

**MURRAY STATE UNIVERSITY****DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, & COUNSELING****COURSE PREFIX: CNS****COURSE NUMBER: 624****CREDIT HOURS: 3****I. TITLE: Theories of Counseling****II. COURSE DESCRIPTION AND PREREQUISITE(S):**

Critical analysis and evaluation of leading theories of counseling and their implications for practice.

**Prerequisite(s):** none

**III. COURSE OBJECTIVES:**

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Council for Accreditation of Counseling & Related Education Programs (CACREP) Standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. develop an awareness regarding counselor characteristics and behaviors that influence the helping processes (CACREP Section II: G5b);
- B. develop an awareness regarding client characteristics and behaviors that influence helping processes (CACREP Section II: G3f; NASP 2.4);
- C. become familiar with various aspects of the major counseling theories, including theorists, techniques, application, and strengths/limitations (CACREP Section II: G5d; NASP 2.4);
- D. understand various factors that influence the helping processes including environmental and social factors, relationships external to the helping process, and commitment to change (CACREP Section II: G3f; NASP 2.4);
- E. become familiar with the components of an effective helping relationship (CACREP Section II: G5b); and
- F. understand the history of the counseling profession, including the significant factors and events that influenced the evolution of the counseling profession (CACREP Section II: G1a).

The CAEP/EPBSB theme of diversity will be addressed via students engaging discussion regarding the benefits and/or limitations of the counseling theories within a multicultural framework. This CAEP/EPBSB theme of assessment is addressed via the students' ability to accurately conceptualize cases through a theoretical lens. The class will also promote students written communication skills (CAEP/EPBSB them of Literacy/Reading) via the theoretical orientation paper. Finally, this course promotes reflective decision making as students increase their self-awareness and understanding of self as a theoretically grounded counselor.

**IV. CONTENT OUTLINE:**

- A. Psychodynamic approaches
- B. Humanistic approaches
- C. Pragmatic approaches
- D. Contemporary approaches

**V. INSTRUCTIONAL ACTIVITIES:**

- A. Hybrid lectures
- B. Small group and whole class discussions
- C. Assigned readings
- D. Case studies
- E. Digital media
- F. Research
- G. Exams

**VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

None

**VII. TEXT(S) AND RESOURCES:**

- A. Required Text:
 

Corey, G. (2013). *Theory and practice of counseling psychotherapy* (9<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.
- B. Other Required Selections:
 

Instructor assigned readings (e.g., journal articles) will be posted on Canvas

- C. References:  
American Counseling Association. (2005). *ACA Code of Ethics 2005*. Alexandria, VA: Author.  
American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- D. Authorities:  
Sigmund Freud, Alfred Adler, Victor Frankl, Rollo May, Irvin Yalom, Carl Rogers, Fritz Perls, Albert Bandura, Aaron Beck, Albert Ellis, William Glasser, Insoo Kim Berg, Steve de Shazer, Michael White, & William Miller
- E. Websites:  
American Counseling Association (ACA): [www.counseling.org](http://www.counseling.org)  
Association for Counselor Education & Supervision (ACES): [www.acesonline.net](http://www.acesonline.net)  
American Mental Health Counselors Association (AMHCA): [www.amhca.org](http://www.amhca.org)  
American School Counselor Association (ASCA): [www.schoolcounselor.org](http://www.schoolcounselor.org)  
Kentucky Counseling Association (KCA): [www.kyca.org](http://www.kyca.org)
- F. Journals:  
*Journal of Counseling & Development*  
*Counselor Education and Supervision*  
*Journal of Mental Health Counseling*  
*Professional School Counseling Journal*
- G. Library Resources:  
MSU Library: [www.murraystate.edu/MSML](http://www.murraystate.edu/MSML)  
MSU College of Education Librarian: Katherine Farmer – (270) 809-6180 / [kfarmer10@murraystate.edu](mailto:kfarmer10@murraystate.edu)

