

**Austin Peay State University
Department of Psychological Science & Counseling**

COUN 5400: Counseling Theories

Term: Fall 2024

Credit Hours: 3

Meeting Time: Tuesdays, 4:30 p.m. - 7:30 p.m.

Room #: <https://apsu.zoom.us/j/94173991771>

Instructor: Mitchell Toomey, Ph.D., NCC, CRC

Email Address: toomeym@apsu.edu

Office: By Zoom

Office Hours:

Tuesday: 10:00-12:30

Wednesday: 2:00-4:00

Thursday: 2:00-4:00

You can book using this link

<https://toomeym.youcanbook.me/>

Prerequisites:

Admittance to the Counseling Program, or permission of the instructor.

Required Text(s):

Corey, J. (2024). *Theory and practice of counseling and psychotherapy* (11th ed.). Belmont, CA: Cengage.

Other Required Readings:

Harris, R. (2006). Embracing your demons: An overview of acceptance and commitment therapy. *Psychotherapy in Australia*, 12(4), 70-6.

Messer, S. B. (2001). What makes brief psychodynamic therapy time efficient. *Clinical Psychology: Science and Practice*, 8(1), 5.

Norcross, J. C. (2010). The therapeutic relationship. In B. L. Duncan, S. D. Miller, B. E. Wampold, & M. A. Hubble (Eds.), *The heart and soul of change: Delivering what works in therapy* (pp. 113–141). American Psychological Association. <https://doi.org/10.1037/12075-004>

Other readings may be assigned throughout the course.

Course Description:

This course will explore various theoretical approaches used in the helping professions. A particular emphasis will be placed on the application of these theories to current practice and

current issues. As this is a first course for many graduate students, it will serve in part as an introduction to the field.

**Austin Peay State University
College of Education
Conceptual Framework Overview**

As part of the educational unit at Austin Peay State University, the Counseling program at APSU is committed to preparing highly qualified professionals who are knowledgeable in standards-based practice. The Counseling program at Austin Peay State University has adopted the 2024 CACREP Accreditation Standards as the structure for the collection and organization of candidate performance data. The standards are addressed specifically by course objectives, assignments, and activities.

Counseling Program Course Policies

CoBHS Diversity Statement:

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspectives as an individual, not as a representative of any group. We strive to provide course curriculum that respects diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the [Office of Institutional Culture](#).

Divisive Concepts Statement:

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism, and classism may be presented and discussed in this class; while students are expected to master course content, it is not expected that students endorse or subscribe to any theory or viewpoint.

Students with Disabilities:

The M.S. in Counseling program is committed to the principle of universal learning. This means our classrooms, virtual spaces, practices, and interactions will be as inclusive as possible. Any student with particular needs, including a disability that may affect their academic performance, is encouraged to make an appointment with me to discuss this matter, or you may contact the Student Disability Resource Center: (phone #: 221-6230; email: sdrc@apsu.edu; website: <https://www.apsu.edu/disability/>)

Other Campus Resources:

Resource	Website
Adult, Nontraditional & Transfer Student Center	https://www.apsu.edu/student-life/ants/antsresources.php
S.O.S. Food Pantry	https://www.apsu.edu/volunteer/sos-food-pantry/index.php
Health & Counseling Services	https://www.apsu.edu/health-and-counseling/

Counseling Services

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Counseling Services include crisis intervention, individual and couples counseling, group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief), drug and alcohol counseling, outreach programs, referral, and consultation. (phone: 931-221-6162; email: counselingservices@apsu.edu)

Academic and Classroom Misconduct:

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new *Student Handbook* to understand what will be expected of them within the academic setting. [APSU Policy 3:005 Student Academic and Classroom Misconduct](#) will be followed in reporting any suspected cases of academic misconduct.

Writing Quality, Academic Honesty, and Plagiarism:

All written work must meet the academic standards of graduate students using APA 7th edition formatting. If you feel you need assistance with your writing, contact the Writing Center in Woodward Library for in-person or virtual appointments (phone #: 221-6559; email writinglab@apsu.edu; schedule an appointment at apsu.mywconline.com)

You must adhere to the academic honesty policy described in the APSU Code of Student Conduct. Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images, or works of another person as one’s own without proper attribution and includes, but is not limited to, the following activities:

1. When material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be cited appropriately. Materials taken from a source (but not directly quoted) must also be cited appropriately. (See the APA 7th edition formatting guide for more specific guidance).
2. Having another individual write your assignment and presenting as your own.
3. Self-plagiarism is defined as plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work.
4. Sharing work. Students are expected to refrain from sharing (or selling) completed assignments, which may negatively influence the academic honesty of other students at APSU or other universities.

5. Use of AI resources such as ChatGPT to complete assignments. Choose to use it as a supplement rather than a replacement for your work.
6. Use of AI tools to modify content or evade plagiarism detection.
7. Failure to acknowledge the use of AI in submitted work. (Please refer to the *Counseling Program Handbook* for more information about ethical and responsible use of AI).

If you are in doubt regarding any aspect of this policy, please ask for further clarification. Students found in violation of academic honesty may be subject to additional disciplinary action in accordance with university policy.

Students agree that by taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely to detect plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Material will be considered to include plagiarism if it returns >25% similarity. However, each case will be evaluated independently. For example, even in cases of lower percentages of similarity, if the matching text is one continuous block of borrowed material, it will be considered plagiarized text of significant concern. On the other hand, text similarity due to the usage of common terminologies and method-related details in the “Methodology” part of a manuscript should not raise serious ethical concerns.

Policy on Minors:

Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in the classroom. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

Service Animals in the Classroom:

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

Minimal Technology Requirements

Hardware: We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete coursework. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers, even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via Zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing Zoom.

Web Browser: Online course content is delivered through the D2L learning management system, which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure your web browser is configured correctly.

Software: For course assignments, you will need software like Microsoft Office for word processing, spreadsheets, and presentations. Currently, enrolled APSU students receive free access to Microsoft Office 365 and can install it on up to 5 compatible PCs or Macs. Additional information is available through the [GOVSTECH Website](#). Contact GOVSTECH at govstech@apsu.edu with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

Confidentiality:

Like other courses in the Counseling Program, this course requires that learners maintain absolute confidentiality regarding all personal information related to classmates and clients. The information we discuss in class is not to be discussed outside of our class, only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and result in immediate dismissal from the program. Confidentiality will be followed as outlined in the current ACA Code of Ethics.

Email Policy:

Students must remember that faculty are not available 24 hours a day, seven days a week. Wellness and appropriate boundaries are essential values for all counselors and counselor educators. The course instructor will respond to all inquiries, questions, and other electronic correspondence in a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

Requesting Assistance:

Communicate as needed with your instructor. Reach out EARLY if you need assistance, and ask questions as they arise. Be sure to express your needs and concerns before the course is almost over. If you wish to meet regarding a grade from an assignment, please wait 24 hours after receiving a graded assignment to make an appointment with the instructor to further reflect on your concerns. Before this meeting, type out a document detailing what elements of your work merit discussion. Additionally, all correspondence to the instructor should be professional in tone and nature. Please review the following website for email tips: <https://sparkmailapp.com/how-to-email-professor-template>.

Student Complaints and Appeals Procedure:

Please follow the Student Grievance Policy as outlined in the *Counseling Program Handbook*. Additionally, APSU has a variety of policies and procedures for students to file a complaint, appeal, or grievance. Please visit this [webpage](#) for more information.

Changes to Course Syllabus

The instructor reserves the right to make modifications to this syllabus. Any changes to the syllabus will be clearly communicated to students.

Assignment Related Policies

Relax, Relate, & Release Policy

*NOTE: may not be applicable for an accelerated course

Students can utilize the “Relax, Relate, & Release Policy” to miss one class without penalty. Exceptions to this policy include scheduled presentations. Students are still responsible for assignments due and the material covered. Students utilizing this option must notify the professor before the missed class. Click here for more wellness information:

<https://www.eboniesintheivory.com/news-notes/2020/4/7/relax-relate-release-a-wellness-guide-during-uncertain-times>

Late Assignments

Late assignments will have a **10% per day** point deduction unless the student elects to take advantage of the LIFE HAPPENS policy (for applicable assignments).

Life Happens Policy

Students can submit one late assignment without penalty (up to three days) if needed. This policy does not apply to presentations or assignments due on the final day of class. Students must explicitly state that they are utilizing this option upon submission.

Grading Timeline

My target date for grading assignments is within 7 days, but some assignments may take longer.

Course Objectives and Requirements

Knowledge and Skill Outcomes

The objectives of this course align with the CACREP Standards (2024) stated below. As a result of successfully completing this course, students will have the knowledge and skills related to:

Course Objectives	CACREP Standards	Course Activities
Learn theories and models of counseling, including relevance to clients from diverse cultural backgrounds	3.E.1	Assigned Readings Quizzes Your Theoretical Orientation Paper
Practice case conceptualization skills using a variety of models and approaches	3.E.3	Theory Briefs Assigned Readings Your Theoretical Orientation Paper

Practice demonstrating counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships	3.E.8	Assigned Readings Quizzes Your Theoretical Orientation Paper
Identify counseling strategies and techniques used to facilitate the client change process	3.E.10	Assigned Readings Your Theoretical Orientation Paper Quizzes
Understand processes for developing a personal model of counseling grounded in theory and research	3.E.21	Your Theoretical Orientation Paper Quizzes

Methods of Instruction:

This class is intended to include class discussion, lecture, role-play, video review and case presentation.

Grading Standards:

Grades will be assigned on a standard 90% = A, 80% = B, etc. An incomplete in class will be granted only in rare situations. Should you feel that you will need an incomplete, it is your responsibility to communicate with the instructor in a timely manner (before the last regular day of class) to seek approval. It is then your responsibility to initiate the paperwork to request the incomplete, and to generate a timeline for completing any remaining material. Failure to do so will result in your receiving a grade for the course based on the points you earned according to the due dates listed in the syllabus.

Policies for late and make-up work:

Please note that any assignments not turned in by the specified assignment collection day/time will result in the lowering of the assignment grade by 10% for each day the assignment is late. Any exception to this rule must be approved in advance by the instructor and be due extreme circumstances.

Student Performance Evaluation Criteria & Procedures

(Please note: The following assignments are intended to facilitate your involvement in this course and to satisfy the course objectives)

Your performance will be evaluated and your course grade determined by considering each of the following areas:

1. Attendance, Participation and Professionalism (20%).

Attendance and participations in class discussions and experiential activities are necessary. Each unexcused absence will result in a 5-point deduction from your final grade. More than three unexcused absences will result in a failing grade in the course. Absence will be excused at the discretion of the instructor. However, please think in terms of life/death emergencies.

Becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, you are required to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This includes things like confidentiality and respect in your presentations and management of clinical material; respect for peers, faculty and others in your conversation and behavior; timeliness, attentiveness, and participation in all class meetings, assignments and activities; timely and respectful communication with faculty and peers; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness; and so forth.

Evaluation Criteria for this assignment include following the above items in a consistent manner. If there were a problem, I would discuss with you the problem and include your advisor and Department Head as helpful.

2. Theory Quizzes: (20%):

There will be a 10 question quiz each week corresponding to the theory/theories discussed that week. Each quiz will be timed for 20 minutes and will only display one question at a time. Each week's quiz will open on Monday at 12:01pm and close on Sunday (after lecture) at 11:59pm.

3. Client Conceptualization Assignment (30%: 15% each)

You will complete two client conceptualizations throughout the semester **on your own**. One week prior to each due date, you will be given two client descriptions. You will choose **one** of the clients to conceptualize using **one** counseling theory. For your client, you will complete the following:

- Theory Overview: Briefly summarize the main principles of the chosen theory.
- Application to Client: Explain how the theory's concepts apply to the client's presenting problems and history. Discuss how the theory helps in understanding the client's issues, including any relevant dynamics, patterns, or underlying factors.
- Treatment Goals: Based on the theory, outline the goals for therapy. What would be the focus of treatment? How would these goals be aligned with the theoretical framework?
- Intervention Strategies: Describe specific interventions or techniques from the theory that would be appropriate for this client. How might this theoretical approach influence the therapeutic relationship and the client's engagement in therapy?

4. Your Theoretical Orientation Paper (7-10 pages excluding cover page and references, APA Format) (30%):

Tevera Key Assessment

The purpose of this assignment is to help you develop or become aware of your own personal theory of counseling. It is important to begin to understand what your theory is, how it might play out with clients, how it is related to the established theories in the field, and to begin refining your theory based on the collective knowledge of the profession. You may use the following guidelines to reflect on your life experiences that have played a key role in why you think and feel the way you do. Please use at least 7 references outside of the textbook. Please, please, please use these as headings throughout your briefs. Do not make life harder for yourself.



1. What is your theoretical orientation? Define and briefly describe this theory *in your own words*.
2. How does your theoretical orientation explain the root of client concerns?
3. How would you gather important information about your clients from this theoretical lens (Screening)?
4. What are three goals for your client, according to your theoretical orientation?
5. What are some of the most common interventions that you might use to help client meet those goals, according to your theoretical orientation?
6. According to your theory, what are some ways that you might measure that the client has met their goals? How will you track and measure your clients' progress? How will you address positive, negative, or no change with your client (Assessment)?
7. List three strengths and three limitations of your theoretical orientation. How would you adjust your theoretical orientation to overcome these limitations?
8. List three limitations of your theoretical orientation. How would you adjust your theoretical orientation to overcome these limitations?

Grading:

Assignment	Value
Attendance, Participation, Professionalism	20%
Theory Quizzes	20%
Client Conceptualizations	30%
Your Theoretical Orientation Paper	30%

TOTAL 100%

Tentative Course Schedule

Note: Instructor reserves the right to make changes to the course schedule as necessary

Week	Date	Topic	Readings/Assignments Due
1	Aug. 27	<p>Introduction Overview of Syllabus and Requirements</p> <p>(CACREP 2024- 3.E.1, 3.E.3, 3.E.6, 3.E.8, 3.E.10, 3.E.21)</p>	Chapters 1, 2, & 3
2	Sep. 3	<p>Psychoanalytic therapy Psychodynamic therapy</p> <p>(CACREP 2024- 3.E.1, 3.E.3, 3.E.6, 3.E.8, 3.E.10, 3.E.21)</p>	<p>Chapter 4</p> <p>Messer (2001) Article</p> <p>Quiz 1</p>
3	Sep. 10	<p>Adlerian Therapy</p> <p>(CACREP 2024- 3.E.1, 3.E.3, 3.E.6, 3.E.8, 3.E.10, 3.E.21)</p>	<p>Chapter 5</p> <p>Quiz 2</p>
4	Sep. 17	<p>Client Centered Theory</p> <p>(CACREP 2024- 3.E.1, 3.E.3, 3.E.6, 3.E.8, 3.E.10, 3.E.21)</p>	<p>Chapter 7</p> <p>Norcross (2010) The Therapeutic Relationship</p> <p>Quiz 3</p>
5	Sep. 24	<p>Existential Therapy</p> <p>(CACREP 2024- 3.E.1, 3.E.3, 3.E.6, 3.E.8, 3.E.10, 3.E.21)</p>	<p>Chapter 6</p> <p>Quiz 4</p>
6	Oct 1	<p>Gestalt Theory</p>	<p>Chapter 8</p> <p>Quiz 5</p>

Week	Date	Topic	Readings/Assignments Due
		(CACREP 2024- 3.E.1, 3.E.3, 3.E.6, 3.E.8, 3.E.10, 3.E.21)	
7	Oct 8	Behavior Therapy Cognitive Therapy 1st wave cognitive therapies: Rational Emotive Behavior Therapy (CACREP 2024- 3.E.1, 3.E.3, 3.E.6, 3.E.8, 3.E.10, 3.E.21)	Chapter 9 Quiz 6 Conceptualization Assignment 1 Due (Psychoanalytic/Psychodynamic, Adlerian, Existential, Person-Centered, Gestalt)
8	Oct 15	Fall Break – No Class	
9	Oct 22	Review Day/Catch Up day Midterm Evaluation of the Course 2nd wave cognitive therapies: Cognitive-Behavioral therapy (CACREP 2024- 3.E.1, 3.E.3, 3.E.6, 3.E.8, 3.E.10, 3.E.21)	Chapter 10
10	Oct 29	3rd wave cognitive therapies: Acceptance & Commitment Therapy Dialectical Behavior Therapy (CACREP 2024- 3.E.1, 3.E.3, 3.E.6, 3.E.8, 3.E.10, 3.E.21)	Chapter 10 Harris (2006) Article Watch: Marsha Linehan Interview Quiz 7
11	Nov 5	Choice Theory/ Reality Therapy (CACREP 2024- 3.E.1, 3.E.3, 3.E.6, 3.E.8, 3.E.10, 3.E.21)	Chapter 11 Quiz 8
12	Nov 12	Feminist Therapy Relational-Cultural Theory (CACREP 2024- 3.E.1, 3.E.3, 3.E.6, 3.E.8, 3.E.10, 3.E.21)	Chapter 12 “Relational-Cultural Theory – Interconnected over Independent” podcast episode on The Thoughtful Counselor

Week	Date	Topic	Readings/Assignments Due
			Jordan (2017) Article Quiz 9
13	Nov. 19	Post Modern Approaches (CACREP 2024- 3.E.1, 3.E.3, 3.E.6, 3.E.8, 3.E.10, 3.E.21) Family Systems Therapy Internal Family Systems (CACREP 2024- 3.E.1, 3.E.3, 3.E.6, 3.E.8, 3.E.10, 3.E.21)	Chapter 13 Chapter 14 Quiz 10 Conceptualization Assignment 2 Due (CBT, Feminist, Family Systems, Solution-Focused, Choice/Reality)
14	Nov 26	No Class – Thanksgiving Holiday	
15	Dec 3	Integrative Psychotherapy and New Developments in the Field Wrap Up (CACREP 2024- 3.E.1, 3.E.3, 3.E.6, 3.E.8, 3.E.10, 3.E.21)	Chapter 15 Wrap Up Your Final Theoretical Orientation Paper Due (TEVERA)

Additional Websites for Counseling and Ethical & Legal Guidelines:

American Counseling Association: www.counseling.org

American School Counseling Association: www.schoolcounselors.org

American Mental Health Counselors Association: <http://www.amhca.org>

Association for Deaf Education and Counseling: www.adec.org

Client Conceptualization Rubric

Criteria	Points	Comments
Theory Overview: Briefly summarize the main principles of the chosen theory. (25 pts.)		
Application to Client: Explain how the theory's concepts apply to the client's presenting problems and history. Discuss how the theory helps in understanding the client's issues, including any relevant dynamics, patterns, or underlying factors. (25 pts.).		
Treatment Goals: Based on the theory, outline the goals for therapy. What would be the focus of treatment? How would these goals be aligned with the theoretical framework? (25 pts.).		
Intervention Strategies: Describe specific interventions or techniques from the theory that would be appropriate for this client. How might this theoretical approach influence the therapeutic relationship and the client's engagement in therapy? (25 pts.).		

Theoretical Orientation Paper Rubric

SEP Student Name: _____

Element	Proficient (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)	Inadequate (0 pt)
Writing Style CACREP-2024 3.H.2 CACREP-2024 3.H.5 CACREP-2024 3.H.6 CACREP-2024 3.H.7 CACREP-2024 3.H.8 CACREP-2024 3.H.9 CACREP-2024 3.H.10 CACREP-2024 3.H.11	APA writing style with appropriate citations and references throughout paper. Well-organized. Clear and concise writing. Outstanding grammar and spelling. (9-10 points)	APA writing style with appropriate citations and references through most of paper. Some issues with clarity, conciseness, or organization but do not hamper readability. Few grammar and spelling errors. (7-8 points)	Some difficulty with APA citations and references throughout paper. Issues with clarity, conciseness, or organization that somewhat impact readability. Several grammar and spelling errors. Some problems with formatting. (5-6 points)	APA writing style not appropriately used. Difficulties with organization, clarity, and conciseness significant impact readability. Poor grammar and spelling throughout paper. (1-4 points)
Theoretical Orientation Description CACREP-2024 3.E.1 CACREP-2024 3.E.21	Clearly describes their theoretical orientation (9-10 points)	Somewhat clearly describes their theoretical orientation (7-8 points)	Theoretical orientation is missing important areas of information (5-6 points)	Theoretical orientation contains many missing important areas of information (1-4 points)
Root of Client Concerns CACREP-2024 3.E.1 CACREP-2024 3.E.3 CACREP-2024 3.E.21	Well described and detailed information regarding the root of client concerns according to their theoretical orientation (9-10 points)	Somewhat described and detailed information regarding the root of client concerns according to their theoretical orientation (7-8 points)	Information regarding the root of client concerns is somewhat unclear (5-6 points)	Information regarding the root of client concerns is unclear or not included. (1-4 points)

Element	Proficient (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)	Inadequate (0 pt)
Screening CACREP-2024 3.E.1 CACREP-2024 3.E.3 CACREP-2024 3.E.6 CACREP-2024 3.E.8 CACREP-2024 3.E.10 CACREP-2024 3.E.21	Clearly described relevant information to gather from client according to theoretical orientation (9-10 points)	Relevant information to gather from client according to theoretical orientation is somewhat clearly defined. (7-8 points)	Relevant information to gather from client according to theoretical orientation somewhat unclear. (5-6 points)	Relevant information to gather from client according to theoretical orientation are unclear. (1-4 points)
Goals CACREP-2024 3.E.1 CACREP-2024 3.E.3 CACREP-2024 3.E.6 CACREP-2024 3.E.8 CACREP-2024 3.E.10 CACREP-2024 3.E.21	Clearly describes three goals aligned with one’s theoretical orientation (9-10 points)	Two out of three goals are aligned with one’s theoretical orientation (7-8 points)	One out of three goals are aligned with one’s theoretical orientation (5-6 points)	None of the goals identified align with one’s theoretical orientation (1-4 points)
Interventions CACREP-2024 3.E.1 CACREP-2024 3.E.3 CACREP-2024 3.E.6 CACREP-2024 3.E.8 CACREP-2024 3.E.10 CACREP-2024 3.E.21	Includes clear, detailed, and thoughtful descriptions of theoretically aligned interventions (9-10 points)	Includes somewhat detailed descriptions of theoretically aligned interventions (7-8 points)	Descriptions of theoretically aligned interventions is unclear (5-6 points)	Descripts of theoretically-aligned interventions is missing (1-4 points)

Element	Proficient (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)	Inadequate (0 pt)
Assessment CACREP-2024 3.E.1 CACREP-2024 3.E.3 CACREP-2024 3.E.6 CACREP-2024 3.E.8 CACREP-2024 3.E.10 CACREP-2024 3.E.21	Clearly describes process for measuring client progress toward goal, which includes discussion of how they would address positive, negative, or no change with client. (9-10 points)	Process for measuring client progress toward goals is somewhat clearly described but missing some details. Discussion of how they would address positive, negative, or no change with client is somewhat clearly described. (7-8 points)	Process for measuring client progress toward goals is unclear. Discussion of how they would address positive, negative, or no change with client is unclear. (5-6 points)	Inadequate description of process for measuring client progress. (1-4 points)
Strengths CACREP-2024 3.E.1 CACREP-2024 3.E.3 CACREP-2024 3.E.6 CACREP-2024 3.E.8 CACREP-2024 3.E.10 CACREP-2024 3.E.21	Clearly describes three strengths aligned with theoretical orientation (9-10 points)	Three strengths are somewhat clearly described, but may be missing some details (7-8 points)	Three strengths are unclear and/or not aligned with the theoretical orientation. (5-6 points)	Three strengths are insufficiently described. (1-4 points)
Limitations CACREP-2024 3.E.1 CACREP-2024 3.E.3 CACREP-2024 3.E.6 CACREP-2024 3.E.8 CACREP-2024 3.E.10 CACREP-2024 3.E.21	Clearly describes three limitations of theoretical orientation, including how one would overcome those limitations. (9-10 points)	Somewhat clearly describes three limitations of theoretical orientation, including how one would overcome those limitations. (7-8 points)	Description of three limitations of theoretical orientation is unclear. (5-6 points)	Description of three limitations of theoretical orientation is missing. (1-4 points)

Element	Proficient (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)	Inadequate (0 pt)
References CACREP-2024 3.H.2	All references used in paper are cited in reference list following APA guidelines. Reference list demonstrates a strong use of diverse literature related to the paper topic. (9-10 points)	All references used in paper are cited in reference list following APA guidelines. Reference list demonstrates a good use of diverse literature related to the paper topic. (7-8 points)	Most references used in paper are cited in reference list with most following APA guidelines. Reference list demonstrates use of some literature related to the paper topic. (5-6 points)	References used in paper are missing from reference list and/or are not cited using APA guidelines. Reference list demonstrates a limited use of literature related to the paper topic. (1-4 points)