

CNS6002: Counseling Theory Syllabus

Instructor/Personal Pronouns	Quarter
Instructor Email	Class Days and Times
Instructor Phone	Course Location
Office Location	Office Hours
Technical Support: 866-848-5515	

COURSE DESCRIPTION The basic theory, principles, and techniques of counseling and its application to professional counseling settings are explained. Also considered are the various theories of counseling and issues (e.g., counselor self-evaluation (moral), ethical, and legal) in the practice of professional counseling.

PREREQUISITES None; Quarter 1 or Approval of the Program Director

COREQUISITES None

CREDIT HOURS 4.5

COURSE MATERIALS

Technological Requirements

Each student in the Clinical Mental Health Counseling program must have access to a reliable computer, internet connection and the required computer software and hardware. Cell phones and tablets are not acceptable computer or laptop replacements.

Requirements include:

- Computer with Windows 7 or higher or Mac OSX 10.7 or higher
- Microsoft Office 365 (available to all South University students)
- Adobe Acrobat Reader
- Browsers
 - For Windows users, Internet Explorer (latest 2 releases), Mozilla Firefox or Google Chrome
 - For Mac users, Apple Safari (2 latest releases), Mozilla Firefox or Google Chrome
- Virtual classes require access to a camera and microphone.

Required Textbooks

Perrin, R. (2020). *Pocket Guide to APA Style* (7th ed.). Boston, MA: Cengage. (ISBN 978-0-357-63296-3)

Corey, G. (2024) *Theory and Practice of Counseling and Psychotherapy / With Quiz Book* (11th ed.). Belmont, CA: Cengage. (ISBN 978-0-357-76442-8)

Corey, G. (2024) *Theory and Practice of Counseling and Psychotherapy - Student Manual* (11th ed.). Belmont, CA: Cengage. (ISBN 9781305664470)

Required Articles

Suggested/Supplemental Readings

Required Materials

GRADING SCALE

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = 69 or below

PROGRAM OVERVIEW/MISSION

The South University Master of Arts degree program in Clinical Mental Health Counseling is intended to meet the local and regional need for qualified counselors. The Master of Arts in Clinical Mental Health Counseling is designed to provide advanced and broad training for South University graduate students regarding theories, principles, and dynamic applications in the field. Students develop the skills necessary to engage in effective assessment and treatment practices, achieve competence for ethical, legal, and professional issues, and understand the significance and utility of research to the field. Faculty members are dedicated to maintaining high teaching standards, developing intellectual curiosity, advancing critical thinking, and engaging in service to the University, community, and profession.

Please Note: Successful completion of the MA CMHC program meets the requirements for licensure application in the state where the program is offered. Students considering relocation to another state are encouraged to review the licensure requirements for that state(s) in order to compare required coursework. Completion of the program does not guarantee licensure or certification.

Students enrolled in the Savannah virtual program are aligned to the licensure standards in Georgia.

PROGRAM STUDENT LEARNING OUTCOMES (PSLO)s

PSLO 1	Professional Counseling Orientation and Ethical Practice: Demonstrate knowledge and application of all aspects of professional functioning, to include ethical standards, legal implications, advocacy and social justice, counselor roles, and professional credentialing.
PSLO 2	Social and Cultural Diversity: Demonstrate the ability to apply multicultural research and core theory to issues and relationships in the context of culturally competent counseling.
PSLO 3	Human Growth and Development Through the Lifespan: Apply research and core theory to the needs of diverse individuals across the lifespan, to include atypical personality and neurological development, addictive disorders, family and social relationships, and crisis response.

PSLO4	Lifestyle and Career Development: Demonstrate implementation of research and core theory related to the processes of decision-making in career development and planning in the context of the psychology of work.
PSLO5	Counseling and the Helping Relationship: Demonstrate knowledge and skill application of the major theories of change, consultation practices, diagnostic impressions, and evidence-based interventions to a diverse clientele for the delivery of effective and ethical treatment.
PSLO6	Group Dynamics and Group Work: Apply culturally appropriate group skills, techniques, and theory-based interventions in the context of group counseling dynamics while exploring effective facilitation styles.
PSLO7	Assessment and Appraisal: Analyze historical and current testing and assessment methods for implementing ethical and accurate appraisal of diverse clients by individual or group methods.
PSLO8	Research and Program Evaluation: Apply needs assessment, program evaluation, and research methods to ethical and effective practice and to add to the body of literature in the counseling profession.