## VIII. EVALUATION AND GRADING PROCEDURES:

- A. Course Requirements:  
Online Discussions  
Theoretical Position Paper  
Online Exam  
In-Class Exam
- B. Grading Scale:  
A = 92 – 100  
B = 82 – 91  
C = 72 – 81  
E = Below 72
- C. Assignment Descriptions:  
1. Online Discussions (10%)  
To gain a deeper understanding of the relationship between theoretical orientation and client wellness, and to improve student's own development as a reflective counselor, students will reflect upon class activities and readings by participating in online discussions. Discussion threads should address the discussion forum (i.e. topic) by describing personal reflections and insight. Also, it is expected that each student will critically respond to at least one other student's thread (i.e. posts such as "I agree", "That makes sense," and so forth will not count; a thorough reflection needs to be provided in order to receive credit). Grades will be calculated in the following manner: ½ point for addressing the forum and ½ point for responding to a thread. A total of ten points will count towards the final grade.
2. Proposal for Theoretical Position Paper & Peer Reviews (10%)  
Students will develop a proposal (worth 50% of this assignment's grade) for the theory he/she will write about in his/her theoretical paper (see assignment #3). Furthermore, the student will identify how the theory tailors to his/her own world view. The proposal will be submitted via Canvas.

Each student will review and assess another student's progress on his/her theoretical position paper twice during the course of the semester. You will provide accurate feedback to the student on their draft and submit a completed peer review checklist to the instructor via Canvas (each completed peer review checklist is worth 25% of the total grade for this assignment). If the checklist is not accurate (as evidenced

in the submission of peer-reviewed final paper) then the student responsible for the peer review may accrue penalized points.

3. Theoretical Position Paper (25%) (CACREP Standards Section II: G5d; CACREP Section III School Counseling Objectives: C1; CAEP: D5c)  
This paper in many ways is the capstone of the course, as it will represent a detailed exploration of your preferred theory. After studying the major theories of counseling, students will write a paper which discusses their own philosophy of counseling regarding view of human nature, therapeutic goals, the type of client-counseling relationship they will establish, and the counseling interventions they will utilize.

This paper must be a theory that we are studying in class. In the paper you will need to demonstrate that you understand the workings of the approach, and identify how you intend to integrate your preferred theoretical approach with your own personal orientation. Performance on this paper will be determined by the student's ability to integrate class materials with their own understanding of the counseling process.

4. Online Exam (20%)  
Towards the end of the semester, a multiple choice/true-false exam will be given via Canvas. This exam will cover material from lectures, guest lectures, journal articles, as well as information from the texts.
5. In-Class Exam (25%) (CACREP Standards Section II: G5d; CAEP D5c)  
At the end of the semester, a case-study/essay-style assessment will be given. This exam will be an open book, open note exam. No electronic devices will be allowed during this exam.

6. Attendance & Participation (10%)  
Given the hybrid nature of this course, attendance is necessary and mandatory during the scheduled meeting days. These days will support and enhance the development of your knowledge and skills so that you can be an ethical and effective professional counselor.
  - a. Attendance: If for any reason you find that you are unable to attend a scheduled meeting day, it will be your responsibility to personally contact the instructor prior to the scheduled class meeting. Students can only be absent from ONE (1) class meeting (if he or she contacts instructor prior to class meeting) without incurring 5 percentage points being subtracted from their final grade. More than two (2) absences will result in a failing grade for CNS 624: Theories of Counseling regardless of academic good standing. Therefore, a student absent from two class meetings or one class meeting without prior notification to the instructor will have five percentage points (5%) subtracted from his or her final grade. You may contact the instructor if you know you will be absent from a class through a meeting, e-mail, or telephone message.
  - b. Participation: Participation in CNS 624: Theories of Counseling includes (a) having completed readings prior to scheduled meetings, (b) having completed all assigned work prior to scheduled meetings, and (c) participation in class discussions. The following criterion will be used to evaluate your participation grade:

