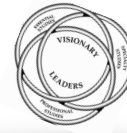


**COUN 541-7901-Online:  
Counseling Theories  
Fall 2023: August 21 - December 15  
Chadron State College**



## Part 1: Course Information

### Instructor Information

**Instructor:** Dr. Branis Knezevic

**Office:** Distance Faculty

**e-mail:** Bknezevic@csc.edu

**Office Hours:** Virtual by appointment

**Canvas Address:** <https://chadron.instructure.com/>

**Facebook:** <https://www.facebook.com/groups/cscounseling>

### Credit Hours

Credit Hours: 3

### Course Description

Review of the major theoretical constructs in counseling and psychotherapy with the incorporation of multicultural relevance in the treatment of each theory. Note: Satisfactory completion of this course is a prerequisite for COUN 601/602. Requirements: None. (CSC Graduate Catalog, 2023-2024). **Please note that a final grade of B or higher is required in this course to graduate.**

### Textbook and Course Materials

#### Required Texts:

1. **Corey, G. (2017).** *Theory and practice of counseling and psychotherapy* (10th ed.). Belmont CA: Thomson Brooks/Cole. ISBN: **780357435847** MindTap Access Card.
2. **Halbur, D. A. & Halbur, K. V. (2019).** *Developing your theoretical orientation in counseling*, (4th ed.) Upper Saddle River, NJ: Pearson ISBN-13 9780134805726 or e-book ISBN-13 9780134806389
3. **This course will require Cengage MindTap.** MindTap is available for purchase on its own, or through Cengage Unlimited, a subscription that gives you access to all your Cengage access codes and online textbooks. In addition to your integrated e-book, you can purchase a textbook rental when you activate MindTap through Cengage Unlimited. You may also have the option to purchase a looseleaf version of your textbook, which you can keep. View this [tutorial video](#) to learn how to access and obtain your print options. You can purchase access to Cengage Unlimited in the bookstore or at [cengage.com](https://www.cengage.com).
4. **Tevera:** The Counseling Program has adopted the Tevera software system for Practicum and Internship paperwork (e.g., site agreements, time logs, skill evaluations, etc.) and Student Key Assignments. You will gain access to this system by paying a one-time program fee and

have access to Tevera during your time in the program and beyond graduation. This helpful resource allows you to access your clinical records after graduation and log post-graduation hours to ease licensure/certification processes. Your invitation will direct you to register and purchase directly from Tevera. **Though you will see this requirement in all your syllabi, you will purchase Tevera only once.** Tevera License +CCS-R© Assessment, ISBN# 978-0-9992321-5-6.

### **Course Connection to Program Portfolio (Degree-Seeking Students):**

A completed approved e-portfolio is a requirement for graduation. It is a visual showcase of your work demonstrating professional growth, achievement, and competence in counseling. The portfolio documents your philosophy of education and central concepts of student development. See your student handbook for portfolio instructions. **For this course, your portfolio must include a copy of your completed Personal Theoretical Orientation.**

### **Method of Instruction**

The course methodology is web-based. For assistance with technical questions, contact [helpdesk@csc.edu](mailto:helpdesk@csc.edu) or 308-432-6311. This course includes individual participation through weekly assignments, collaborative discussions, and exams. **Each week typically begins at 1:00 AM Mountain Time, Monday and closes at 10 PM Mountain Time, Sunday. The notable exception is the final week of class, when all assignments close at 5 pm Mountain Time, Friday.** All dates and assignments can be found in the course schedule.

### **Course Requirements**

It is intended that all courses at the graduate level will require more significant intellectual effort, more independence in reading and investigation, and more constructive thinking than undergraduate levels of instruction. Requirements include active participation and completion of all assigned work on time. **Unless otherwise indicated, all written assignments must follow APA formatting guidelines:** <http://owl.english.purdue.edu/owl/resource/560/1/> Each weekly activity includes: MindTap assignments, forums, readings, and exams.