**COURSE LEARNING OUTCOMES ALIGNMENT TO
PROGRAM STUDENT LEARNING OUTCOMES**

CLO1	Apply the basic principles, theories (e.g., individual, systems) and techniques of counseling to a range of mental health issues with diverse populations.	PSLO – 5, 9
CLO2	Describe issues and strategies in one’s development as a therapeutic and ethical counselor.	PSLO – 1, 5, 9
CLO3	Reflect on the process of change and how a counselor’s characteristics, beliefs, background and experiences of change inform a counselor’s theoretical orientation.	PSLO – 1, 2, 5
CLO4	Explain how theory and research inform prevention and counseling interventions with diverse populations.	PSLO – 5
CLO5	Explore the key assumptions, elements and techniques associated with the major theories of counseling.	PSLO – 5

CLO6	Describe the relevance, strengths and limitations of counseling theories for diverse populations.	PSLO – 2, 5
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CACREP STANDARDS/ASSIGNMENTS

CAREP STANDARD	PSLO	CHAPTER/ READING	ASSIGNMENT
SECTION 2.F: COUNSELING CURRICULUM			
5) COUNSELING AND HELPING RELATIONSHIPS			
a. theories and models of counseling	5	Ch. 4-15	Reading reflections, application papers, personal theory of change paper (KPI), midterm and final exam (KPI), theorist presentation
b. a systems approach to conceptualizing clients	3, 5	Ch. 14	Reading reflections, application papers, personal theory of change paper (KPI), midterm and final exam (KPI)
f. counselor characteristics and behaviors that influence the counseling process	5	Ch. 1	Reading reflections, personal theory of change paper (KPI)
n. processes for aiding students in developing a personal model of counseling	5	Ch. 1-2	Reading reflections, personal theory of change paper (KPI)
SECTION 5.C: CLINICAL MENTAL HEALTH COUNSELING STANDARDS			
1) FOUNDATIONS			
b. theories and models related to clinical mental health counseling	5, 9	Ch. 4-15	Reading reflections, application papers, personal theory of change paper (KPI), midterm and final exam (KPI), theorist presentation

GRADUATION REQUIREMENTS

In order to graduate from the Master of Arts in Clinical Mental Health Counseling program, a student must:

1. Evidence a cumulative GPA of 3.0 (on a 4.0 scale) or greater for all academic work required for the degree.
2. Successfully pass the Comprehensive Examination.
3. Successfully remediate or repeat all courses in which a grade lower than a "C" was earned.
4. Successfully meet all conditions of a remediation plan(s) as provided by the Progress & Promotions Policy during periods of probation or suspension.

Note: Students with a CGPA that falls below 3.0 in any given quarter will need to earn a CGPA of 3.0 or higher in the next quarter to avoid receiving an automatic dismissal notification from the registrar. Students receiving a dismissal notification can appeal for reinstatement in the program. Please see the South University Academic Catalog for appeal processes.

COURSE REQUIREMENTS

COURSE ASSIGNMENTS AND SCHEDULE

Week	Topic(s)	Required Readings	Activities & Assessments	CACREP Standard 2.F.5 5.C.1.b
1	Introductions Syllabus Review Basic Issues in Counseling Ch. 1: Intro and Overview Ch. 2: The Counselor: Personal/Pr Ch. 3: Ethics	Chapters 1-3 in Corey text Chapters 1-3 in Corey Workbook	Survey of Attitudes and Values in Chapter 1 Survey of your attitudes and beliefs about the counselor as a person and professional in Chapte	2.F.5.f 5.C.1.b
2	Psychoanalytic Therapy	Chapter 4 in Corey text Chapter 4 in Corey Workbook	Reading Reflection #1 Lecture & Discussion Complete Selective Theory Sorter in class	2.F.5.a 2.F.5.n 5.C.1.b
3	Adlerian Therapy	Chapter 5 in Corey text Chapter 5 in Corey Workbook	Reading Reflection #2 Lecture & Discussion	2.F.5.a 2.F.5.n 5.C.1.b
4	Existential Therapy Person-Centered Therapy	Chapters 6-7 in Corey text Chapter 6- 7 in Corey Workbook	APPLICATION PAPER 1 DUE Lecture and Discussion	2.F.5.a 2.F.5.n 5.C.1.b