- (97%) Attended all class meetings and was a leader & facilitator of class discussion.
- (94%) Attended all class meetings and was actively involved in class discussion (consistently).
- (90%) Attended all class meetings & participated or missed one class meeting, but was actively involved in class.
- (87%) Missed one class meeting (or was late/left early from one class meeting) and participated in class discussions.
- (84%) Missed two classes meetings (or was late/left early from two class meetings) and was actively involved in class discussions.
- (80%) Missed two class meetings (or was late/left early from two class meetings) and participated in class discussions.
- (74%) Overall, student was not actively engaged in the course & his or her learning experience, regardless of attendance
- (0%) Missed three or more classes (or was late/left early from three or more class meetings)

\*Being present in class & doing other activities (e.g., drawing, playing on computer, talking) is not considered being actively involved

ALL ASSIGNMENTS MUST BE TYPED & IN APA (6th ed.) FORMAT & SUBMITTED IN MICROSOFT WORD. In order to view feedback, students must open edited Word document using a computer (opening a document using a handheld device [e.g., a smartphone, tablet, etc.] will not show my comments/edits)

Please note: Any assignment not turned in at the designated classroom due date & time will result in ONE letter grade reduction for each day late. Assignments not turned in within three days after the designated classroom due date & time will NOT BE ACCEPTED and result in a failing grade for the assignment.

IF YOU HAVE ANY PROBLEMS WITH ASSIGNMENTS &/OR DUE DATES, PLEASE CONTACT THE INSTRUCTOR PRIOR TO THE DUE DATE SO POSSIBLE ACCOMMODATIONS MAY BE MADE IF NECESSARY.

**IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

**X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the

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Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. For more information contact the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071 Telephone: [\(270\) 809-3155](tel:(270)809-3155) Fax: [\(270\) 809-6887](tel:(270)809-6887); TDD: [\(270\) 809-3361](tel:(270)809-3361); Email: [msu.titleix@murraystate.edu](mailto:msu.titleix@murraystate.edu)

## Course Specifics for CNS 624

### CACREP Counseling Program Specifics for CNS 624

School Counseling Objectives		Assessment
Counseling, Prevention, and Intervention C1	Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.	Online Discussions, Research Paper, Exams

### Tentative Topical Outline

Module	Location	Topic	Assignments / Readings Due	Assessed Standard
1	Murray	Introductions -Mur Syllabus Review, Course Expectations Wellness & Overview of the Helping Profession		
1	Madisonville	Introductions -MAD Syllabus Review, Course Expectations Wellness & Overview of the Helping Profession		
2	Murray	Psychodynamic School (Psychoanalysis / Adlerian)	Chapters 4 & 5(Corey, 2013)	
2	Madisonville	Psychodynamic School (Psychoanalysis / Adlerian)	Chapters 4 & 5 (Corey, 2013) <b>Psychoanalysis Discussion Proposal for Theoretical Position Paper (All Students)</b>	
3	Murray	Humanistic School (Existential / Gestalt) <b>Peer Review of Introduction for Murray Students</b>	Chapters 6 & 8 (Corey, 2013) <b>Adlerian Discussion</b>	
3	Madisonville	Humanistic School (Existential / Gestalt) <b>Peer Review of Introduction for Madisonville Students</b>	Chapters 6 & 8 (Corey, 2013) <b>Existential Discussion</b>	
3	Murray	Humanistic School (Person Centered / Motivational Interviewing)	Chapter 7 (Corey, 2013) Journal Articles on Canvas <b>Gestalt Discussion</b>	
3	Madisonville	Humanistic School (Person Centered / Motivational Interviewing)	Chapter 7 (Corey, 2013) Journal Articles on Canvas <b>PCT Discussion</b>	
		<b>No Class – Work on Paper</b>		