1. **Forums:** You will have many opportunities to share your ideas each week. I will provide the topic, and you will provide unique reflection, insight, and discussion. Please see the rubric at the end of this syllabus.
  - A. A new forum will be available **Monday through Sunday** of each week. **To receive full points, you must participate with at least one original post and two replies on three of the seven days** the forum is open. I will not grade a post/reply when submitted after the forum closes.
  - B. **Each post must be at least 250 words, and each reply must be at least 200.** Additional posts and replies over the minimum can be any length. I recommend you NOT rely on MSWord's word count. It tends to result in a lower count than Canvas.
  - C. The faculty role is as an observer and facilitator. I will read and participate in the discussion as appropriate.

- D. Your first forum is the Canvas Profile. Please upload a photo of yourself! Not a photo of your family, favorite park, or pet. The purpose of the photo is so that we can recognize each other's faces. You will not write any posts for this particular forum.
  - E. Please also take the time to review the Discussion Forum Rubric found linked to your Course Home Page.
2. **MindTap Assignments** are found in your Cengage MindTap course. Once completed, you will automatically receive a grade and feedback for some assignments. In contrast, others will be manually graded, requiring you to view assignment feedback from your Progress tab. Please follow the video link for further explanation on how to view assignment feedback in your Progress tab <https://play.vidyard.com/i3sc5XyJMUqoogvyCBkqrr> .
  3. **Syllabus Quiz:** You will find this quiz in Canvas-Module 1
  4. **MindTap Exams:** You will complete chapter exams/quizzes in MindTap.
  5. **Discovering Your Theory:** Following the Intentional Theory Selection Model, you will discover your theory. **All items are found in your Halbur & Halbur text.** This assignment is three-fold:
    - A. Explore your values by completing the *Articulate Your Values worksheet*
    - B. Complete and score the *Selective Theory Sorter—Revised*.
    - C. Write a 2-page essay **summarizing self-discoveries** regarding your personal theoretical orientation ascertained through completing the worksheets. Your summary will incorporate the following topics:
      - Discuss the process of completing each worksheet and your reaction to the results.
      - What is your life philosophy?
      - What is your school of thought?
      - What is your chosen theory?
      - What goals and techniques will you employ?

**Once all three pieces are completed, you will submit only the 2-page essay as an attachment in Canvas *Discovering your Theoretical Orientation* assignment.**
4. **Personal Theoretical Orientation:** For this assignment, you will write a paper that thoroughly articulates and incorporates your personal theoretical orientation to counseling discovered in the assignment: *Discovering Your Theoretical Orientation*. Your personal discoveries in the above assignment will be integrated into the ONE theory you have chosen (you may NOT choose an Integrated Perspective). You will describe how you will apply your theory in counseling. This essay should be a minimum of 6 pages in length (not including cover and reference pages). You should attempt to discuss the concepts and techniques of your chosen theory. **Use of APA formatting and style guide is expected.** Your paper should include the following sub-headings:
    - A. Key concepts of your approach,
    - B. View of your role as a counselor,

- C. Therapeutic goals,
- D. Relationship issues you are likely to consider,
- E. Central techniques you are likely to employ,
- F. How would you address issues of cultural diversity?

For this assignment, you may choose any theory discussed in your text **EXCEPT for an Integrated Perspective**. If you are drawn to an integrative perspective, choose only ONE primary theory that will serve as your integrative theoretical foundation. As Corey explains in your text, you cannot "conceptualize a completely developed integrative perspective after your first course in counseling theory" (p. 458). As you progress through your career, you will develop your integrated perspective more competently.

### Mental Health & Well Being

As a student, you may experience various issues that can cause barriers to learning. These might include strained relationships, anxiety, high-stress levels, alcohol/drug problems, feeling down, or losing motivation. CSC Health Services is here to help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus at <https://www.csc.edu/healthserv/counseling-services/> or by calling (308) 432-6232 or visiting Crites Hall 343. Help is always available.

### Nebraska State College Board Policy 4141

For a 1-hour credit course, [Nebraska State College Board Policy 4141](http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf) (<http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf>) suggests that you spend at least 45 hours per credit hour in learning activities. In this 3-credit hour course, you should spend a minimum of 135 hours in learning activities.

A combination of the following learning activities will support you in attaining the course Student Learning Outcomes described in Part 2 of this syllabus. Be prepared to devote the Hours per Week associated with each course activity or component listed below.