5	Gestalt Therapy	Chapter 8 in Corey text Chapter 8 in Corey Workbook	APPLICATION PAPER 2 DUE Lecture & Discussion	2.F.5.a 2.F.5.n 5.C.1.b
6	MID-TERM		MID-TERM EXAM	
7	Behavior Therapy	Chapter 9 in Corey Text Chapter 9 in Workbook	Reading Reflection #3 Lecture & Discussion	2.F.5.a 2.F.5.n 5.C.1.b
8	Cognitive Behavior Therapy	Chapter 10 in Corey Text Chapter 10 in Workbook	Reading Reflection #4 Lecture & Discussion	2.F.5.a 2.F.5.n 5.C.1.b
9	Choice/Reality Therapy Feminist Therapy/Social Justice	Chapter 11 & 12 in Corey Text Chapter 11 & 12 in Corey Workbook	APPLICATION PAPER 3 DUE Lecture & Discussion	2.F.5.a 2.F.5.n 5.C.1.b
10	Postmodern Approaches: Solution Focused Brief Therapy, MI, Narrat Family Systems Therapy Integrative Approaches Transactional Analysis	Chapter 13-17 in Corey Text Chapter 13-17 in Corey Workbook	APPLICATION PAPER 4 DUE Lecture & Discussion THEORY OF CHANGE PAPER DUE-KPI	2.F.5.a 2.F.5.b 5.C.1.b
11	FINAL EXAM		FINAL EXAM	2.F.5.a 2.F.5.b 2.F.5.f 2.F.5.n 5.C.1b

****Note: Changes in the course schedule may be made at the discretion of the instructor to accommodate time and material constraints.***

ASSIGNMENT WEIGHT

Assignment	Points	Weight %	Due Date
Reading Reflections	20 points (4 papers, 5 pts each)	10%	
Theorist Presentation	10 points	5%	
Application Papers	40 points (4 papers, 10 pts each)	20%	
Midterm Exam	50 points	25%	
Final Exam (KPI)	50 points	25%	
Theory of Change Paper (KPI)	30 points	15%	
TOTAL	200 points	100%	

ASSIGNMENT DESCRIPTIONS

Reading Reflections (based on assigned readings)

You will be expected to post on Brightspace by Tuesday at 11:59 p.m. (the day before class). Postings will contain your reactions to the reading and reflection questions provided by the instructor. Each post should contain (1) one or two paragraphs containing your reactions to the reading (arguments, connections to other coursework, and wonderments); (2) a one paragraph response to any question(s) posed by the instructor; and (3) two-three questions you have from the readings. (20 points)

Theorist Presentation

To fully understand the underpinnings of a theory, you must first know the person behind the theory. Each student will choose from one of the following theorists: Fritz Perls (Gestalt), Aaron Beck (CBT), Albert Ellis (REBT), Alfred Adler (Adlerian), Carl Rogers (Person-Centered), Viktor Frankl (Existential), John Watson (Behaviorism), Albert Bandura (Social Learning Theory), Virginia Satir (Family Systems), and William Glasser (Reality Therapy). You will present your theorist on the evening we discuss their particular theory. Each presentation will be 5-10 minutes and should use PowerPoint. Presentations will focus on the biography of the theorist and any seminal events that may explain the theory they developed. Do NOT focus on their theory—the instructor will do this in the lecture that follows the theorist presentation. (10 points)

