselors. At all times, all students are expected to demonstrate and exemplify ethical behavior as defined in the *American Counseling Association Code of Ethics*. As professionals in training, **it is the expectation and responsibility of students to be open to engaging in course content and intellectual discourse, to contribute to class discussions/activities, and to attend respectfully to content, classmates, and the instructor. Participation points are awarded based on students' professionalism and meaningful in-class participation and are NOT based on attendance.** Attendance is not equivalent to participation and is just one component of professional responsibility.

Enrollment in this course is limited to graduate students who are preparing for professional careers; **thus, students are expected to be punctual and arrive on time for all course meetings; it is also the expectation that students attend all class meetings.** Given the experiential demands of the course, it is imperative that students be present for every class. Students should also be conscientious that their attendance affects their groups for group assignments as well. A detailed course schedule is provided in this syllabus for students to plan accordingly. If, for any reason, a student is tardy, absent, needs to leave class early, or misses any portion of the class, it will be their responsibility to contact the instructor ahead of time or ASAP. **Participation points are awarded based on students' professionalism and meaningful in-class participation and are NOT based on**

**attendance.** Attendance is not equivalent to participation and is just one component of professional responsibility.

Students that do not adhere to the course policies, do not meaningfully participate, and/or do not meet expectations regarding the professional responsibilities set forth will be evaluated as such. This evaluation may be reflected in a grade reduction, competency concern report, and/or request for other remediation per Counseling Program policies. The table below serves as a guide regarding expectations for professional behavior and potential outcomes for those who do not meet these expectations. Note that one only meets professional expectations if *ALL* indicators are met. However, one need only have *ONE* area in which they are below expectations to necessitate remediation.

<i>Meets Professional Expectations</i>	<i>Below Professional Expectations</i>	<i>Significantly Below Expectations</i>
<ul style="list-style-type: none"> <li>▪ 0 absences</li> <li>▪ Rarely tardy to class</li> <li>▪ Adheres to the Technology Policy</li> <li>▪ Actively and frequently contributes to course discussion</li> <li>▪ Contributions reflect routine, careful preparation for class</li> <li>▪ Attentive and respectful toward course content, classmates, and the instructor</li> <li>▪ No concerns regarding personal disposition and attitude including professionalism and maturity</li> <li>▪ Open to learning, considering new perspectives and content, and receptiveness to feedback</li> <li>▪ Shows ethical integrity and adheres to <i>ACA Code of Ethics</i></li> <li>▪ No concerns regarding academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1-2 absences</li> <li>▪ Frequent, minor tardiness</li> <li>▪ Minor issues adhering to the Technology Policy</li> <li>▪ Infrequently contributes to class discussion</li> <li>▪ Contributions reflect occasional preparation for class</li> <li>▪ Minor issues in respect and attentiveness toward course content, classmates, and/or the instructor</li> <li>▪ Occasional or minor concerns about personal disposition and attitude</li> <li>▪ Often demonstrates a lack of openness to learning, considering new perspectives and content, and receiving feedback</li> <li>▪ If an ethical violation is present, the concern is minor, and the student takes immediate accountability and action to remedy</li> <li>▪ Minor, uninformed violations of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3 + absences</li> <li>▪ Persistent tardiness</li> <li>▪ Persistently does not adhere to the Technology Policy</li> <li>▪ Contributions are rare and/or not productive, resistant to learning, or provoking/disrespectful of other classmates or the instructor</li> <li>▪ Contributions reflect a lack of preparation for class</li> <li>▪ Behaviors detract from an open, respectful, scholarly learning environment</li> <li>▪ Serious concerns regarding personal disposition and attitudes</li> <li>▪ Major ethical violations, lack of and/or refusal of acknowledgment or accountability, or inability to understand ethical concerns</li> <li>▪ Major, or recurring violations of the course and University Academic Integrity Policy</li> </ul> <p><i>Final grade adjustment of 1-2 letters, conference with instructor, and/or PGP filed with EPS Department. A Serious violation(s) may require repeating course (e.g., 3+ absences), assignment of F in the course (e.g., ethical or integrity concerns), or other remediation per PGP.</i></p>

## SYLLABUS POLICY STATEMENTS

### ACADEMIC INTEGRITY

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people’s ideas or

contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full *Academic Integrity* policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

#### **COPYRIGHT INFRINGEMENT**

All lectures and course materials, including but not limited to exams, quizzes, study outlines, and similar materials are protected by copyright. These materials may not be shared, uploaded, distributed, reproduced, or publicly displayed without the express written permission of NAU. Sharing materials on websites such as Course Hero, Chegg, or related websites is considered copyright infringement subject to United States Copyright Law and a violation of NAU Student Code of Conduct. For additional information on ABOR policies relating to course materials, please refer to [ABOR Policy 6-908 A\(2\)\(5\)](#).

#### **COURSE TIME COMMITMENT**

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, *Academic Credit*), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

#### **DISRUPTIVE BEHAVIOR**

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's *Disruptive Behavior in an Instructional Setting* policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

## NONDISCRIMINATION AND ANTI-HARASSMENT

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, veteran status and genetic information. Certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the *Consensual Romantic and Sexual Relationships* policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's *Nondiscrimination and Anti-Harassment* policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at [equityandaccess@nau.edu](mailto:equityandaccess@nau.edu), or visit the EAO website at <https://nau.edu/equity-and-access>.

## TITLE IX

Title IX of the Education Amendments of 1972, as amended, protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. In accordance with Title IX, Northern Arizona University prohibits discrimination based on sex or gender in all its programs or activities. Sex discrimination includes sexual harassment, sexual assault, relationship violence, and stalking. NAU does not discriminate on the basis of sex in the education programs or activities that it operates, including in admission and employment. NAU is committed to providing an environment free from discrimination based on sex or gender and provides a number of supportive measures that assist students, faculty, and staff.

One may direct inquiries concerning the application of Title IX to either or both the Title IX Coordinator or the U.S. Department of Education, Assistant Secretary, Office of Civil Rights. You may contact the Title IX Coordinator in the Office for the Resolution of Sexual Misconduct by phone at 928-523-5434, by fax at 928-523-0640, or by email at [titleix@nau.edu](mailto:titleix@nau.edu). In furtherance of its Title IX obligations, NAU promptly will investigate or equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. The Office for the Resolution of Sexual Misconduct (ORSM): Title IX Institutional Compliance, Prevention & Response addresses matters that fall under the university's Sexual Misconduct policy. Additional important information and related resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

## ACCESSIBILITY

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-8747 (fax), or [dr@nau.edu](mailto:dr@nau.edu) (email). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The

Director of Disability Resources, Jamie Axelrod, serves as NAU's Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at [jamie.axelrod@nau.edu](mailto:jamie.axelrod@nau.edu).

### **RESPONSIBLE CONDUCT OF RESEARCH**

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

### **MISCONDUCT IN RESEARCH**

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University's Research Integrity Officer, Dr. David Faguy, who can be reached at [david.faguy@nau.edu](mailto:david.faguy@nau.edu) or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

### **SENSITIVE COURSE MATERIALS**

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty

*Last revised August 17, 2023*

## **Appendix A**

**Name:**

<b>CATEGORY/ CRITERIA</b>	<b>DISTINGUISHED</b>	<b>PROFICIENT</b>	<b>DEVELOPING</b>
Theory Summary  18% of total grade	75-100% Thoroughly summarized the preferred theory/theories; included complete definitions and applicable examples when appropriate	50-75% Generally summarized the preferred theory/theories; included moderate definitions and some examples when appropriate	0-50% Insufficiently summarized the preferred theory/theories; included incomplete definitions and limited examples

<p>Theory Rationale</p> <p>18% of total grade</p>	<p>75-100%</p> <p>Thoroughly explained the rationale for the chosen theory/theories; supported the response with complete and accurate details related to human nature, key concepts, and the role in the therapeutic relationship; clearly discussed the parts of the theory that are the most/least appealing and why</p>	<p>50-75%</p> <p>Generally explained the rationale for the chosen theory/theories; supported the response with some details related to human nature, key concepts, and the role in the therapeutic relationship; generally discussed the parts of the theory that are the most/least appealing and why</p>	<p>0-50%</p> <p>Did not fully explain the rationale for the chosen theory/theories; supported the response with limited details related to human nature, key concepts, and the role in the therapeutic relationship; did not clearly discuss the parts of the theory that are the most/least appealing and why</p>
<p>Theories Compared</p> <p>18% of total grade</p>	<p>75-100%</p> <p>Comprehensively compared the chosen theory to another counseling theory in this course; thoroughly described how this theory is closely related to/different than the chosen theory</p>	<p>50-75%</p> <p>Moderately compared the chosen theory to another counseling theory in the course; generally described how this theory is closely related to/different than the chosen theory</p>	<p>0-50%</p> <p>Insufficiently compared the chosen theory to another counseling theory in this course; insufficiently described how this theory is closely related to/different than the chosen theory</p>
<p>Theory Application</p> <p>18% of total grade</p>	<p>75-100%</p> <p>Thoroughly and accurately described how to apply the chosen theory to address a mental health issue; thoroughly and accurately explained how using the philosophy of recovery-oriented care relates to the application of the chosen theory, including what the advantages and limitations of applying the theory to the chosen mental health issue are</p>	<p>50-75%</p> <p>Generally described how to apply the chosen theory to address a mental health issue; generally explained how using the philosophy of recovery-oriented care relates to the application of the chosen theory; included some of the advantages and limitations of applying the theory to the chosen mental health issue</p>	<p>0-50%</p> <p>Vaguely described how to apply the chosen theory to address a mental health issues; insufficiently explained how using the philosophy of recovery-oriented care relates to the application of the chosen theory; included limited advantages and limitations of applying the theory to the chosen mental health issue</p>
<p>Lessons Learned/Conclusion</p> <p>18% of total grade</p>	<p>75-100%</p> <p>The conclusion included a thorough description of lessons learned from completing this assignment</p>	<p>50-75%</p> <p>The conclusion included a general description of lessons learned from completing this assignment</p>	<p>0-50%</p> <p>The conclusion included a limited description of lessons learned from completing this assignment</p>

References 5% of total grade	75-100% Correctly incorporated/cited research from 3 current, scholarly references in addition to the textbook.	50-75% Incorporated/cited 2 scholarly references in addition to the textbook	0-50% Incorporated/cite 1 scholarly reference in addition to the textbook.
Writing 3% of total grade	75-100% The Personal Theoretical Orientation Paper was concise with exceptional attention to detail, and was free of errors	50-75% The Personal Theoretical Orientation Paper showed attention to detail through careful editing and quality writing; minimal writing convention errors (e.g., spelling, punctuation, usage, and sentence formation) were present	0-50% The Personal Theoretical Orientation Paper lacked detail and careful editing; numerous writing convention errors (e.g., spelling, punctuation, usage, and sentence formation) were present; errors may or may not have detracted from the readability of the content
APA Guidelines 2% of total grade	75-100% The Personal Theoretical Orientation Paper was properly formatted according to APA guidelines, and it included correct APA citations for all sources	50-75% The Personal Theoretical Orientation Paper was partially formatted according to APA guidelines, and it included APA citations for sources with few errors	0-50% The Personal Theoretical Orientation Paper was minimally formatted according to APA guidelines, and it included incorrect APA citations for sources