<i>Learning Activity</i>	<i>Hours Per Week</i>	<i>Total for Course</i>
Direct Online Instruction	3 X 8 weeks	24
Synchronous Online Classes	2 X 8 weeks	16
Reading & Interactive Multimedia	4 X 8 weeks	32
Assignments	2 X 8 weeks	16
Weekly Forum Postings and Discussions	3 X 8 weeks	24
Exams	3 X 8 weeks	24
<b>Total</b>	<b>17</b>	<b>136</b>

Actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the minimum expectation for any student.

**\*\*Disclaimer:** The completion of the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated.

## Part 2: Student Learning Outcomes

In addition to the following learning outcomes, the School Counseling Program also meets the *CSC Education Unit Intended Program Outcomes*:

- **Visionary Leader Model Components:** Communication, Thinking Skills, *Methodology, Leadership, Assessment, Inclusive Learning Environment, Professionalism.*
- **IntASC Outcomes:** Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Instructional Strategies, Professional Learning and Ethical Practice, Leadership and Collaboration.

	<b>Knowledge/Skill Outcomes</b>	<b>CACREP 2016 &amp; Student Learning Outcomes</b>	<b>Related Assign/Assessment</b>
1	Recognize theories and models of counseling	2.F.5.a; SLO-5	• Readings and Ch Exams 3-7, all questions pertain to over 10 counseling theories.
2	Illustrate a personal model of counseling	2.F.5.n; SLO-5	• COUN 541: Discovering Your Theory Assignment & Rubric • COUN 541: Personal Theoretical Orientation Assignment & Rubric
3	Recognize theories and models related to clinical mental health counseling	5.C.1.b; SLO-5	• Readings and Ch Exams 3-7, online forums.

## Part 3: Grading Policy

### Graded Course Activities and Letter Grade Assignment

You must manage your time to maximize the student learning process and deliver your course assignments by the agreed-upon due dates. The issue of time management is, therefore, crucial to your successful completion of any assignments in this class. Grades will be based on a weighted scale, with final grades determined by the following percentages:

<b>Assignment</b>	<b>Percentage of Course Grade</b>
Discovering your Theory	15
Personal Theoretical Orientation	35
Quizzes	20
Forums	15
MindTap Assignments	15
<b>Total</b>	100

<b>Letter Grade</b>	<b>Point Percentage</b>
<b>A</b>	90-100
<b>B</b>	80-89
<b>C</b>	70-79
<b>D</b>	60-69
<b>F</b>	0-59

**Late Work Policy:** I do not accept late submissions for assignments, forums, or exams. Late work due to extreme emergencies will be considered individually with supportive documentation such as a doctor's note or obituary. You must contact the instructor promptly to determine if the work is acceptable and if you will be granted a late exception. The student must check the Canvas grade book to determine whether the instructor has graded assignments.

**Viewing Grades in Canvas,** I will update grades in Canvas typically within **1-week** after completing an activity.

## **Part 4: Course & Institution Policies**

### **Student Behavior**

**Academic Honesty:** Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in an act of academic dishonesty.
4. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one's own original work. The following acts are examples of plagiarism:
  1. Submitting an assignment that someone else has written and claiming the work as one's own.
  2. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
  3. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

**Note:**

- "Someone else" in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an

assignment, they are encouraged to ask their professor or the reference librarian for assistance.

- Appropriation or imitating language, ideas, and thoughts of another author and representing them as one's own original work is not tolerated. I will use Turn-it-In software to determine originality of your work. The first instance of plagiarism will result in failure of the assignment while more than one instance will result in failure of the course.
- View the [Academic Honesty Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website (<https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

### ***Attendance/Participation Policy:***

The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. The students are responsible for notifying faculty of absences and arranging potential make-up. In courses that utilize an online format, students are expected to participate appropriately and frequently, as determined by the course instructor. View the [Class Attendance and/or Participation Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website (<https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