Application Papers

It is not enough to memorize the concepts and techniques within a theory; you must learn to apply it to effectively assist clients. You will work on application of your learning throughout this program, beginning with application papers. These are brief (2 page)

responses to a case vignette given by the instructor. You will discuss how a particular theory applies to the case and what techniques you might use to assist the client. There are four (4) application papers for this course, each worth ten (10) points. We will use the same client for all application papers: Stephanie/Tanqueray (Humans Of New York). In each paper, you will apply a different theoretical lens to understand Stephanie from various perspectives. We will use psychoanalytic, person-centered, CBT, and feminist theory. Stephanie's story can be found on this website—scroll down until you see the post 1/32. The posts will appear in chronological order and ends with 33/32 (bonus post). https://www.buzzfeed.com/sumedha_bharpilania/humans-of-new-york-is-back-with-tanquerays-stories

Midterm and Final Exam (KPI)

The midterm will cover chapters up to the point of the exam. The final exam (KPI) is cumulative and will cover the entire textbook as well as additional information that is covered in class through videos, journal articles, and lectures. Both exams will be closed book and each student will be required to write out and sign the Honor Code at the end of the midterm and the final exam. (50 points each).

Personal Theory of Change Paper (KPI) This assignment will require you to write a paper where you reflect on your personal experience of the change process. Because counselors are in the “change business” it is crucial that we understand how we each view the process of change so that we can 1) articulate it to our clients, 2) identify a corresponding theoretical orientation, and 3) begin thinking about possible evidence-based counseling approaches that are congruent with our perspective of change. The paper will contain and be graded on the following:

- Create on paper a timeline chronicling the events in your life that have led to personal change. The timeline should start in childhood and culminate with a recent change experience. This is a visual timeline and does not count towards paper length.
- Write an 8–10-page paper assessing your experiences and how they have shaped you personally and professionally. The paper should include the following:
 - Describe any loss(es)/trauma(s) that has/have been particularly influential in your life.
 - Describe “turning points” that have occurred throughout your life. How did you change as a result?
 - Discuss any relationships that have been particularly influential in shaping you both personally and professionally.
 - Talk about CHANGE
 - How do you believe it happens?
 - Which of the schools of counseling best match with your theory of change and why? Discuss specifics about the theorists, theories and how they are consistent with your feelings about why people struggle and how they change.

- Based on how you believe change happens, which evidence-based practice of counseling do you think best aligns with your theory? Explain how you think they are congruent (e.g., underlying assumptions about human behavior, specific techniques used).
- How would you describe your own cultural background? What are some specific elements of your own lived experience that could contribute to or hinder your work in building relationships with clients?

ATTENDANCE

ATTENDANCE POLICY

University Attendance Policy

Note: Students receiving military education benefits should also see the VA Attendance Policy below.

South University maintains a course attendance policy to support the academic achievement of its students. Students are expected to attend all scheduled class, laboratory, and examination periods each week. Students, whether present or absent from class, are responsible for knowing all that is announced, discussed, and/or lectured upon in class or laboratory, as well as for mastering all assigned reading. In addition, students are responsible for submitting on time all assignments and examinations as required in the class.

Students are expected to attend all scheduled activities that are part of the class, including those activities scheduled during class time and those scheduled outside of class time. An individual campus-based or online clinical programs may have specific policies (which in some cases may be more stringent than the general attendance requirements) as to the effect of attendance on class meetings, course assignments, off-campus activities, internships/externships, clinical and practicum activities, and other program requirements.

If the student misses 14 consecutive calendar days in a course, the student will be withdrawn from the course, unless the student provides official communication (communication directly from the student (letter or email) and the student provides supporting

documentation for review) regarding extenuating circumstances (as outlined below) prior to violating the 14 consecutive days. The student must also provide the date the student will return into the current course. If the student fails to return on the scheduled return date the student will be withdrawn from the institution.

Note: Attendance policies for courses involving experiential learning, such as clinical fieldwork, rotations, practicum/internship and externship, are published in the programmatic handbooks (AA, CMHC, PA, Pharm, and PTA programs) and course syllabi.