4	Murray	Pragmatic School (Behavior / CBT / Reality) <b>Peer Review of Body for Murray Students</b>	Chapter 9, 10, & 11 (Corey, 2013) <b>MI Discussion</b>	
4	Madisonville	Pragmatic School (Behavior / CBT / Reality) <b>Peer Review of Body for Madisonville Students</b>	Chapter 10 (Corey, 2013) <b>BT Discussion</b>	
		<b>No Class</b> – Finalize Paper	<b>Theoretical Position Paper (All Students) – Due on 11/06/14 at 11:59 pm</b> <b>CBT Discussion</b>	CACREP Standards Section II: G5d; School Counseling Objectives: C1; CAEP: D5c
5	Murray	Contemporary School (SFBT / NT / Feminist)	Chapters 12 & 13 (Corey, 2013) <b>RT Discussion</b>	
5	Madisonville	Contemporary School (SFBT / NT / Feminist) <b>Online Exam Opens for all</b>	Chapters 12 & 13 (Corey, 2013) <b>Feminist Discussion</b>	
		<b>No Class</b> – Thanksgiving Holiday		
	Murray & Madisonville	<b>In-Class Exam for All</b>	<b>Postmodern Discussion</b>	CACREP Section II: G5d; CAEP D5c
		<b>Online Exam Deadline for All</b>	<b>Online Exam</b>	

## CNS 624 Online Discussions

Standards	Exceeds Standard	Meets Standards	Developing Standards	Does Not Meet Standards	Score
<b>Initial Response</b>	Clear and comprehensive response to question. = .5	Adequate response to question. = .25	Attempted response to question. = .25	Does not respond to question. = 0	
<b>Comment</b>	Appropriate comment on another post = .5		Fails to comment on another post or inappropriate comment = 0		
<b>Total Points Possible = 1</b>					<b>/1</b>

## CNS 624 Proposal for Theoretical Position Paper & Peer Reviews

	<b>3</b> Exceeds Standard	<b>2</b> Meets Standards	<b>1</b> Developing Standards	<b>0</b> Does Not Meet Standards	Score
<b>Proposal</b>	Proposal is clear, submitted by deadline, addresses how the theory fits the student's worldview, and includes references.	Proposal is clear, submitted by deadline, and addresses how the theory fits the student's worldview.	Proposal is clear, and submitted by deadline.	Does not submit proposal.	
	Total Points Possible for Proposal = (Points earned / 3) X 50				
<b>Peer Review (Intro)</b>	Reviews a peer's introduction for the theory paper, and submits a completed Peer Review for Introduction form by the deadline.	Does not review a peer's introduction for the theory paper, or does not submit a completed Peer Review for Introduction form by the deadline.			
	Total Points Possible for Peer Review (Intro) = (Points earned / 3) X 25				
<b>Peer Review (Body)</b>	Reviews a peer's theory paper, and submits a completed Peer Review for Body form by the deadline.	Does not review a peer's theory paper, or does not submit a completed Peer Review for Body form by the deadline.			
	Total Points Possible for Peer Review (Body) = (Points earned / 3) X 25				
	<b>Total Points Possible for Assignment = 100</b>				<b>/100</b>

## Summative Scoring Rubric for CNS 624 Theoretical Position Paper

Component	Expectation	Points Awarded
<b>Abstract</b>	A 50 to 100 word synopsis of the graduate paper	___ / 5 max points
<b>Introduction &amp; Rationale</b>	A 1 to 2 page introductory section that: (a) grabs the attention of the reader in the first paragraph, (b) notes the thesis of the paper (i.e., relevancy of theory to you as a professional counselor, research to support use of theory with potential population with whom you want to work, etc.), and (c) specifies the main topics that will be covered in the paper.	___ / 10 max points
<b>History and Personal Influences</b>	A 1 to 2 page section that provides: (a) the history of the seminal author of the theory (e.g., Freud – psychoanalysis, Glasser – Reality Therapy), including personal influences on the theorist, and (b) describes the developmental overview of the theory (i.e. from the inception to current day)	___ / 9 max points
<b>Central Constructs / Theoretical Tenets</b>	A 2 to 3 page section that addresses the following aspects of the theory: (a) fundamental concepts of the theory; (b) view of human nature; (c) view of mental health; and (d) view of psychopathology	___ / 9 max points
<b>Therapeutic Process</b>	A 2 to 3 page section that illustrates the following: (a) therapeutic goals/objectives; (b) function and role of the counselor; (c) client's role/experience; and (d) therapeutic relationship	___ / 9 max points
<b>Application of Theory</b>	A 2 to 3 page section that articulates: (a) the distinguishing techniques of the theory; (b) the procedures followed when implementing the theory; (c) research that supports the population/problem/setting that theory is applicable; and (d) the limitations of this approach	___ / 9 max points
<b>Fit to Person</b>	A 1 to 2 page section that describes how this theory aligns with your personality/life philosophy (see notes from first week of class)	___ / 9 max points
<b>Illustration</b>	A 2 to 3 page section that illustrates the use of the theory with a fictional character who represents a typical client with whom you would have regular contact given your program/desired career path (e.g., a clinical mental health counseling student who wants to apply reality therapy with adults could illustrate the application of reality therapy with Happy Gilmore).	___ / 5 max points
<b>Summary and Conclusion</b>	A 1-2 page conclusion that includes: (a) a rationale for future research regarding the theory, (b) multicultural concerns regarding the theory, (c) the author's opinion of the efficacy of the theory, and (d) a brief summary of what was covered in the author's graduate paper.	___ / 10 max points
<b>Paper Format &amp; Writing Quality</b>	<ol style="list-style-type: none"> <li>1. 12 to 20 pages (not including the title page, abstract, and reference page), Times New Roman font, double spaced, 1-inch margins</li> <li>2. A well-written paper that meets graduate-level expectations (spelling, grammar, APA format, title page, headings, etc.).</li> <li>3. At least 5 references are from peer-reviewed journals that were published in the past ten years (and a minimum of 10 scholarly references).</li> </ol>	<ol style="list-style-type: none"> <li>1. ___ / 10 max points</li> <li>2. ___ / 10 max points</li> <li>3. ___ / 5 max point</li> </ol> <p style="text-align: center;"><i>Total this section</i> ___ / 25 max points</p>
<b>TOTAL</b>	<b>Total points for paper:</b>	___ / 100 max points

### Formative Theoretical Position Paper Rubric

CATEGORY	3 Exceeds Standards	2 Meets Standards	1 Developing Standards	0 Does Not Meet Standards	Score
<b>Demonstrates theoretical fit (CACREP Section II: G5d; SC: C1)</b>	Addresses all of the following: (a) a description of personal worldview; (b) a discussion of personal understanding of counseling components (e.g., role of counselor, role of client, goal of counseling, etc.); (c) identification of potential population with whom student will be counseling; (d) discussion of relevant research to support use of theory with said population; and (e) discusses the importance of research to advance professional development	Addresses most of the following: (a) a description of personal worldview; (b) a discussion of personal understanding of counseling components (e.g., role of counselor, role of client, goal of counseling, etc.); (c) identification of potential population with whom student will be counseling; (d) discussion of relevant research to support use of theory with said population; and (e) discusses the importance of research to advance professional development	Addresses two of the following: (a) a description of personal worldview; (b) a discussion of personal understanding of counseling components (e.g., role of counselor, role of client, goal of counseling, etc.); (c) identification of potential population with whom student will be counseling; (d) discussion of relevant research to support use of theory with said population; and (e) discusses the importance of research to advance professional development	Addresses one or none of the following: (a) a description of personal worldview; (b) a discussion of personal understanding of counseling components (e.g., role of counselor, role of client, goal of counseling, etc.); (c) identification of potential population with whom student will be counseling; (d) discussion of relevant research to support use of theory with said population; and (e) discusses the importance of research to advance professional development	
<b>Knows components of theory (CAEP D5c)</b>	Thoroughly addresses all of the following: (a) history and development of theory; (b) foundational tenets of theory; and (c) components of the counseling relationship (i.e., view of wellness and psychopathology, goals of counseling, role of counselor, role of client, therapeutic relationship)	Clearly addresses most of the following: (a) history and development of theory; (b) foundational tenets of theory; and (c) components of the counseling relationship (i.e., view of wellness and psychopathology, goals of counseling, role of counselor, role of client, therapeutic relationship)	Clearly addresses just one of the following: (a) history and development of theory; (b) foundational tenets of theory; and (c) components of the counseling relationship (i.e., view of wellness and psychopathology, goals of counseling, role of counselor, role of client, therapeutic relationship)	Fails to clearly address any of the following: (a) history and development of theory; (b) foundational tenets of theory; and (c) components of the counseling relationship (i.e., view of wellness and psychopathology, goals of counseling, role of counselor, role of client, therapeutic relationship)	
<b>Demonstrates theoretical conceptualization and application (CACREP Section II: G8a)</b>	Utilizes research (both seminal and current) to thoroughly address all the following: (a) procedures of applying theory; (b) techniques of theory; (c) rationale for future research; (d) multicultural concerns of theory; and (e) limitations of theory	Utilizes research (both seminal and current) to clearly address most of the following: (a) procedures of applying theory; (b) techniques of theory; (c) rationale for future research; (d) multicultural concerns of theory; and (e) limitations of theory	Limited use of research to address the following: (a) procedures of applying theory; (b) techniques of theory; (c) rationale for future research; (d) multicultural concerns of theory; and (e) limitations of theory	Limited or no use of research, and fails to address one or more of the following: (a) procedures of applying theory; (b) techniques of theory; (c) rationale for future research; (d) multicultural concerns of theory; and (e) limitations of theory	