1. **Internet Access:** In the case of a conference, work trip, or family vacation, it is the student's responsibility to make arrangements for Internet access. Therefore, online attendance in the course is expected.
2. **On Handling Technical Issues:** Our online learning environment depends on technology -- like those taking a face-to-face class needing a car or some other means of transportation (or mobility) to get to class. Humans control technology, and we expect to be able to work through system glitches and failures quickly. Please see On Handling Technical Issues in Canvas course resources. Please contact [helpdesk@csc.edu](mailto:helpdesk@csc.edu) or 308-432-6311 for assistance if you have any additional technical questions.
3. **Communication/Email Etiquette:** Please contact me via [kwoods@csc.edu](mailto:kwoods@csc.edu) for all questions and concerns regarding this course. I am not always in my office; voice messages will not prompt a reply. Though I typically respond quickly, please allow up to 24 hours for a reply. Note that I may be unable to respond to an email on the day or hours before an assignment is due or on weekends. Thus, please begin your assignments early. Always **remember when writing professionally to begin with a salutation, provide course information, and a signature. It is essential that you address people with the proper title. When you address professors with an earned doctorate (PhD or EdD), please address them with their academic title.** All Counselor Education Program professors at CSC should be addressed with the title Dr. or Professor rather than Ms, Miss, Mrs, or their first names. Individual professors may not mind if you address them by their first name; however, never assume this is true. Should you not receive a response to your email, check to ensure that you have met all the above expectations, as I may not respond to emails resembling an informal text message.

Finally, **check your official CSC Eagle email account often**, as all campus communications are sent to your Eagle mail.

4. **Confidentiality:** Like other courses in Counselor Education, this course requires students to maintain absolute confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation. If one is found to violate confidentiality, the student's ability to continue the program will be in jeopardy.

**Dispositional Standards:** Please see the Counseling Student Handbook regarding dispositional standards. The standards address a student's affective attributes and disposition to be a counselor. A corresponding Professional Dispositional Standards Rubric provides further guidance. A student's ability to meet the Dispositional Standards is continually reviewed by and subject to, the academic judgment of campus faculty, staff, and administration.

**Civility and Netiquette:** Civil behavior enhances the learning environment and is always expected. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment. All class members are expected to follow rules of common courtesy in all communications (including email messages, discussions, and chats). You may find these guidelines helpful:

1. Clearly label posts and emails with a relevant subject heading.
2. Use capital letters sparingly. THEY LOOK LIKE THEY ARE SHOUTING.
3. Forward emails only with a writer's permission.
4. Be considerate of others' feelings and use language carefully.
5. Cite all quotations, references, and sources.
6. Use humor carefully. It is hard to "read" tone; sometimes humor can be misread as criticism or personal attack. Feel free to use emoticons to let others know you are being humorous.
7. Use complete sentences and Standard English grammar to compose posts. Write in proper paragraphs. Review work before submitting it.

**Writing Style Requirements for All Papers:**

1. The student must submit work in the format required by the class (MS Word, PDF) or another method (cut and paste, rich text format, etc.). CSC cannot open Word Perfect.
2. When writing a thesis, cite all resources using APA Style in both the text of your paper and on a separate reference page (see the APA manual or the APA style guide at <http://owl.english.purdue.edu/owl/resource/560/01/>); include a cover page, reference page, page numbers, and headers; the paper should be double spaced with 1-inch margins; Use only readable fonts such as Verdana, Times New Roman, Arial, or Courier in 12 point only;
3. Proofread everything you write, checking for grammar and spelling (have someone else read your work).
4. See Criteria for Graduate Level Writing in CSC Online Course Resources.



5. Please note that written assignments for this course are evaluated according to the objective standards of Formal English usage. If the phrase “Formal English” is unfamiliar, please become familiar with it immediately before submitting the first written assignment. Here are a few links to help you get started:

- <http://www.monash.edu.au/lls/llonline/writing/general/academic/3.xml>
- <http://www.collegexpress.com/articles-and-advice/grad-school/blog/tips-take-your-writing-graduate-level/>
- [http://prezi.com/ldo1lwx-e\\_wk/graduate-level-writing-tips/](http://prezi.com/ldo1lwx-e_wk/graduate-level-writing-tips/)

### **Equal Education Opportunity Policy/Nondiscrimination Policy**

CSC is committed to an equal opportunity program to encourage admission and employment, and to provide procedures which will assure equal treatment of all students and employees. The College administers its academic and employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status. Its policies are consistent with nondiscriminatory policy, including Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972, as amended; and Sections 503 and 504 of the Rehabilitation Act of 1973. The College’s written policy regarding the Americans with Disabilities Act (ADA) may be reviewed in the office of the Director of Human Resources or in the Library Learning Commons, along with the provisions of the Americans with Disabilities Act, and the rights provided. View the [Equal Employment and Education Opportunity Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC’s Policy Website. (<https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