Veterans Affairs Attendance Policy

Students who receive Veteran Affairs (VA) educational benefits must understand VA benefits, including tuition and fees, the monthly housing allowance, book stipend, and Yellow Ribbon benefits are based in whole or in part on the number of credit hours certified. The school is required to monitor and report enrollment status to the VA. Adjustments in enrollment will likely affect payment of VA benefits. The school will report enrollment as follows:

- VA Students who officially withdraw, the actual last date of attendance (LDA) must be determined and reported for each course to the VA.
- VA students who are administratively withdrawn or stops attending without officially withdrawing, the actual last date of attendance (LDA) must be determined and reported for each course to the VA.
- VA students who complete a course and receive a “NCF” grade, the school will determine and report the actual last date of attendance for each course to the VA.

It is **strongly recommended** you attend every class session as true learning only occurs when one is actively engaged in learning within the classroom setting. Please see the university attendance policy in the Academic Catalog for more information.

TARDINESS

Please arrive ***on time***. Being late is disruptive and distracting to both your instructor and peers.

VIRTUAL/ONLINE NETIQUETTE

If a student is required to engage in a virtual session it must be private and free of distractions. Considerations should include the use of headphones, being alone in your meeting space, deidentifying client information, protecting written material from being read by others outside the class, and not discussing cases outside of class with colleagues, family members, friends, and classmates.

With the growth of telemental health services, students should be mindful of the importance of professional dress and demeanor during virtual instruction. All learning experiences must be treated "as if" you are in a live classroom or seated across from a future client. Therefore, if you would not wear it, eat it, or do it during a session, please refrain from doing so during your online class.

Finally, any interactions with colleagues online either via virtual meetings or written correspondence (e.g., emails, discussions) should be composed in a manner that is both professional and respectful. If you have any questions or concerns regarding this requirement, please discuss with the instructor during office hours.

Full Audio-Visual Functionality: It is the student's responsibility to have functioning audio and visual for the entirety of the class. You should check with IT Helpdesk support prior if necessary.

ACADEMIC INTEGRITY

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South University defines academic integrity as the complete, accurate, specific, and truthful representation of authorship, origin of ideas, mastery of material, and data, including access to and authorized use of resources. Students must maintain academic integrity in all activities, including observing and reporting academic integrity violations committed by others.

VIOLATIONS OF ACADEMIC INTEGRITY

- Cheating. Receiving unauthorized assistance on tests/examinations or other academic work. *Contract Cheating* is a form of cheating in which students get another to complete their coursework (paid or unpaid). Cheating also includes *collusion* in which students participate in unauthorized conspiring with another for work offered as credit.
- Plagiarism. The practice of taking someone else's work or ideas and passing them off as your own work or ideas. *Self-plagiarism* is a form of plagiarism in which students submit an identical or very similar work without receiving permission from the current faculty member prior to submission.

- Fabrication. Inventing or falsifying information or data.
- Sabotage. The willful attempt to hinder another student's work.
- Academic Misconduct. Includes the alteration of grades, involvement in the acquisition or distribution of un-administered tests, or failure to report integrity violations committed by others.

For emphasis, students are required to complete their assignments on their own unless involved in a team/group project with fellow students. This includes written papers, take home exams, and projects associated with the completion of required coursework. Students needing assistance with completing assignments, written work, or other areas associated with the completion of coursework should contact the instructor or the Academic Success Center.

All written work must be original; use minimal direct quotes; be sourced from credible sources including academic peer-reviewed journals; and must follow APA 7 guidelines.

ARTIFICIAL INTELLIGENCE POLICY

In this course, any element of a class assignment must be original and fully prepared by the student. The use of generative artificial intelligence (AI) tools (ex: chat GPT) for any part of your work will be treated as plagiarism and an honor code violation. At any time, the instructor reserves the right to request evidence that student work is authentic and original. They may do this in one or more of the following ways: requesting submission of first drafts of your work or drafts containing Track Changes showing the edits you made to your assignment as you completed it; an oral interview; and/or an additional written response. The format(s) of inquiry is up to the instructor's discretion and the professor will determine the method and timeline for the assessment of original work.