## Summative Scoring Rubric for CNS 624 Final

Component	Expectation	Points Awarded
<b>Fundamental Concepts</b>	Provides a description of the theoretical constructs. Describes the case through the lens of the theoretical orientation.	___ / 20 max points
<b>View of Human Nature</b>	Accurately conceptualizes human motivation/human nature/personality development through the theoretical lens.	___ / 10 max points
<b>View of Health and Dysfunction</b>	Provides an accurate description of mental health and dysfunction through the theoretical lens.	___ / 10 max points
<b>Therapeutic Process</b>	Addresses the following areas: (a) therapeutic goals/objectives; (b) therapeutic relationship (c) function/role of the counselor; and (d) client's role/experience	___ / 20 max points
<b>Application of Theory</b>	Provides examples of how distinguishing techniques of the theory could be applied to the case in a structured and linear fashion.	___ / 20 max points
<b>Writing Quality</b>	4. Well-written response that meets graduate-level expectations (spelling, grammar, flow, etc.). 5. Responses are legible	1. ___ / 10 max points 2. ___ / 10 max points  <i>Total this section</i> ___ / 20 max points
<b>TOTAL</b>	<b>Total points for paper:</b>	___ / 100 max points

## CNS 624 Final Formative Rubric

<b>CATEGORY</b>	<b>3 Exceeds Standards</b>	<b>2 Meets Standards</b>	<b>1 Developing Standards</b>	<b>0 Does Not Meet Standards</b>	<b>Score</b>
<b>Theories of facilitating optimal development and wellness</b> (CACREP Section II: G3f, G3h, G5a, G5d; SC: C1)	Thoroughly addresses all of the following: (a) foundational tenets of theory, (b) view of human nature, (c) view of mental health, and (d) view of dysfunction	Clearly addresses most of the following: (a) foundational tenets of theory, (b) view of human nature, (c) view of mental health, and (d) view of dysfunction	Clearly addresses just one of the following: (a) foundational tenets of theory, (b) view of human nature, (c) view of mental health, and (d) view of dysfunction	Fails to clearly address any of the following: (a) foundational tenets of theory, (b) view of human nature, (c) view of mental health, and (d) view of dysfunction	
<b>Conceptualization and Application of Counseling Theory</b> (CACREP Section II: G5b, G5c; CAEP: D5c)	Thoroughly applies all of the following to the case study to conceptualize client presentation through the lens of the theory: (a) goals of counseling, (b) role of counselor, (c) role of client, (d) therapeutic relationship, and (e) techniques	Clearly applies most of the following to conceptualize client presentation through the lens of the theory: (a) goals of counseling, (b) role of counselor, (c) role of client, (d) therapeutic relationship, and (e) techniques	Clearly applies just one of the following: (a) goals of counseling, (b) role of counselor, (c) role of client, (d) therapeutic relationship, and (e) techniques	Fails to clearly apply any of the following: (a) goals of counseling, (b) role of counselor, (c) role of client, (d) therapeutic relationship, and (e) techniques	