### **Equal Access**

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request, CSC will provide reasonable accommodations to ensure students have equal access to programs, activities, and services. For assistance, contact the Equal Access Coordinator, Deena Kennell, at 308.432.6467 or by email at [dkennell@csc.edu](mailto:dkennell@csc.edu)

### **Personal Emergency & Academic Attendance**

In the event a personal emergency (such as hospitalization, accident, death of an immediate family member, family crisis) requires an absence from courses and on-campus, students need to contact their instructors as soon as possible.

If the emergency should cause an extended absence (3 or more consecutive class days), you may contact the Dean of Student Affairs at [studentaffairs@csc.edu](mailto:studentaffairs@csc.edu) for assistance. In the event of an extended absence, it may be possible for students to work with their instructors to complete coursework at a later date.

If the extended absence is near the end of the current term, students are encouraged to talk with their instructors about the Incomplete process. This process is ideal for students who have completed a minimum of 75% of the coursework already. If the instructor agrees, the student and the instructor will agree upon an appropriate timeline for the course to be completed. The instructor will file the appropriate paperwork to be approved by the Dean of Curriculum.

If a student's situation is such they are no longer able to complete the course and an Incomplete is not a viable option, the student may be encouraged to withdraw from their course(s).

If a student's absence pertains to specific academic accommodations, students will be strongly encouraged to request assistance from Disability Services in the Library Learning Commons.

Student athletes who are injured and need accommodations due to their injury/injuries are assessed by CSC Athletic Training staff with any needed assistance from area medical professionals. The Athletic Training staff will communicate the accommodation needs to the Dean of Student Affairs, who will communicate this to all instructors and, if appropriate, the Disability Services office.

#### **Additional Recommended Reading and References:**

- *Love's Executioner and Other Tales of Psychotherapy* by Irvin D. Yalom
- *The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients* by Irvin D. Yalom
- *On Being a Therapist* by Jeffrey A. Kottler
- *Freud and Beyond: A History of Modern Psychoanalytic Thought* by Stephen A. Mitchell and Margaret J. Black
- *The Healing Path: How the Hurts in Your Past Can Lead You to a More Abundant Life* by Dan B. Allender
- *Creativity as Co-Therapist: The Practitioner's Guide to the Art of Psychotherapy* by Lisa Mitchel
- *Internal Family Systems* by Richard Schwartz
- *Theory and Practice of Group Psychotherapy* by Irvin Yalom
- *Clinician's Guide to Mind Over Mood* by Christine Padesky and Dennis Greenberger
- *The Wish For Power and the Fear of Having It* by Althea Horner
- *Lying on the Couch* by Irvin Yalom

#### **Disclaimer**

This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

## CSC Mission and Master Academic Plan (MAP)

### **Mission Statement**

Chadron State College delivers experiences that foster knowledgeable and engaged leaders and citizens to enrich the High Plains region and beyond.

### **MAP Priorities, 2019-2023**

CSC is committed to the achievement of tasks/projects that align with the following Priorities:

- **People** – Recruitment, Retention, Engagement, Completion Awareness, Commitment, Leadership
- **Purpose** – Student Learning and Growth Pedagogy, Support Services, Wellness
- **Place** – Community Engagement Social Infrastructure & Third Places, Generational Transitions, Building Bridge

## **Part 5: Course Schedule & Assignment Rubrics**

Week	Dates	Chapters	Assignments
1	Aug 21-27	Corey 1 Halbur 1	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• Canvas Discussion Forum 1</li> <li>• <b>Syllabus Quiz   Due Aug 27</b></li> </ul>
2	Aug 28-Sep 3	Corey 2 Halbur 2	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• Canvas Discussion Forum 2</li> </ul>
3	Sep 4-10	Corey 3 Halbur 3	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• Canvas Discussion Forum 3</li> </ul>
4	Sep 11-17	Corey 4 Halbur 4	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• CSC Online Forum 4</li> </ul>
5	Sep 18-24	Corey 5 Halbur 5	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• CSC Online Forum 5</li> </ul>
6	Sep 25-Oct 1	Corey 6	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• CSC Online Forum 6</li> </ul>
7	Oct 2-8	Corey 7	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• CSC Online Forum 7</li> </ul>
8	Oct 9-15	Corey 8	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• CSC Online Forum 8</li> <li>• <b>Discovering your Theory   Due Oct 15</b></li> </ul>
9	Oct 16-22	Corey 9	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• CSC Online Forum 9</li> </ul>
10	Oct 23-29	Corey 10	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• CSC Online Forum 10</li> </ul>

Week	Dates	Chapters	Assignments
11	Oct 30-Nov 5	Corey 11	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• CSC Online Forum 11</li> </ul>
12	Nov 6-12	Corey 12	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• CSC Online Forum 12</li> </ul>
13	Nov 13-19	Corey 13	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• CSC Online Forum 13</li> </ul>
14	Nov 20-26	Corey 14	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• CSC Online Forum 14</li> </ul>
15	Nov 27-Dec 3	Corey 15	<ul style="list-style-type: none"> <li>• MindTap reading, practice exercises, quizzes</li> <li>• CSC Online Forum 15</li> </ul>
16	Dec 4-10	Corey 16 & 17	<ul style="list-style-type: none"> <li>• MindTap reading</li> </ul>
17	Dec 11-15	N/A	<ul style="list-style-type: none"> <li>• <b>Personal Theoretical Orientation   Due Dec 14</b></li> </ul>

### Assignment Instructions/Rubrics

#### SCORING RUBRIC: Discovering Your Theory

	Exceptional 4	Satisfactory 3	Developing 2	Unsatisfactory 1	Mark
<b>Expected Content Elements Included</b>	All five (5) expected content elements included and thoroughly explored.	Only four (4) expected content elements included and/or four (4) insufficiently explored.	Only two expected content elements included and/or three (3) insufficiently explored.	One (1) or no content elements included and/or two (2) insufficiently explored.	
<b>Worksheets discussed</b>	Worksheets completed and thoroughly discussed.	Worksheets completed but not thoroughly explored.	Not all worksheets completed and explored.	Worksheets not completed and/or mentioned.	
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation.	
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	

<b>Student's position</b>	Specific position is comprehensive, taking into account the complexities of an issue. Limits of position are acknowledged. Others' points of view are synthesized within position.	Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position	Specific position acknowledges different sides of an issue.	Specific position is stated, but is simplistic and obvious.	
<b>APA Formatting</b>	APA formatting consistently and correctly applied to assignment	APA mostly consistent and correct with few errors	APA inconsistent with some errors	APA attempted but inconsistently applied with many errors	
<b>Total</b>					

**SCORING RUBRIC: Personal Theoretical Orientation**

Scale	Exceptional 4	Satisfactory 3	Developing 2	Unsatisfactory 1	Mark
<b>Counseling Theory and Approaches</b>	Demonstrates <i>considerable degree of</i> engagement in key concepts of approach you have chosen, view of your role as a therapist, therapeutic goals, and relationship issues. If integrative, does not use syncretism, clearly articulates rationale.	Demonstrates <i>adequate</i> engagement in key concepts of approach you have chosen, view of your role as a therapist, therapeutic goals, and relationship. If integrative does not use syncretism, somewhat articulates rationale.	Demonstrates <i>minimal degree of</i> engagement in key concepts of approach you have chosen, view of your role as a therapist, therapeutic goals, and relationship issues. If integrative, does not articulate rationale. Syncretism.	Demonstrates poor <i>degree of</i> engagement in key concepts of approach you have chosen, view of your role as a therapist, therapeutic goals, and relationship issues. If integrative, does not articulate rationale. Syncretism.	
<b>Central Techniques</b>	Thoroughly listed and discussed several central techniques.	Adequately listed and discussed a couple of techniques.	Minimally discussed a couple of techniques.	Poorly discussed and/or listed 1 or fewer.	
<b>Diversity</b>	Thoroughly addressed issues of cultural diversity.	Adequately addressed issues of cultural diversity	Did not address or poorly addressed issues of cultural diversity.	Did not address issues of cultural diversity.	

<b>Thesis/ Organization</b>	Structural development includes an effective introduction, body, and conclusion. Sequencing is thoughtful, logical and effective. Pacing is well controlled. Transitions clearly show how ideas connect.	Structural development includes a functional introduction, body, and conclusion. Sequencing is functional and logical. Pacing is generally controlled. Transitions are generally effective	Structural development of an introduction, body, and conclusion is incomplete. Sequencing is somewhat logical. Pacing is sometimes inconsistent. Transitions may be repetitious, predictable or weak.	Structural development of an introduction, body, and conclusion is poor. Sequencing is illogical. Pacing is mostly inconsistent. Transitions may be repetitious, predictable or weak.	
<b>Convention</b>	Paragraphing is sound. Grammar, usage, spelling and punctuation are mostly correct. Conventions—especially grammar and spelling—may be manipulated for stylistic effect.	Paragraphing is generally successful. A few errors in grammar, usage, punctuation, and spelling—especially with more sophisticated words and concepts- Does not distract the reader.	Paragraphing may be irregular. Errors in grammar, usage, punctuation, and spelling may distract the reader.	Paragraphing may be irregular. Multiple errors in grammar, usage, punctuation, and spelling are distracting.	
<b>APA Style</b>	Correct attempt at using APA standards. At least 6 pages.	Some attempt at using APA standards or less than 6 pages.	Minimal attempt at using APA guidelines or less than 4 pages.	No attempt at using APA or less than 4 pages.	
<b>Total</b>					

## Discussion Forum Rubric

- This course works well when everyone is involved in discussing the material. Your participation throughout the week in each of the forums is essential. Your grade will be based on how much you say and how well it contributes to the class's work, the total number of days you post in the forum, minimum word counts, and percent of total posts/replies read. Students are expected to offer comments, questions, and replies to the discussion questions posed for each week, as well as to classmate postings. The faculty's role is as an observer and facilitator. I will read and participate in the discussion as appropriate.
- I grade each of the discussion forums separately on a 3-point scale. Discussion postings that meet all criteria for a score level will receive the highest points possible at that level. Participation in discussion activities can only be accepted for a grade by the date on the discussion posting. For example, you may have met all word counts for 3 entries but entered them only on two different days. This will result in 2-points. To be clear, to earn total points each week, you must, at a minimum, participate:
  - Day 1-enter an original post that meets a minimum word count of 250 words,

- Day 2-enter a reply that meets a minimum word count of 200 words,
- Day 3-enter a reply that meets a minimum word count of 200 words,
- Read a majority of classmates' entries.
- **3 Points—Have met ALL minimum expectations:** Students earning 3-points for discussion activities have participated three or more times on at least three separate days in the week's forum (with at least one post and two replies), met the minimum word count requirements (each post must be a minimum of 250 words, and each reply must be a minimum of 200 words), read a majority of your classmates' entries, and posted outstanding information.
  - **Discussion postings:**
    - are made in time for others to read and respond
    - deliver information that is full of thought, insight, and analysis
    - make connections to previous or current content or to real-life situations
    - contain rich and fully developed new ideas, connections, or applications
    - provide outside resources supporting your ideas.
    - posted a minimum of 3 days over the week, meeting word counts.
    - meet the minimum word count requirements.
    - read a majority of classmates' entries.
- **2 Points—Have met 2, but not all, of the following expectations:**
  - are made in time for others to read and respond
  - To deliver information that shows that thought, insight, and analysis have taken place,
  - make connections to previous or current content or real-life situations. Still, the links are not transparent or are too obvious
  - To contain new ideas, connections, or applications, but they may lack depth and/or detail.
  - posted a minimum of 3 days over the week, meeting word counts.
  - meet the minimum word count requirements.
  - read a majority of classmates' entries.
- **1 point—Have met 1, but not all, of the following expectations:**
  - are made in time for others to read and respond
  - deliver information that shows that thought, insight, and analysis have taken place
  - make connections to previous or current content or real-life situations. Still, the links are not transparent or are too obvious.
  - To contain new ideas, connections, or applications, but they may lack depth and/or detail.
  - posted a minimum of 3 days over the week, meeting word counts.
  - meet the minimum word count requirements.
  - read a majority of classmates' entries.
- **Zero points—Below Expectations:** Students earning zero points for discussion activities have not participated or have posted information that was below expectations.