Instructors may require students to submit assignments via Brightspace using Turnitin. Assignments submitted outside of the instructor's submission policy will result in a zero. If you are struggling to upload the assignment, you can receive assistance from the campus Academic Success Coordinator or the instructor.

If you have questions about this policy, please contact the instructor.

ELECTRONIC RECORDINGS

Because class discussions and experiential activities often involve disclosure of a personal nature and because discussions often involve client cases, recording of classes (audio or video) is prohibited unless approved by South University Disability Services as a reasonable accommodation for students utilizing disability services. Taking pictures of exams or quizzes is also prohibited.

Students should refer to the South University Academic Integrity Policy in the Academic Catalog for all information regarding the Integrity Policy, Classification of Violations and Possible Penalties.

STUDENT SERVICES

DISABILITY SERVICES

South University Disability Services ensures students with disabilities equal access to the College's educational programs, opportunities and activities. Qualified students requesting reasonable and appropriate accommodations receive services to eliminate physical, programmatic and attitudinal barriers that may arise with disabilities.

Students who seek reasonable accommodations should notify the Dean of Student Affairs at their campus location. Students will be asked to submit medical documentation of the need for accommodation to the campus Dean of Student Affairs. Classroom accommodations are not retroactive, but are effective only upon the student sharing approved accommodations with the instructor. Therefore, students are encouraged to request accommodations as early as during the Admissions process to allow for time to gather necessary documentation. If you have further questions, contact the **Dean of Student Affairs, insert name, email and phone number at the ^^^^^^^^^^ campus.**

*Complaints will be handled in accordance with the school's Internal Grievance Procedure for Complaints of Discrimination and Harassment included in this section of the Academic Catalog.

CMHC DIVERSITY, INCLUSION, EQUITY, AND JUSTICE STATEMENT

The Clinical Mental Health Counseling program at South University attests to the common belief that diversity, equity, and inclusion are the essential foundation for cultivating a safe and productive learning environment. Instructors are expected to promote diversity, equity, and inclusion throughout all areas of student engagement. This includes, but is not limited to:

- a. representation of diversity in lived experience across course design;
- b. implementation of multicultural competencies throughout learning goals and objectives;

- c. modeling a practice of cultural humility;
- d. supporting student efforts toward empowerment and advocacy;
- e. facilitating open and respectful student discourse;
- f. building counselor efficacy from a strengths-based approach;
- g. and, preparing students to identify and navigate cultural differences and systemic barriers in the field;
- h. increase awareness of contemporary social justice issues;
- i. and develop skills for engaging in social justice and advocacy.

To ensure fidelity, students are highly encouraged to provide feedback regarding how they perceive these initiatives are being maintained within their course of study through end of course evaluations. As a result, it is the hope of the CMHC program that students may find the freedom to conceptualize their professional identities from a clinical lens that is both authentic to their own experiences, as well as, inclusive of the lives of others.

HEALTH AND WELLNESS

Students of South University have access to our student assistance program, Be Well at South University, for counseling needs 24 hours a day, 7 days per week. You can access the service by calling **833-434-1217** or via application, **Telehealth**, or **in-person** counseling sessions with a local provider. These are available to you regardless of location, and no insurance is necessary.

The Wellness Hub includes articles and videos on mental health and wellness topics, including mental and emotional health, fitness and nutrition, academic performance, stress management, healthy relationships, and more. To access the Wellness Hub, go to bewellatsouth.com or download the CampusWell app at campuswell.com/get-the-app; the program is easy and confidential.

Be Well at South University Program licensed counselors are available to assist you with balancing school with work and other responsibilities, short-term counseling services, life, and career coaching, medical advocacy, and personal concierge services. Please contact the Dean of Student Affairs with any questions about this service.

WRITING SUPPORT

Students may utilize Tutor.com to help with writing support by submitting papers for review ahead of submitting them in class. It is important to plan ahead if you utilize this service as it may take up to 24 hours turnaround time.

