



VALUES • EDUCATION • SERVICE

**CG 611**  
**Theories of Counseling**  
**Semester & Year**

**Course Delivery Method:** Conventional Class Meetings on Campus  
**Course Section:**  
**Meeting Time and Place:**  
**Course Credit Hours:** 3

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**FACULTY CONTACT INFORMATION:** JOEL DAVID EFFLER, PHD.  
OFFICE HOURS: ADVERTISED OFFICE HOURS, BEFORE AND AFTER CLASS, AND BY APPOINTMENT,  
OFFICE NUMBER:  
PHONE:  
EMAIL:

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**I. COURSE DESCRIPTION:**

The didactic phase of the course includes study of various theoretical orientations used in counseling. The experiential part of the course gives students practice in using counseling and relationship skills in preparation for counseling practicum and/or field experience.

**II. COURSE OBJECTIVES:**

The student will demonstrate:

- A. knowledge of crisis intervention strategies.
- B. knowledge of individual counseling approaches that promote life balance for students/clients through self-awareness and the making of functional life choices.
- C. knowledge of approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.
- D. continued development of a personal theory/orientation to counseling.
- E. an understanding of the ethical and legal requirements of the counselor in working with/accepting individuals for treatment/counseling.

**Carter and Moyer School of Education EPP Standards**

- 4. The candidate demonstrates competencies in conducting and applying research for the

improvement of teaching and student learning (EDUCATION)

### **State of Tennessee PreK – 12 Professional Counseling Standards**

LMU-TNCG.I.C: Understand the philosophical basis underlying the helping profession and facilitate human growth and development through counseling and consultation emphasizing collaboration, reflection and research.

### **CACREP 2016 Standards**

#### **Section 2.F.5 COUNSELING AND HELPING RELATIONSHIPS**

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients
- j. evidence-based counseling strategies and techniques for prevention and intervention
- n. processes for aiding students in developing a personal model of counseling

#### **Section 2.F.8 RESEARCH AND PROGRAM EVALUATION**

- b. identification of evidence-based counseling practices

### **III. TEXTS/MATERIALS FOR THE COURSE:**

Henderson, D.A., & Thompson, C.L. (2015). *Counseling children* (9<sup>th</sup> ed.). Belmont, CA: Thomson Brooks/Cole. (ISBN – 13: 978-0-495-90338-3)

#### **Additional Readings/Knowledge Base**

Chapman, A. & Dixon-Gordon, K. (2020). *Dialectical Behavior Therapy*. Washington DC: American Psychological Association.

Gladding, S. T. (2011). *Family Therapy: History, Theory, and Practice* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Henderson, D. A., & Thompson, C. L. (2011). *Counseling children* (8<sup>th</sup> ed.). Belmont, CA: Thomson Brooks/Cole.

Hill, C. E., Thompson, B. J., & Ladany, N. (2003). Therapist use of silence in therapy: A survey. *Journal of Clinical Psychology*, 59, 513-524.

Jourard, S. (1971). *The transparent self*. New York, NY: Van Nostrand Reinhold.

McKay, M., Wood, J., & Brantley, J. (2019). *The Dialectical Behavior Therapy Skills Workbook: Practical DBT Exercises for Learning Mindfulness, Interpersonal*

*Effectiveness, Emotion Regulation & Distress Tolerance.* Oakland, CA: Harbinger.

Sklare, G. B. (2014). *Brief counseling that works: A solution-focused approach for school counselors and administrators (3<sup>rd</sup> ed.)*. Thousand Oaks, CA: Corwin Press.

Smith-Adcock, S. & Tucker, K. (2017). *Counseling Children and Adolescents: Connecting Theory, Development, and Diversity (1<sup>st</sup> ed.)*. Thousand Oaks, CA: Sage

Young, M. E. (2009). *Learning the Art of Helping: Building Blocks and Techniques (4<sup>th</sup> ed.)* Pearson: Upper Saddle River, NJ: Pearson.

Young, M. E. Skills-based training for counselors: Microskills or mega-skills. *Counseling & Human Development, 31* (3), 1-12.

#### IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:

**Attendance** - even with successful completion of make-up assignments, class absences could result in a reduction in the final course grade. Refer to the *Graduate Catalog* for further academic restrictions.

##### Assignment A

Homework (25 Points). This assignment involves maintaining a weekly comparison of all counseling approaches studied. In comparing the approaches, you will constantly reassess your perception of the strengths and weaknesses in each approach, as you use this constantly-evolving analysis to aid you in developing your own philosophy of counseling. In doing this, you will address the following CACREP standard:

**CACREP-2016.2.F.5.n:** processes for aiding students in developing a personal model of counseling

**See Appendix A for Homework Assignment**

##### Assignment B

**Comprehensive Exam (100 points).** In-class, multiple choice, short answer, discussion.

##### Assignment C

[Key Assignment #1] - **Case Study (100 points)** - submitted to Via. This project should be an application of your acquired knowledge in counseling theory to a case study scenario to explain the dynamics of the case, draw diagnostic conclusions, and develop an appropriate treatment plan, using one or two of the theoretical models studied in this class (or an approach not studied in this class with permission from the instructor). **See expanded instructions in Appendix B.** *Completed assignment will address the CACREP Professional Identity standards listed below:*

**CACREP-2016.2.F.5.a:** theories and models of counseling

**CACREP-2016.2.F.5.b:** a systems approach to conceptualizing client

**CACREP-2016.2.F.5.j:** evidence-based counseling strategies and techniques for prevention and intervention

Assignment D

[Key Assignment # 2] – **Philosophy of Counseling Paper (100 points)** - submitted to Via. This project will allow the candidate to critique particular approaches to counseling while synthesizing their own personal philosophy/model of counseling. This paper will be informally presented in class at the end of the semester. **See Appendix B for detailed information.** *Completed assignment will address the CACREP Professional Identity standards listed below:*

**CACREP-2016.2.F.5.a:** theories and models of counseling

**CACREP-2016.2.F.5.n:** processes for aiding students in developing a personal model of counseling

**CACREP-2016.2.F.8.b:** identification of evidence-based counseling practices

**Course Evaluation/Assessment**

Assignments will be evaluated based on program standards using various assessment tools, including rubrics. The University official Graduate Education grading system will be utilized.

Percentage	Grade
100-95	A
94-90	A-
89-87	B+
86-84	B
83-80	B-
79-75	C
74-70	C-

**V. METHODS OF INSTRUCTION:**

Methods of Instruction Methods of instruction will include didactic lectures, collaboration, demonstration, evaluation, analyses of research articles, and student presentations. Active participation and learning through dialogue is strongly encouraged in this Masters level course. It is expected that the students will share the responsibility for others and their own learning.

**Clinical Experiences:** Course includes a field experience component of service learning where student will spend at least 5 hours in Service Learning in a community environment, and submit a Service Learning Reflection to document and reflect upon this experience, as

guided by assignment completion guideline and rubric.

## VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

### Technology

Incoming students must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. **Computer access must be available on a personal computer.** Course syllabus and Online Gradebook will be maintained

### Turn-it-in

Portions of written work may be required to be submitted to *Turn-It-In*, the computer program designed for checking literature duplication. Submitting additional course work to *Turn-It-In* is at the instructor's discretion. Instructions will be available early in the semester on the Graduate Education Office webpage.

### Unit Commitment to Diversity

The School of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and K-12 school faculty, candidates, and students in K-12 schools.

### LiveText/Via

**Each student will be required to establish an account with the LiveText or Via program by the second class session.** LiveText/Via is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. LiveText/Via is located online at <http://www.vialivetext.com> and can be purchased through the LMU Bookstore.

### Library Resources

The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library's website ([library.lmunet.edu](http://library.lmunet.edu)) for full details. There are many professional databases including: **ERIC**, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; **ProQuest Education Journals** database which contains access to 760 leading journals of which over 600 are in full-text; **ProQuest Dissertation & Theses Full Text:**

**The Humanities and Social Sciences Collection:** A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than 1 million dissertations and theses; **Mental Measurements Yearbook** which contains descriptive information & critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement & intelligence tests. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

**VII. COURSE OUTLINE/ASSIGNMENTS/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:**

**Schedule of Classes and Assignments\***

<i>Week No.</i>	<b>DATE</b>	<b>ASSIGNMENTS/WHAT’S HAPPENING IN CLASS</b>
<b>1</b>		<ul style="list-style-type: none"> <li>- <i>Introductions</i></li> <li>- <i>Class Requirements</i></li> <li>- <i>Review of Blackboard, Livetext</i></li> <li>- <b>Chap 1 -Introduction to a Child’s World</b></li> <li>- <b>Chap 2 – Developmental and Cultural Considerations</b></li> </ul> <p><b>CACREP-2016.2.F.5.b:</b> a systems approach to conceptualizing client  <b>CACREP-2016.2.F.5.n:</b> processes for aiding students in developing a personal model of counseling  <b>CACREP-2016.2.F.5.j:</b> evidence-based counseling strategies and techniques for prevention and intervention</p>
<b>2</b>		<ul style="list-style-type: none"> <li>- <b>Chap 3 – The Counseling Progress</b></li> <li>- <b>Chap 4 – Legal and Ethical Considerations for Counselors</b></li> </ul> <p><b>CACREP-2016.2.F.5.b:</b> a systems approach to conceptualizing client  <b>CACREP-2016.2.F.5.n:</b> processes for aiding students in developing a personal model of counseling  <b>CACREP-2016.2.F.5.j:</b> evidence-based counseling strategies and techniques for prevention and intervention</p>
<b>3</b>		<ul style="list-style-type: none"> <li>- <b>Chap 5 – Psychoanalytic Counseling (Therapy)</b></li> </ul> <p><b>CACREP-2016.2.F.5.a:</b> theories and models of counseling  <b>CACREP-2016.2.F.5.n:</b> processes for aiding students in developing a personal model of counseling  <b>CACREP-2016.2.F.5.j:</b> evidence-based counseling strategies and techniques for prevention and intervention</p>

4		<p>- <b><i>Chap 6 – Person/Client – Centered Counseling</i></b></p> <p><b>CACREP-2016.2.F.5.a:</b> theories and models of counseling  <b>CACREP-2016.2.F.5.n:</b> processes for aiding students in developing a personal model of counseling  <b>CACREP-2016.2.F.5.j:</b> evidence-based counseling strategies and techniques for prevention and intervention</p>
5		<p>- <b><i>Chap 7 – Gestalt Therapy</i></b></p> <p><b>CACREP-2016.2.F.5.a:</b> theories and models of counseling  <b>CACREP-2016.2.F.5.n:</b> processes for aiding students in developing a personal model of counseling  <b>CACREP-2016.2.F.5.j:</b> evidence-based counseling strategies and techniques for prevention and intervention</p>
6		<p>- <b><i>Chap 8 - Behavioral Counseling</i></b></p> <p><b>CACREP-2016.2.F.5.a:</b> theories and models of counseling  <b>CACREP-2016.2.F.5.n:</b> processes for aiding students in developing a personal model of counseling  <b>CACREP-2016.2.F.5.j:</b> evidence-based counseling strategies and techniques for prevention and intervention  <b>CACREP-2016.2.F.8.b:</b> identification of evidence-based counseling practices</p>
7		<p>- <b><i>Chap 9 - Reality Therapy/Choice Theory</i></b></p> <p><b>CACREP-2016.2.F.5.a:</b> theories and models of counseling  <b>CACREP-2016.2.F.5.n:</b> processes for aiding students in developing a personal model of counseling  <b>CACREP-2016.2.F.5.j:</b> evidence-based counseling strategies and techniques for prevention and intervention</p>
8		<p>- <b><i>CHAP 10 – SOLUTION-FOCUSED BRIEF COUNSELING</i></b></p> <p><b>CACREP-2016.2.F.5.a:</b> theories and models of counseling  <b>CACREP-2016.2.F.5.n:</b> processes for aiding students in developing a personal model of counseling  <b>CACREP-2016.2.F.5.j:</b> evidence-based counseling strategies and techniques for prevention and intervention</p>
9		<p>- <b><i>Chap 12 – Rational Emotive Behavior Therapy</i></b></p> <p><b>CACREP-2016.2.F.5.a:</b> theories and models of counseling</p>

		<p><b>CACREP-2016.2.F.5.n:</b> processes for aiding students in developing a personal model of counseling  <b>CACREP-2016.2.F.5.j:</b> evidence-based counseling strategies and techniques for prevention and intervention</p>
10		<p>- <b><i>Chap 13 – Cognitive-Behavioral Therapy</i></b></p> <p><b>CACREP-2016.2.F.5.a:</b> theories and models of counseling  <b>CACREP-2016.2.F.5.n:</b> processes for aiding students in developing a personal model of counseling  <b>CACREP-2016.2.F.5.j:</b> evidence-based counseling strategies and techniques for prevention and intervention  <b>CACREP-2016.2.F.8.b:</b> identification of evidence-based counseling practices</p>
11		- <b><i>In-Class Exam</i></b>
12		<p>- <b><i>Chap 15 – Family Therapy/Neurofeedback Presentation/Catch Up</i></b></p> <p><b>CACREP-2016.2.F.5.a:</b> theories and models of counseling  <b>CACREP-2016.2.F.5.b:</b> a systems approach to conceptualizing client</p> <p><b>CACREP-2016.2.F.5.n:</b> processes for aiding students in developing a personal model of counseling</p>
14		<p>- <b><i>Guest Speaker on Dialectical Behavior Therapy (See reading list on Blackboard learning units for this week)</i></b></p> <p><b>CACREP-2016.2.F.5.a:</b> theories and models of counseling  <b>CACREP-2016.2.F.5.n:</b> processes for aiding students in developing a personal model of counseling</p>
15		- <b><i>CLASS PRESENTATIONS OF RESEARCH PAPERS</i></b>

**VIII. HONORS CONTRACT ADDENDUM INFORMATION (IF APPLICABLE): N/A**

**IX. TRANSPARENT INSTRUCTION:**

The Quality Enhancement Plan (QEP) for LMU, Transparent Instruction in General Education and Gateway Courses for Student Success, is committed to improving student success through targeted course assignments. LMU is focused on providing instructional assignments to students in a clear and concise manner that is inclusive of all learners.

Each qualifying course will have a minimum of two transparent assignments in which the Purpose, Tasks, and Criteria (PTC) will be explained. The Purpose will identify the learning objectives including the skills and knowledge to be gained—both for the class and beyond college. The Tasks will list the activities and steps that students will perform to



complete the assignment. The Criteria will detail the grading rubrics and point structure. An annotated example may be provided to model exemplary work.

**X. Counseling Program Mission Statement**

The Counseling Program has as its primary mission the preparation of culturally and ethically competent counselors to serve the historically underserved peoples of the Appalachian region, and increasingly interlinked global community beyond. Program graduates will be able to utilize psychological principles, developmental understandings, and counseling techniques in a strengths based, solution-focused paradigm to assist students and clients with the best opportunity to achieve healthy functioning in the areas of educational, personal, social and vocational development.

Program offerings, service learning activities and field experiences are designed to encourage personal, professional, and social growth. Graduates of the Counseling Programs are prepared to provide counseling and consultation services in school, mental health, or community agency settings and are eligible to stand for licensure or certification in their respective area of specialty.

**XI. IMPORTANT DATES IN THE ACADEMIC CALENDAR SPRING 2020:**

Event	Date(s)
Classes Begin	August 17
Last Day to Add Classes	August 26
Labor Day (no classes)	September 7
Last Day to Drop Course without “WD”	September 15
Mid-Terms	October 5-9
Homecoming (classes held as scheduled)	October 8-11
Last Day to Drop Course without “F”	October 23
Thanksgiving holiday (no classes)	November 25-27
Last Day of Classes	December 4
Final Exams	December 7- 11
Commencement (10 a.m.)	December 12

**LMU INFORMATION FOR ALL COURSES and PROGRAMS**

**XII. UNIVERSITY SERVICES:**

**ACADEMIC SUPPORT SERVICES:** LMU offers a variety of Academic Support Services that are available to students to assist them academically. Academic Support is located in the Carnegie-Vincent Library on the Harrogate campus. Visit <https://www.lmunet.edu/academic-and-student-services/index.php> for more information regarding the Tagge Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program

**COUNSELING:** LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at [jason.kishpaugh@lmunet.edu](mailto:jason.kishpaugh@lmunet.edu) and/or 423.869.6277 (800-325-0900 ext. 6277).

**XIII. University Policies:**

**UNDERGRADUATE ATTENDANCE:** To maximize the learning experience at Lincoln Memorial University, students are expected to attend all classes. It is the student's responsibility to complete all course requirements even if a class is missed. The University understands that certain absences are unavoidable and recognizes the following as excused absences:

- Personal illness – health care provider validation typically required; chronic illnesses which may cause absences should be disclosed to the instructor (see course syllabus for specific guidelines)
- Death or critical illness in the family as defined in LMU Student Handbook (see Bereavement Policy)
- Jury duty
- Military duties
- Religious observances of a student's faith
- Participation in a university-sponsored activity – with official notification from University personnel

Faculty may require documentation for excused absences. Additional excused absences are determined at the discretion of the faculty member. Faculty members must allow each student who is absent due to a reason recognized as an "excused absence" the opportunity to make up work missed without any reduction in the student's final course grade. The make-up work should be done in a timely manner which is determined at the discretion of the faculty member as outlined in the course syllabus. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes, lies solely with the student. In the case of foreseeable absences, students are responsible for notifying the faculty member in advance of the absence. The desired notification method is determined by the faculty member and is outlined in the course syllabus. Failure of the student to notify faculty of an excused absence may result in the absence being considered unexcused, in which case the opportunity for make-up work could be lost. Neither the absence, nor the notification of the absence, relieves the student from course requirements. Misrepresenting the reason for a class absence to a faculty member is a violation of the University's academic integrity policy (which can be found in the LMU Undergraduate Catalog <https://www.lmunet.edu/academics/catalogs.php>).

The LMU Athletics Division will provide official notification of excused absences directly to the instructor. It is also the student athlete's responsibility to notify the instructor of any absence PRIOR to the absence. For examinations (tests or quizzes) which conflict with excused athletic absences, the student athlete must notify the instructor BEFORE the absence and reach an exact agreement on the time and date of the make-up exam/quiz. Major projects/papers/presentations affected by excused absences

must also follow the make-up process as outlined above.

Online Classes – In the instance of a foreseeable absence that could impact online learning, students should make every effort to complete online assignments as regularly scheduled. If a circumstance arises that prevents a student from having online access during the absence, the student must communicate with the faculty member regarding the reason for the absence, lack of online access, and possible make-up options.

*Approved at Academic Council October 18, 2018*

**UNOFFICIAL WITHDRAWALS:** Any student who ceases attending classes before the end of the semester, or summer term, without completing the official withdrawal from the University, automatically receives the grade “F” for such course(s), so noted on the student’s academic transcript, and may be administratively withdrawn. Unofficial Withdrawals are reviewed after grades post for each term. Any student earning all F’s is considered an Unofficial Withdrawal. Financial Aid confirms attendance past the 60% point of the term and a timeline in which to provide that documentation. Adequate attendance documentation can be an email statement directly from the instructors stating the student attended past the 60% date, hard copy print outs of online coursework submitted after the 60% date, or hard copy tests submitted after the 60% point. If attendance is not confirmed, LMU will make an R2T4 calculation, thru FAA Access, using the 50% point of the term as the withdrawal date. Adjustments are made and refunds returned to the appropriate program(s) with the DOE, at the time of processing the Unofficial Withdrawal student record. Financial Aid then notifies the student of the adjustments made via the results of the R2T4 calculation, why the calculation had to be made, and what financial responsibilities the student has.

**ADMINISTRATIVE WITHDRAWALS:** Students who have not attended courses by the ninth class meeting of the semester (or equivalent for summer terms) will be reported to the Registrar’s Office, Financial Aid, and the Tagge Center and may be administratively withdrawn with a WD recorded on the transcript for each course. Students who cease attending classes prior to the end of the semester, mini-term, or summer term without completing the official withdrawal from the University may also be administratively withdrawn, with an F recorded on the transcript for each course. (See “Unofficial Withdrawal.”)

**FOR POLICY INFORMATION REGARDING VERIFICATION OF IDENTITY AND IDENTITY PROTECTION PLEASE CLICK ON THE FOLLOWING LINKS:**

[Verification of Identity](#)

[Protection of Identity](#)

[No Additional Charges](#)

**STUDENTS WITH DISABILITIES POLICY:** LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor's receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at [dan.graves@lmunet.edu](mailto:dan.graves@lmunet.edu) and/or 423.869.6531 (800-325-0900 ext. 6531).

**DISCRIMINATION AND ACADEMIC INTEGRITY POLICIES** can be found in the student handbooks and catalogs published online as part of the LMU Website:

Catalogs: <https://www.lmunet.edu/academics/catalogs>

Handbooks: <http://www.lmunet.edu/student-life/handbooks>

**HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT :**

Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. "Retaliation" includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination.

LMU is committed to providing an environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, sexual assault, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to report the information to the Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the LMU Office of Mental Health Counseling, Duke Hall 202. For more information, call (423) 869-6277, or schedule an appointment online at <https://www.lmunet.edu/counseling/index.php>.

If you have experienced discrimination and would like to make a report to the University, contact: Jeana Horton, Title IX Coordinator/Institutional Compliance Officer, by email at [titleix@lmunet.edu](mailto:titleix@lmunet.edu), or by phone at (423) 869-6618. The Title IX Coordinator/Institutional Compliance Officer's office is located at D.A.R.- Whitford Hall, Room 210, and the Duncan School of Law, Room 249. The Harassment, Discrimination, and Sexual Misconduct Policies are located in the Student Handbook.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations.

**HAZING:** Hazing is any reckless or intentional act, occurring on or off campus, that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.

Hazing is strictly prohibited by the University and the State of Tennessee. Any individual or organization found in violation of this policy is subject to disciplinary action and/or criminal prosecution. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited. If you are aware of an incident of Hazing, you must report such incident to the Dean of Students.

**COURSE EVALUATIONS:** In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

**OUTCOMES ASSESSMENT TESTING:** Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

All Associate degree students, which includes: Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology; Associate of Arts – General Studies; and Associate of Science – General Studies, students must take the General Education Proficiency Profile examination. Required testing and other measures are used to determine the extent to which students achieve the learning outcomes of The Lincoln Liberal Arts Core Curriculum at both the Associates and Baccalaureate levels. Students graduating from an Associate's degree program are tested in the semester of graduation. Students pursuing a baccalaureate degree are tested when enrolled in LNCN 300. Students are strongly encouraged to become familiar with the tests which are used and to perform at their highest level on each of these tests. Students achieving scores and ratings demonstrating achievement more than one standard deviation above the LMU average shall receive a LMU General Education Outstanding Achievement Certificate.

Students pursuing a baccalaureate degree must exceed a minimum score on both the ETS Proficiency Profile exam and the ETS Essay Writing Exam or pay an additional fee of \$20 per exam to repeat the necessary exam for which they fall below the achievement level set by the LMU General Education Committee. Results of the repeated test(s) will be used by

the LMU General Education Committee to determine if the student has met or exceeded the student learning outcomes of The Lincoln Liberal Arts Core Curriculum. If the student's subsequent results from repeated testing fall below the achievement levels set by the LMU GE Committee, the GE Committee will prescribe a specific remediation plan and mechanisms to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum student learning outcomes. Until that achievement is successfully demonstrated, the student will have a grade of No Credit (N.C.) assigned for LNCN 300.

The expected levels to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum are:

- Essay Writing - greater than a rating of 2
- ETS Proficiency Profile – greater than one standard deviation less than the three-year LMU average on this exam. Score from repeated exams are not included in this average calculation.

**IN THE EVENT OF INCLEMENT WEATHER** Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

**INSTRUCTIONAL CONTINUITY IN CASE OF TEMPORARY CAMPUS CLOSURE POLICY:** Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

**XIV. MISSION STATEMENTS:**

**LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT** can be found at the following link to LMU's website: [HTTPS://WWW.LMUNET.EDU/ABOUT-LMU/HERITAGE-MISSION.PHP](https://www.lmunet.edu/about-lmu/heritage-mission.php).

**XV. STUDENT COMMUNITY ENGAGEMENT:** A cornerstone of the University's mission is service to humanity. As part of the University's Student Service Initiative, undergraduate students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: <https://www.lmunet.edu/leadership-and-outreach/index.php> or contact the Director of Leadership and Outreach, Kaci Ausmus, at [Kaci.Ausmus@lmunet.edu](mailto:Kaci.Ausmus@lmunet.edu).

**XVI. TurnItIn.com notification:** Students agree that by continued enrollment in this course that all required papers may be subject to submission for textual similarity review to TurnItIn.com for detection of plagiarism. All submitted papers will be included as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism of such papers. Use of TurnItIn.com service is subject to the Usage Policy posted at the TurnItIn.com site.

**xvii. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.**

## Appendix A: Homework Assignments

### CACREP Standards Addressed in Homework Assignment:

**CACREP-2016.2.F.5.n:** processes for aiding students in developing a personal model of counseling

The homework assignments will be completed using the following template for the first nine (9) therapeutic approaches studied (Chapters 5-13 [Note that Transactional Analysis and Family Therapy are not included]). For each therapeutic approach, the comparison matrix (below) will be completed, as well as providing a one to two paragraph summary of your assessment of strengths and weaknesses of the approach. Complete this form (below) for each therapeutic approach **as it is covered**. As we cover additional approaches, you may change your ratings for previous approaches if your assessment of them has changed, and you may change your rating of approaches previously rated in the subsequent assignments. ***This homework assignment is designed to make you critically think about each approach.*** For this particular assignment, there really are no right or wrong answers, although you may be asked to discuss your ratings in class.

You will keep this homework in a notebook that will be checked periodically to ensure that you are keeping up, and the notebook containing all of your homework assignments will be turned near the end of the semester; it will be reviewed briefly (it will NOT be graded critically) and returned to you. It is essential that you do not fall behind in your homework. It does little good to try to complete all of your homework at the end of the semester, as the homework is designed to make you think about the different therapy approaches **as you study them**. You will likely find that your personal evaluations of the various approaches will change from week to week as you study additional approaches and continue to think about and analyze them. In the end, this will help you to determine what you endorse and “want to keep” out of each theory (if anything) and what you will reject or modify as you develop your own personal philosophy of counseling.



	Characteristics/Assumptions of Model	Psych. Anal. Ther.	Pers. Cntrd. Ther.	Gestalt Ther.	Beh. Couns.	Real. Ther.	SFBC	Individ Coun (Adler)	REBT	Cog. Beh. Ther.
	• Category of model (as per text)	C	A	A	B	B	B	B	C	C
1	At least some emphasis on <i>past</i>									
2	Emphasis on present and <i>future</i>									
3	Partly based on a theory of <i>need fulfillment</i>									
4	Nature of the individual is “ <i>good</i> ”									
5	Nature of the individual is “ <i>bad</i> ”									
6	Nature of individual is neither good nor bad									
7	Based on well-developed theory of <i>behavior</i>									
8	Emphasis on <i>medical model</i>									
9	Emphasis on awareness of what client is doing <i>wrong</i>									
10	Emphasis on awareness of what client is doing <i>right</i>									
11	<i>Client</i> has ability help/ <i>change themselves</i>									
12	Counselor does fair amount of talking									
13	Emphasis on changing <i>behavior</i>									
14	Counseling is goal/solution-focused									
15	Counseling is relatively <i>short</i> in duration									
16	Relatively free of cultural bias									
17	Managed health care likes it									
18	Objective measures of outcome of therapy									
19	Counselor-client <i>relationship</i> is emphasized									
20	Counselor facilitates client expression									
21	Therapist gives <i>advice</i>									

- A – affective
  - B – behavioral
  - C – cognitive
  - S – Systemic
- 0 = Not at all  
 + = Minimally  
 ++ = Somewhat  
 +++ = Very much

**Strengths and Weaknesses of Therapeutic Approach: (Name of Approach)**

## Appendix B: Completion Guides for Key Assignments

### Signature Assignment #1: Case Study

#### CACREP Standards Addressed in this Assignment:

**CACREP-2016.2.F.5.a:** theories and models of counseling

**CACREP-2016.2.F.5.b:** a systems approach to conceptualizing client

**CACREP-2016.2.F.5.j:** evidence-based counseling strategies and techniques for prevention and intervention

*Directions:* Choose **one** of the three case studies and provide all of the information specified on the Case Study Questions section, below.

#### Case #1

##### Background summary

*Derek* is a 15-year-old boy in a residential treatment program. He was referred to the program by the Department of Juvenile Justice and Delinquency Prevention due to anger and aggression issues and his inability to function appropriately at home or in an alternative school. Derek consistently challenges authority and is often unwilling to take responsibility for his actions.

##### Academic Issues

Prior to transitioning to the residential program, Derek was a student at an alternative school. He has difficulty completing classroom assignments without significant assistance and/or extensive explanation, and has often been teased for being “slow”.

##### Family Factors

Derek is the second of three children. His mother is recently disabled, and his father works in a factory. The family struggles financially to make ends meet. Derek’s uncles and grandparents are alcoholics and sometimes share their “substances” with Derek and his siblings.

##### Social Issues

Derek has a few people he calls friends in the neighborhood at home, but has difficulty making new friends. He has been accused of teasing and physically assaulting other children and has difficulty with regular social interactions.

##### The current crisis

Derek got in trouble this morning for walking out of his residential building without permission, and was dropped to level one (the lowest) of the program’s disciplinary system because of that.

Derek is very angry about this and is sent to see you in the wake of this occurrence.

## **Case #2**

### Background summary

*Jeff* is a quiet, serious, 12-year-old seventh-grade student at Smith County Middle School, who has had no known prior academic or behavioral problems.

### Academic Issues

School records indicate that Jeff is a high achiever. He had excellent grades (B and above) in all his classes for the first two grading periods of the year. Except for an F on this last test, he has also maintained an above-average grade in language at this grading period.

### Family Factors

Jeff is the youngest of three sons. His father is retired, and his mother works as a grocery store cashier. Both of Jeff's older brothers, one a high school senior and the other a college sophomore, are excellent students. The family expects (or appears to expect) Jeff to excel also.

### Social Issues

Jeff seems to get along well with his peers. He participates in group efforts and is especially good friends with one other student, John, who is also a good student with a quiet personality.

### The current crisis

Jeff was referred to the counselor because a failing grade on a language arts test this morning caused him to get extremely upset. After the test, Jeff was agitated and firmly convinced that he would now fail the entire class.

## **Case #3**

### Background Summary

*Marie* is a 16 year old 10 sophomore at Forest Hill High School. She is an A student and has no behavior problems at home or school.

### Family Factors

Marie lives in a lower middle class neighborhood. Her father, a high school drop-out, makes an adequate income as an electrician. Her mother, who finished one year of college, is a stay-at-home mom. She is the oldest of three children, having two brothers who are average students and moderate behavior problems. Marie always completes her homework on time and is very consistent in completing her household chores.

### Social Issues

Marie is active in her church youth group. She has a lot of friends, but they all see her as a “nice girl” who always makes good grades but doesn’t know “how to party.” She is president of her school’s Beta Club and belongs to the chess club. Marie is very conscious of her appearance. She has moderate acne, is 15 pounds overweight, and she has developed a “curvy” body. She has crooked front teeth, and her parents say they can’t afford to get them fixed. While she is a generally regarded by her peers as a pretty girl, Marie does not see herself as attractive. Marie has gone to the movies with a boy a few times, but she has never had a “real date.” She has not been sexually active. She is both embarrassed and intrigued with her girlfriends’ tales of their sexual experiences. Marie dresses conservatively, but one of her girlfriends once told her that, while she was bent over a lab specimen in biology class, she saw a boy looking down the front of her dress and was later heard making crude remarks about this to his friends. Marie was mortified, even though her girlfriend told her, “If you got it, flaunt it.”

### The Current Crisis

One of Marie’s girlfriends told Marie’s mother that Marie said she was not happy, she wishes she were prettier and more popular with the boys, and she has thought about suicide before, although she said she would never do this. When confronted with this information by her mother, Marie admitted that she is sad much of the time and feels like she doesn’t “fit in.”

### **Case Study Questions**

*First, be aware that this is not your very first contact with this student/client, so you have already begun to build a relationship with him/her.*

1. Beginning the session
  - a. How would you begin your session and why?
  - b. What factors would you be trying to balance in beginning this session?
  
2. Counseling Approach

- a. Identify and describe a particular counseling approach that you might choose to utilize in working with this student/client under these circumstances.
- b. Explain why this approach seems to be a good fit for you, the client and his/her circumstances.

3. Session Plan

- a. What might you try to accomplish in a single, 45-minute session related to the current crisis and the student/client's ongoing issues?
- b. How would you relate this to the client's overall goals?

4. Counseling Outlook

- a. How optimistic would you be about a long-term, successful outcome for this client and why?
- b. What indicators (things the student/client might say or do) during this session might improve your level of optimism?

5. Systems Approach

- a. What other supportive services would you *consider* (medication, other social services, homework assignments [developed *with the client*]) for your client and why?

6. Counseling Session Transcript

- a. Please provide a two-page transcript of how you envision that your session might go (making sure to give "evidence" of the approach you've chosen to utilize)
- b. Label each question/comment/response by yourself and the student/client as follows:

**COUNSELOR:** Your question/comment.

**DEREK (or JEFF or Marie):** His/her response or comment.

### **Further Information for Case Study**

Remember that your primary mission in writing this paper is to *demonstrate mastery of the counseling approach you have selected*. You do not focus on making comments or asking questions that represent what you regard as best counseling practice. Rather, you are *consistent in saying things that you think your counseling theorist would have said using the approach they developed*. For example, if you have chosen REBT as your counseling approach, you would *generally* avoid reflecting, making statements that could reflect unconditional positive regard, etc, which would be more consistent with Rogers (client-centered). If you have selected REBT, you stick with it.

*Be sure to label some of the exchanges between counselor (you) and client, to help me identify when you are using a particular method common to your chosen counseling approach*. As an example, considering the following hypothetical exchange when you are utilizing the REBT approach:

**Client:** “I just have to do as well as my BFF on the math test (*Musturbation*).

**Counselor:** “What is the worst that could happen if your BFF made a higher grade than you?” (*Challenging irrational belief*).

**Client:** “I couldn’t feel right about myself again. It would ruin our relationship.” (*Catastrophizing and fortune-telling*).

The parenthetical remarks will help both you and I determine whether you are using techniques characteristic of your counseling approach. You don’t have to label each exchange in this matter, but utilize this practice enough so that it is clear that you have mastered the basics of your approach.

Remember, as hard as it is to know “the right thing” to say during a counseling session, it can be even harder to determine what you would say that would be consistent with your chosen counseling approach. Again, you are NOT trying to say all of the things that you think would be best to say, you are trying to say what a person practicing your chosen counseling approach would say. The point of this assignments is not to demonstrate how competent you are as a counselor, but to *demonstrate how well you understand a given counseling approach we have studied in this class*. I encourage you to choose an approach with which you have a high degree of agreement, but it most common that, as a counselor, you will not agree with every aspect of any counseling approach.

You can start choosing to “mix and match” your counseling approach in future classes and in your counseling career. Remember, however, that, for this class, you are demonstrating your mastery of the counseling approach you have chosen. It may seem impossible to make everything you say sound like it had come out of Albert Ellis’ mouth (as an example), but your major strategy and a vast majority of your statements should reflect Ellis’ method if you have chosen his approach.

### **Rubric**

<b>Elements</b>	<b>Capstone 3 (3 Points)</b>	<b>Milestone 2 (2 Points)</b>	<b>Milestone 1 (1 Point)</b>
<p>Description of Counseling Theories</p> <p>CACREP 2016</p> <p>5. COUNSELING AND HELPING RELATIONSHIPS</p> <p>a. theories and models of counseling</p>	<p>(1) The candidate describes at least one counseling technique that is broadly accepted in the field and is not in violation of ACA ethical standards.</p> <p>(2) The basic assumptions and techniques for implementing this approach are fully described and the rationale for using this approach for the chosen client is fully explained.</p> <p>(3) During the simulated counseling exchange, the candidate demonstrates knowledge and skills of their chosen counseling approach(es), without randomly inserting techniques to other (not chosen or specified approaches) to maintain a complete fidelity to this/these chosen approach(es). In other words, the candidate doesn't slip into use of other counseling approaches not</p>	<p>The candidate describes adequately one or more selected counseling approach (1).</p> <p>The candidate fails to fully fails to thoroughly provide information for either</p> <p>(1) or (2)</p>	<p>The candidate describes in insufficient detail the chose counseling approach(es).</p> <p>and/or</p> <p>the candidate fails to address or addresses with minimal detail the information of (1) and (2)</p>

	selected.		
<p>Systems Approach to Client Conceptualization</p> <p>CACREP 2016</p> <p>5. COUNSELING AND HELPING RELATIONSHIPS b. a systems approach to conceptualizing clients.</p>	<p>In addition to choosing and demonstrating the use of an appropriate counseling approach (or two) the candidate makes recommendations for other support/adjunct services (such as referral for therapist, social services, etc.) to provide a systems approach to therapy. Recommendations include options (such as homework assignments) for which the client is responsible. Three or four solid therapeutic resources or options are recommended by the candidate to provide a systems approach to conceptualizing and teaching the client.</p>	<p>The candidate chooses and demonstrates the use of an appropriate counseling approach for addressing needs the client, but provides only one or two other well-defined services to help meet client needs, demonstrating the adoption of a systems approach.</p>	<p>The candidate demonstrates at least marginally demonstrates an implementation of a chosen counseling approach (the adoption of which is only marginally justified). They do not make clear recommendations for other well-defined interventions, thus only minimally demonstrating a systems approach.</p>
<p>Evidence-Based Treatment</p> <p>CACREP 2016</p> <p>5. COUNSELING AND HELPING RELATIONSHIPS j. evidence-based counseling strategies and techniques for prevention and intervention</p>	<p>The candidate chooses one or more counseling approaches that will meet the treatment needs of the candidate chosen by (1) thoroughly defining the client's counseling and related counseling needs, (2) describing how the chosen counseling approach(s) will meet</p>	<p>The candidate adequately covers the client's needs (1), and the client thoroughly adequately covers only one the points (2) or (3) (at left).</p>	<p>The candidate minimally describes the client's needs (1) and/or the candidate does not adequately cover only either of the points (2) or (3).</p>



	<p>these identified needs,  <b>(3)</b> and describing how this approach could be effective in preventing the reoccurrence of the needs described in the client and/or how it could prevent the initial development of these needs in other clients.</p>		
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**Signature Assignment #2: Philosophy of Counseling Research Paper**

**NOTE:** This assignment is SIMILAR to the first question you will find on your comprehensive exam that you must pass before you graduate from the program. Note that *this actual comprehensive question* may be found at the end of this syllabus (Appendix 3). This key assignment should help you to begin planning early for how you will respond to this item on your comprehensive exam.

**CACREP Standards Addressed in this Assignment:**

**CACREP-2016.2.F.5.a:** theories and models of counseling

**CACREP-2016.2.F.5.n:** processes for aiding students in developing a personal model of counseling

**CACREP-2016.2.F.8.b:** identification of evidence-based counseling practices

**Length:** Your paper should be 5-7 or more double-spaced pages. That means a minimum of five pages is expected (not counting title page). While the minimum length requirement will be enforced (a shorter product could result in point deductions) you should focus on thoroughly covering all required elements for this assignment.

**Style:** APA should be used throughout. Edition 6 of the APA publication manual is in effect. It is recommended that you have access to this manual. However, you may also consult *reliable* online sources for APA style information.

**Sources:** You may cite your text and other materials obtained in class as references. You should cite *at least two other sources*, including, for example, a key work (see below) for each of your chosen theorists. Be sure to cite your key work for your two chosen theorists *and* to include them in your reference list.

**Content:** You should clearly state the theoretical underpinnings of your philosophy. This should definitely include the identification and explanation of :

***Two preferred counseling approach(es), the key theorist associated with those approaches, and specific detail as to why you find these approaches appealing and/or useful. In covering these areas, you should include the following***

A. Theories/Models of Counseling

- 1) Provide the name of the author(s) associated with your two chosen approaches.
- 2) Include at least the mention and brief description of at least one **key work** of the authors of each of your two chosen approaches which helped to define and establish them. For example, you could cite the book *Beyond Freedom and Dignity* by B.F. Skinner for behavioral counseling. *This work represented an attempt to promote Skinner's philosophy of science, the technology of human behavior, his conception of determinism, and what Skinner calls "cultural engineering"*). It requires minimal research to find such a work and a synopsis of the content. At some point, before you take your comprehensive exam at the end of your course of study, you may want to read these sources.
- 3) Describe assumptions of the nature of people according to your chosen theorists and how people develop distress or mental disorders.
- 4) Describe the basic process of how each of your two approaches are implemented.

B. Personal Model of Counseling

Describe the basic structure of your two chosen approaches, including a discussion of their strengths and weaknesses as you perceive them. Describe how you considered these strengths and weaknesses in synthesizing your own personal approach to counseling (your philosophy of counseling). Describe in reasonable detail the basic structure of your developing personal counseling approach. Be sure to describe examples of how your own approach would be used to address given client issues.

C. Evidence-Based Counseling Practices

Describe not only why your two chosen approaches are compatible with your own developing philosophy of counseling, but (1) document to a reasonable extent the methods (including research) that has supported the efficacy of your chosen approaches, and (2) adequately describe how treatment success can be measured for your chosen approaches.

**Purpose:** Remember that a statement or discussion of your personal counseling philosophy is a required part of your comprehensive exam at LMU, and of the application and/or interview process for many school and community counseling positions. This assignment pushes you to thoughtfully research, shape and craft your philosophy. While this is not something that will necessarily remain the same forever for you, I encourage you to give it your best effort at this point in your professional development.

**Rubric**

<b>Elements</b>	<b>Capstone 3 (3 Points)</b>	<b>Milestone 2 (2 Points)</b>	<b>Milestone 1 (1 Point)</b>
<p>Theories/Models of Counseling</p> <p>CACREP 2016</p> <p>5. COUNSELING AND HELPING RELATIONSHIPS</p> <p>a. theories and models of counseling</p>	<p>Two counseling approaches are thoroughly described addressing: 1) The names of the associated theorists, a seminal work by each theorist, and a clear description of 2) the nature of people, 3) a clear discussion of how people develop psychological distress or mental disorders, and 4) a thorough description of how the counseling approaches are structured and delivered</p>	<p>Two counseling approaches are described in some detail. Each theorist and system of counseling is accurately identified, but a seminal work is not cited. Degree Candidate provides some information about how the three counseling approaches are structured and delivered, but including a discussion of only two (2) of the issues 2-4 (in capstone).</p>	<p>One or two counseling approaches are describe in minimal detail, addressing in minimal detail how they are structured and delivered, but including a discussion of none or only one (1) of the issues 2-4 (in capstone).</p>
<p>Personal Model of Counseling</p> <p>CACREP 2016</p> <p>5. COUNSELING AND HELPING RELATIONSHIPS</p> <p>n. processes for aiding students in developing a personal model of counseling</p>	<p>Provides a clear and detailed description of both perceived strengths and weaknesses of the counseling approaches identified. Synthesizes these strengths to articulate a unique comprehensive approach to counseling, and applicability with certain client populations with clear examples.</p>	<p>Provides a clear description of perceived strengths of approaches and how this affected the synthesis of their own philosophy, which is described in limited detail. Weaknesses of this approach and usefulness with specific populations are only vaguely identified, and no examples are given.</p>	<p>Provides only a vague description of strengths and weaknesses of approaches and provides an inadequate description of their own philosophy which is insufficiently linked to the approaches discussed. No specific mention of utilization with specific populations.</p>

<p>Evidence-Based Counseling Practices</p> <p>CACREP 2016</p> <p>8.RESEARCH AND PROGRAM EVALUATION</p> <p>b. identification of evidence-based counseling practices</p>	<p>In identifying at least two approaches to counseling, the candidate not only clearly identifies why these approaches are compatible with their own developing philosophy of counseling, but they (1) document to a reasonable extent the methods (including research) that has supported the efficacy of their chosen approaches, and (2) adequately describe how treatment success can be measured.</p>	<p>The candidate describes with reasonable detail at least two counseling approaches and why they are compatible with their own developing philosophy of counseling, but covers to some reasonable extent only (1) or (2) of the points at left.</p>	<p>The candidate describes with at least minimal detail one or two approaches to counseling and minimally describes why they are incompatible with their own developing philosophy of counseling, and/or does not address either of points (2) or (3) at left, or the only minimally describe either or both of these points.</p>
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**Appendix IV: Philosophy of Counseling Guidelines for Comprehensive Exam**

*Presented below is the philosophy of counseling question in the exact form you will see it on the comprehensive exam you will take at the end of your program.*

**CG Comps: Philosophy of Counseling Question**

What is your Philosophy of Counseling? Your Philosophy should include, but not necessarily be limited to:

- A. A summary of the characteristics/approaches/values of **THREE** major counseling approaches, including the major theorist(s) and a seminal work associated with each approach;
- B. The student’s identification of **ONE** of those approaches (or a well-defined combination thereof) as their approach of choice, with a clearly articulated set of reasons for that choice, including applicability/usefulness with certain student/client populations with example(s); and
- C. identification and explanation of areas the candidate perceives to be particularly significant in the practice of counseling with that **ONE** chosen approach (e.g., key ethical/legal issues, factors in building a therapeutic alliance with students/clients, the importance of self-care for counselors, etc.)

Elements	Capstone (3 Points)	Milestone 2 (2 Points)	Milestone 1 (1 Point)
Characteristics of Counseling Approaches	Three counseling approaches are thoroughly described addressing: 1) The names of the associated theorists, a seminal work by each theorist, and a clear description of 2) the nature of people, 3) a clear discussion of how people develop psychological distress or mental disorders, and 4) a thorough description of how the counseling approaches are structured and delivered.	Three counseling approaches are described in some detail. Each theorist and system of counseling is accurately identified, but a seminal work is not cited. Degree Candidate provides some information about how the three counseling approaches are structured and delivered, but including a discussion of only two (2) of the issues 2-4 (in capstone).	Three counseling approaches are describe in minimal detail, addressing in minimal detail how they are structured and delivered, but including a discussion of none or only one (1) of the issues 2-4 (in capstone).

<p>Synthesis of Personalized Counseling Approach</p>	<p>Provides a clear and detailed description of both perceived strengths and weaknesses of the counseling approach identified. Synthesizes these strengths to articulate a unique comprehensive approach to counseling, and applicability with certain client populations with clear examples.</p>	<p>Provides a clear description of perceived strengths of approach and how this affected the synthesis of their own philosophy, which is described in limited detail. Weaknesses of this approach and usefulness with specific populations are only vaguely identified, and no examples are given.</p>	<p>Provides only a vague description of strengths and weaknesses of approaches and provides an inadequate description of their own philosophy which is insufficiently linked to the approaches discussed. No specific mention of utilization with specific populations.</p>
<p>Areas of Significance in Counseling</p>	<p>Identifies and clearly discusses 1) at least one legal/ethical issue, 2) one factor in building an alliance with the clients/students, and 3) the importance of self-care for counselors.</p>	<p>Identifies and discusses in some detail at least two of the capstone issues. (ethical/legal issues; alliance; self-care)</p>	<p>Identifies and discusses in some detail only one of the capstone issues. (ethical/legal issues; alliance; self-care)</p>