<https://leo.tutor.com/Student/Index>

LIBRARY SERVICES

South University provides library facilities for its students at each of the main campus locations. Virtual support services are provided for all campuses, including branches. The libraries are easily accessible and house print collections consisting of general and reference books, periodicals, and other non-print media to support students in their studies. Campus library facilities offer students group and quiet study spaces. Campus libraries post their operating hours.

Electronic resources are available to all students, faculty, and staff through the Library's web site. Digital resources include e-books, journals, and video content. Electronic resources are available 24 hours a day/365 day a year. Virtual support services include email, text, and chat services. Chat hours are posted on the Library home page.

EQUAL OPPORTUNITY EDUCATION POLICY

South University, **campus** does not discriminate or harass on the basis of race, color, national origin, sex, gender, sexual orientation, disability, age, religion, genetic marker, or any other characteristic protected by state, local or federal law, in our programs and activities. South University provides reasonable accommodations to qualified individuals with disabilities. South University will not retaliate against persons bringing forward allegations of harassment or discrimination. The campus Dean of Student Affairs has been designated to handle inquiries and coordinate the campus' compliance efforts regarding the Non-Discrimination policy.

Appendix A
Personal Counseling Theory of Change Paper Rubric

Criteria	Exceptional-5	Proficient-4	Emerging-3	Insufficient/Unacceptable -2/1
Personal Model of Change 2.F.5.n	Deftly articulated a personal model of change solidly grounded in a combination of theory and personal experience	Clearly articulated a personal model of change that focused on personal experiences and somewhat addresses theory	Discussed personal experiences and how they led to change, but did not adequately integrate theory	Mentioned few or no personal experiences: did not elaborate on their connection to change; limited or no integration of theory
Counselor Characteristics 2.F.5.f	Identified and described cultural characteristics of the counselor with deep insight into how they could enhance or disrupt the therapeutic relationship	Identified and described some cultural characteristics of the counselor with appropriate insight into how they could enhance or disrupt the therapeutic relationship	Identified a few characteristics of the counselor with limited insight into how they could enhance or disrupt the therapeutic relationship	Struggled to (or did not) identify and describe cultural characteristics of the counselor without discussion of how they could enhance or disrupt the therapeutic relationship
Theories and Models of Counseling 2.F.5.a 5.C.1.b	Demonstrates a comprehensive, yet nuanced understanding of counseling theories, models of counseling, and evidence-based practices referenced in the paper	Demonstrates good understanding of counseling theories, models of counseling, and evidence-based practices referenced in the paper	Demonstrates some understanding of counseling theories, models of counseling, and evidence-based practices referenced in the paper	Demonstrates little or no understanding of counseling theories, models of counseling, and evidence-based practices referenced in the paper
Professional Writing Style (sources, APA format, grammar, length)	Used 5 or more peer-reviewed references, correct APA formatting, no grammatical errors, 8-10 pages	Used 3-4 peer-reviewed references, mostly correct APA formatting, a couple of grammatical	Used 2-3 peer-reviewed references, several APA formatting errors, several grammatical errors,	Used 2 or fewer peer-reviewed references, incorrect APA formatting throughout paper, many grammatical errors, fewer than 5 pages

		errors, 6-7 pages	5 pages	
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Comments:

SAMPLE

Appendix B
Application Papers Grading Rubric

Point Values----	5	4	3	2-0
Grammar, spelling, punctuation	No errors	3 or less	6 or less	7-9 or more
Demonstration of knowledge of theories and techniques	Demonstrates a very good understanding of theories & techniques referenced; incorporates all important concepts and accurately applies the theory to the case	Demonstrates good understanding of theories & techniques referenced; incorporates most important concepts but misses at least one major point or contains at least one inaccuracy	Demonstrates some understanding of theories and techniques referenced; incorporates some important concepts but misses at least 2 major points or contains more than one inaccurate application of the theory	Demonstrates little to no understanding of theories and techniques referenced; incorporates two or fewer concepts with several examples of inaccurate application of the theory
Totals	10	8	6	4

Comments: