

I. COUN 5640.51 Counseling Theories and Ethics

Department of Psychology
Counseling Graduate Program
Three (3) Credit Hours
Online Course

II. Instructor:

Professor: Karen McCurtis Witherspoon, Ph.D.
Office Hours: Tues. 2 pm to 6 pm, Wed. 1pm to 3pm & by appointment
Office Location: HWH 219, Phone (773) 995-3879
EMAIL: Kmccurti@csu.edu
Main Office: Graduate Counseling Office, HWH311, (773) 995-2359

III. Attendance Policy:

Attendance is mandatory. The structure of this course and its importance in your development as a future counselor necessitates that you attend regularly. We cover a considerable amount of information during each session and group supervision is a requirement of the counseling program. Points will be deducted from your final grade if you are absent, tardy or leave class early. Please inform the instructor if you must miss class. University policy will be followed for attendance problems. You may be dropped from the course if you miss more than two class sessions. Please note that it is the student's responsibility to drop this course for nonattendance issues if necessary.

IV. ADA Policy

The College of Arts and Sciences and the Department of Psychology are strongly committed to taking all reasonable steps to ensure that our students are able to work to their fullest potential. The Abilities Office provides services for all students in attendance at Chicago State University with verified disabilities. Please direct all requests for accommodations due to a disability to the Abilities Office (773) 995-4401. The Office is located in the Student Union Building, Room 198.

V. Course Prerequisites

COUN 5600 or 5611 or concurrent enrollment in the same and admission to the Master's Degree Program

VI. Conceptual Framework

Department Mission

The mission of the Counseling Graduate Program is to produce highly qualified graduates equipped to serve the complex counseling needs in the urban setting with specific emphasis on addressing the needs of urban youth and their families. This mission is generated from the belief that counselors equipped to deal with the more difficult problems in large cities will also be effective in other, less challenging settings.

The College of Education's conceptual framework serves as the model for preparing all candidates to success in helping all urban children learn. This preparation is characterized and distinguished by five core themes. (1) Partnerships with the education community, (2) assessments of teaching and learning that are consistent and frequent, (3) contextualized teaching experiences, (4) technology-integrated curricula and instructional delivery and (5) standards-based teaching and learning. This course creates a basic foundation upon which an understanding of student, teacher and parents behavior can impact the learning process.

VII. Course Description

Major theories, principles, ethical concerns and techniques of counseling. Introduction to Afro-centric and other theoretical models and exploration of techniques for children, adolescents and special populations.

IX. Required Texts:

Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy*. 10th Edition. New York, Wadsworth, Cengage Learning

Supplemental Texts:

Corey, G. & Corey, M. (2019). *10TH Edition. Issues and Ethics in the Helping Professions*.

Required Reading :

Grills, C. (2004). African-centered Psychology: Basic principles. In T. Parham (Ed.) *Counseling Persons of African Descent: Raising the Bar of Practitioner Competence*. Thousand Oaks, CA: Sage Publications.

Other articles posted on the www.csu.edu website.

Bibliography

American Counseling Association (ACA). (2014). *ACA code of ethics*. Alexandria, VA: Author.

American Counseling Association (ACA). (2016). *What is counseling?* Retrieved from www.counseling.org/about-us/about-aca

American Mental Health Counselors Association (ANHCA). (2015). *Code of ethics of the American Mental Health Counselors Association – 2015 revision*. Alexandria, VA: Author.

American Psychological Association. (2009). *Publication Manual for the American Psychological Association*, 6th Ed. DC: APA Press.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorder (5th ed.)*. Arlington, VA: American Psychiatric Publishing.

Ametrano, I. M. (2014). Teaching ethical decision making : Helping students reconcile personal and professional values. *Journal of Counseling and Development*, 92, 154-162.

- Altman, N. (2008). Psychoanalytic therapy. In J. Frew & M.D. Spiegler (Eds.). *Contemporary psychotherapies for a diverse world* (pp. 42-92). Boston: Lahaska Press.
- Association for Assessment in Counseling and education. (2012, May). *Standards for multicultural assessment (4th Ed.)*. Retrieved from <http://aarc-counseling.org/assets/cms/uploads/files/AACE-AMCD.pdf>
- Barden, S.M., Conley, A. H., & Young, M. E. (2015). Integrated health and wellness in mental health counseling: Clinical, educational, and policy implications. *Journal of Mental health Counseling, 37*, 152-163.
- Barnett, J. E., & Johnson, W. B. (2015). *Ethics desk reference for counsellors (2nd ed.)*. Alexandria, VA: American Counseling Association.
- Belsey, J. B. (2016). *Experiencing the lifespan (4th ed.)*. New York:, NY: Worth.
- Bitter, J. R. (2009). *Theory and Practice of Family Therapy and Counseling w/ DVD*. Florence, KY: Cengage/Brooks Cole.
- Daniels, M. J., Thompson, E. S., & Wolf, C. P. (2017). Program evaluation. In C. J. Sheperis, J. S. Young, & M. H. Daniels, (Eds.), *Counseling research: Quantitative, qualitative, and mixed methods* (pp.301-316). Hoboken, NJ: Pearson.
- Franklin, N. B. (2003). *Black families in therapy: A multisystems approach, 2nd Ed.* New York, NY: Guilford Press.
- Hackney, H.L. & Corimier, L.S. (2001). *The professional counselor, a process guide to helping, 4th edition*. Boston, MA: Allen & Bacon.
- Howatt, W.A. (2000). *The human services toolbox*. Pacific Grove, CA: Brooks/Cole.
- MacCluskie, K.C. & Ingersoll, R. E. (2000). *Becoming a 21st century counselor: personal and professional explorations*. Pacific Grove, CA: Brooks/Cole.
- Murphy, B.C. & Dillon C. (1998). *Interviewing in action: process and practice*. Pacific Grove, CA: Brooks/Cole.
- Norcross, J.C. (2002a). Empirically supported therapy relationships. In J.C. Norcross (Ed.), *Psychotherapy relationships that work: Therapist contributions and responsiveness to patient needs* (3 – 16). New York: Oxford University Press.
- Roberts, A. R., & Yeager, K. R. (Eds.). (2004). *Evidence-based practice manual: Research and outcome measures in health and human services*. New York: Oxford Press.
- Robinson, T.L. & Howard-Hamilton, M.F. (2000). *The convergence of race, ethnicity and gender: Multiple identities in counseling*. Upper Saddle River, N.J: Prentice-Hall.
- Seligman, L. (2004). *Diagnosis and treatment planning in counseling, 3rd edition*. New York, NY: Human Resources Press.
- Somner, C. A. (2008). Vicarious traumatization, trauma-sensitive supervision, and counselor preparation. *Counselor Education and Supervision, 48*, (1), 61 – 71.
- Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice (7th ed.)*. Hoboken, NJ: Wiley.
- Tyber, E. (1997). *Interpersonal process in psychotherapy: A relational approach. Third Edition*. Pacific Grove, CA: Brooks/Cole.
- Young, M.E. (2008). *Learning the art of helping: Building blocks and techniques, 4th Ed.* Columbus, OH: Merrill/Prentice Hall.

VIII. Methods of Instruction:

The method of instruction includes “socratic” teaching, which involves teaching by questioning more so than by telling as well as group discussion, lecture, analysis of readings, construction in a research paper and student presentations. Therefore, the teaching technique is highly interactional between the student and the professor as well as among the classmates. Moreover, a deep emphasis is placed on the use of a culturally sensitive pedagogy relative to all subject matter. Electronic technology including internet, powerpoint, web-based assignments are used frequently.

Use of Technology:

Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via Moodle (the CSU online learning system located at www.csu.edu), open attachments, and conduct a library search online. Moodle will be used to make announcements, post lecture notes, and assignments. Email will be used to send messages to the class and to individual students. As such, it is your responsibility to ensure that you have access to Moodle and your email account as messages will be sent to the account on file with the university. In the event that you have problems with accessing either Moodle or your email account, contact Academic Computing as soon as possible. If you do not utilize your university email account, Academic Computing can assist you in having your messages forwarded to the address of your preference.

IX. Program Objectives met in this Course (*italicized*):

1. Integrate knowledge of human growth and development into the diagnostic and counseling process.
2. Appropriately use counseling assessment, research, and evaluation protocols.
3. *Use the analysis of the dynamics of the helping relationship in the counseling process.*
4. Prepare and utilize effective educational and career planning in school/clinical mental health counseling settings, including settings with the complex challenges of urban youth, families and communities.
5. *Effectively respond to professional and ethical issues.*
6. Implement an appropriate plan of intervention to use in effectively teaching and counseling clients, including urban youth.
7. Appropriately respond to social and cultural issues in school/clinical mental health counseling settings.
8. Integrate counseling knowledge and skills into effective performance as a school/clinical mental health counselor.
9. Effectively coordinate services with other professionals in the school/clinical mental health counseling setting.

VIII. Course Objectives: Knowledge and Student Outcome Measures**COURSE OBJECTIVES AND ASSESSMENTS/STUDENT OUTCOME MEASURES**

Course Objectives	Measures of Outcomes	Standards CACREP = Council for Accreditation of Counseling and Related Educational Programs SC – School CMH – Clinical Mental Health
1. To provide the opportunity to examine the major individual counseling, family counseling and other systemic theories in the framework of one's own personal background, values, personality traits and professional goals and assist in the development of a personal model of counseling.	Discussion forum rubric, research paper rubric, exams, chapter quizzes	CACREP= 5a, 5n
2. To acquire knowledge of the essential concepts of a variety of contrasting theoretical models underlying the various counseling approaches.	Research paper rubric, exams, chapter quizzes	CACREP = 5a
3. To understand a systems approach to conceptualizing clients	Discussion forum rubric, exams, chapter quizzes	CACREP= 5b
4. To clarify values and philosophy of counseling as a professional.	Discussion forum rubric, exams, chapter quizzes	CACREP= 5n
5. To identify, adhere to and appropriately apply the ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	Discussion forum rubric, exams, chapter quizzes	CACREP= li
6. To understand theories and models related to clinical mental health counseling	Exams, chapter quizzes	CMH = 1b
7. To understand the ethical standards of professional counseling organizations and credentialing bodies.	Discussion forum rubric, exams, chapter quizzes	CACREP = 1i
8. To examine counselor characteristics and behaviors that influence helping processes.	Discussion forum rubric, exams, chapter quizzes	CACREP = 5f

<p>9. To identify and learn to appropriately apply evidence-based counseling strategies and techniques for prevention and intervention</p>	<p>Research paper rubric, exams, chapter quizzes</p>	<p>CACREP = 5j, 8b</p>
--	--	------------------------

Professional Standard Sets

Council for Accreditation for Counseling and Related Educational Programs (CACREP)
 <<http://www.cacrep.org>>

IX Course Requirements and Evaluation

VIRTUAL CLASS TIME: From time to time, we will continue our class discussion in the “virtual world.” There also may instances in which I may come across an article (i.e., newspaper, etc.) that I believe the class would benefit greatly from discussing the event as it is happening. In those instances, I will hold a discussion forum relating to the topic in Moodle.

Please remain engaged in the discussion forums throughout the time allotted for the discussion – Do not make all posts in response to the topic and/or your scholarly peers on one day.

You must post at least one substantive response to each weekly discussion question (unless specified to do more), followed by at least two reply responses to your fellow students on another day, for a minimum total of 3 postings per week on different days. Your postings must demonstrate that you have reflected on the assigned readings, and synthesized the material with your previous knowledge and experience. Reference any works from which ideas or especially where quotations are drawn. You are also expected to monitor your responses and respond to questions posed to you by classmates and the instructor. PLEASE NOTE: This is a minimum amount of postings. High quality, graduate-level discussions usually involve more active participation than this. The more actively you participate, the more you will gain from the course.

As stated above, participation is to be **substantive and will be graded accordingly**. In other words, posting comments like “I agree,” “That’s great. I wish I would have thought of that,” or “What do you mean?” *are not considered substantive*. A **substantive posting** is defined as “participation that is rich, deep and probing. It sometimes piggybacks on someone else’s comment, challenging or adding more. Sometimes it is a new idea or question. Substantive input adds depth to a discussion and carries its own weight. It demonstrates that you are using your critical thinking skills and values the advancement of knowledge for yourself and others.”

A checklist for substantive postings includes these questions:

1. Does the response add a new insight to ideas already offered?
2. Does it challenge previous ideas and add appropriate counter-thought?
3. Does it give a sense of the “ah-ha,” and encourage deeper thought?
4. Does it take enough time to “wallow” in an idea and ask probing questions?

5. Does it demonstrate that you have done appropriate reading on the topic?

Attendance policy

Attendance for the on-line portion of this course is measured by your timely participation in the discussion boards at least two times a week, as well as submitting assignments and taking tests on time. The class will have regular assignment due dates that must be met. In class, we will engage in a variety of experiences of which cannot be duplicated by borrowing a classmate's notes. As such, Students are expected to make every effort to attend each suggested class meeting. Students must only submit their own personal work. This is NOT an independent study format where one works at their own pace. Class assignments will be completed at the www.csu.edu online learning Moodle system. Other course information, e-mail, and course discussions will also utilize the CSU online learning Moodle site at www.csu.edu. You will need to check the course materials, documents, and announcements at least twice a week on the CSU Moodle, as well as regularly checking your csu e-mail. All e-mails will use the CSU e-mail system only, so be sure you know your password.

Points will be deducted from your final grade, if you do not contribute to class discussions at least twice a week or if assignments or tests are not completed at the due date. You will not be able to submit assignments or test past the due date, so please inform the instructor if you are unable to meet deadlines for any reason (including illness or family emergency as well as any technical problems). Students may be dropped from the course if they do not participate in the class for two weeks (starting with the second week of class), following University policy. Please note: It is the student's responsibility to drop this course, if necessary.

Participation:

I expect you to take an active role in your own learning as well as the learning of your peers by completing and thinking carefully and critically about your scheduled readings and assignments and arriving to class prepared to ask questions and share your thoughts, observations, and reactions.

X. Explanation of Assignments

Readings and Discussion Board:

Students are expected to read the weekly assigned readings (in the Corey text and other assigned readings), Power-point lectures, and review related postings in the weekly sections on www.csu.edu Moodle website. There will also be assignments in Moodle. Class discussions based on the assigned readings and assignments will be posted on the Forum Section. Contributions to the Forum should be made at least twice a week. All students are expected to contribute questions, comments, observations, personal views, and relevant experiences to the online discussions. The depth and evidence of familiarity of readings will be assessed for the class participation grade.

Presentation:

Candidates will present an assigned counseling theory from the semester. The presentation will examine the philosophical and theoretical basis of a counseling theory. The theories and models

will cover an understanding of individual, cultural, couple, family, and community resilience. In addition, the presentation will also explore theories and models of learning and personality development including neurobiological behavior. Critically, candidates will identify ethical positions relative to the theory and information that is being presented. Candidates will need to demonstrate proper evaluation in the light of the student's own value system. Finally, you will choose an intervention associated with that theory to present to the class (Objective #1, 3, 4, 8).

The topics to be covered in your presentation will include:

- a. Origins of Theory (who & when?)
- b. Summary of the Theory (Explanation of philosophical and theoretical basis. Address any personality and learning theories associated with the theory)
- c. Application Areas (Cover information pertaining to uses of theory such as individual, couple, family, and community resilience. In addition, address what other specific areas this theory may work well with e.g. Depression, trauma, etc.)
- d. Cultural Issues (How does the theory work with various cultures? What are important considerations toward using this theory with other cultures?)
- e. Ethical Issues (describe potential ethical problems related to the theory and appropriate ethical decision making)
- f. Brief description/set-up of your role-play (presenting issue & how-to)

Tutorial Quizzes:

You will also be asked to go to the site for your text book to complete tutorial quizzes and other activities. You can get to this section by going to: <http://www.cengage.com/highered>

On this page, click on Humanities and Social Sciences. On that page, click on Counseling. From the next page, click on Theories. You will next be on a page with several texts. Go to the sections for our textbook and click on the Student Companion tab. Bookmark that page so you can go right to it. Here you will find Tutorial Quizzes. Students need to take the chapter quizzes by the due date and send the results to the instructor. You may also be directed to some assignments on the Instructor Companion Site as well

Midterm/Final Exam: The format of the midterm and final exam will be short essay questions, which focus on topics and material presented in class and from required readings. Although the lecture and textbook may overlap to a great extent, some material presented in the lecture is not covered in the required readings. These must be submitted via Moodle by the due date and time listed in the course room.

Research Paper:

The final paper is an exploration of your own beliefs about the nature of people, problems and change. You may use any theory discussed in class (probably should be the one you presented but it doesn't have to be). Student scholars are required to complete a review of literature on a theory of their choice. The topic must be specific in nature, an exploration of your own beliefs, and approved by your professor. However, you must be able to connect how your beliefs are similar to the theory that you connect with most. You must answer how you understand the concept and back it up with your research The paper should be a minimum 10 pages in length

(12 point font), typed, doubled-space, and in APA format. The paper must reference literature and specifically evidence-based outcome research related to the chosen theory from refereed journals dating 1995 or later. At least twelve references must be used for the paper. Copies of the 12 article references must be handed in with the paper and may not be returned. In addition to at least 12 journal articles, other references may be cited as noted below. References should address the general theory as well as strategies/interventions, appropriate clinical populations, data relating to impact of theory applied to specific populations; you must be able to connect how your beliefs are similar to the theory that you connect with most and back it up with your research. **5% will be deducted each day the paper is late.**

Topic: Have a very specifically defined **topic approved by the professor by the fourth week of class .**

Outline and References: Develop an outline and locate at least five appropriate references for the paper. For the final paper, you will need a total of at least 12 references. At least 10 of these must be from psychological journals. Talk to the CSU reference librarian about how to identify journals and access full-text journals from a computer. You may NOT use web sites for references unless they represent a journal, psychological association, NIMH, or similar reputable sites. All sources used in the paper must include references citations for the information presented. When in doubt, have your instructor approve anything from a website. **The outline and first five references are due to your professor by midterm .**

Recommended Generic Paper Outline (individualize to your theory)

I. A. Introduction (Overview of paper topics)

I. B. Basic Essential Concepts of the Theory (include concepts and terms as well as ideas such as: view of humanity, free-will vs. determinism, primarily conscious or unconscious, role of therapist and client, etc.)

I.B. 1. The Nature of People - Describe your view of the nature of people, and describe which theory seems closest to this view. A description of mental health or effective functioning should be included in this discussion.

I.B. 2. The Nature of Problems – Describe your view of how people develop problems, challenges, or ineffective functioning develop. Also describe which theory seems closest to your view.

I.C. The Therapeutic Process (Strategies and Techniques of the Theory)

I.C. 1. The Process of Change – Describe your view of how people change in the counseling process. Include your view of the role the counselor should take and what the therapeutic relationship should be like to facilitate change. Indicate which theory seems most congruent with your views.

I.C. 2. My Theory in Practice – Describe techniques, strategies, and tools that you believe would assist in the process of change and with which theory they seem most consistent. Describe some ethical concerns that may exist.

II. Uses of Theory and Supporting Outcome Research (Does research support the use of this theory? What does meta-analysis say about this theoretical approach? Is this theory found to be effective with specific populations (if so, which ones)? Are their populations for which this theory is not recommended (either cultures/ethnicities or specific diagnoses)?

III. Multicultural Considerations – Summarize how cultural differences factor into your view of people, problems, and the process of change. Are their biases/stereotypes that you must be aware of when working with culture? What are some of the cultural hindrances your theory may have when it comes to working with culture?

IV. Summary

Note: Part I. can come from books that summarize the theory as well as some articles. Part II. must come from peer-reviewed journal articles. Don't use websites unless pre-approved by instructor.

What this paper is NOT –

- I. A history of theory development (severely limit the inclusion of history)
- II. Your personal opinion about the theory – instead cite supporting or non-supporting research
- III. A limited application to one population or diagnosis – make sure you include an overview of the entire theory

Suggestions to make this easier:

- Choose a well-developed theory like the ones in your text
- Use books to help you address I and II in the above outline, with journal articles used to write II
- Find a meta-analysis and comprehensive literature review journal article on your theory to help you summarize the research. Don't simply use articles that address only one study. They are too hard to summarize.

Examples of Acceptable Journal Titles:

Journal of Abnormal Psychology
Journal of Abnormal Child Psychology
Journal of Black Psychology
Journal of Clinical Psychology
Journal of Counseling and Development
Journal of Behavior
Journal of Counseling Psychology
Journal of Multicultural Counseling and Development

Journal of Negro History (Now African American History)
 Journal of Non-White Concerns
Journal of Substance Abuse
Journal of Addiction
The Journal of Addictions and Offender Counseling
 The Western Journal of Black Studies

Style: The paper should be written and documented in the style of the American Psychological Association Publication Manual, 6th Ed. A copy of this is available in the reference section of our campus library. All parts of the paper should be double-spaced. Websites with information about APA style are:

<http://webster.comnet.edu/apa/index.htm>
<http://www.uwsp.edu/psych/apa4b.htm>
<http://www.wooster.edu.psychology/apa-crob.html>

The following website describes the changes in the latest edition (6th) of the Publication Style Manual, which was recently published:

<http://www.apastyle.org/learn/tutorials/brief-guide.aspx>

Course Requirements, Grading, Topical Outline

1.	Class participation in online course discussions	75 points
2.	Chapter quizzes	25 points
2.	Research Paper	50 points
3.	Midterm Exam	50 points
4.	Final Exam	50 points

Total **250 points**

Student Assessment/Evaluation Methods:

%	(A) 100 – 90	(B) 80 – 89
(C) 70-79	(D) 60 – 69	(F) 59 and below

Disclaimer

Information in this syllabus was, to the best knowledge of the instructor, correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Chicago State University and any student. The instructor reserves the right, acting within the policies and procedures of Chicago State University, to make any changes in course content or instructional techniques without notice or obligation.

Personal Note from the Instructor:

It is assumed that graduate students will demonstrate professional behavior relative to the classroom. Though students will not be graded on their personal opinions, the manner in which you arrive at these opinions may be discussed so as to better understand your assumptions, biases and values in relation to professional, academic and clinical situations. Thus, in addition to providing you with a broad overview of theoretical concepts, this course is designed to help you to continue to develop critical thinking skills. There are often differences of opinion and new research sometimes contradicts longstanding psychological theories. As your critical thinking skills continue to develop, you will be better able to analyze information and justify what you believe to be truth and what you believe to be fiction ... both within and outside of the field of counseling. Therefore, it is desired that students not engage in speech that might potentially polarize, politicize, or proselytize. All discussions should reflect an atmosphere of mutual learning and respect. **FAILURE TO READ ANY PORTION OF THE SYLLABUS DOES NOT EXCUSE THE STUDENT FROM THE REQUIREMENTS HEREIN.**

Statement from Abilities Office: Students with a disability who require reasonable accommodations to fully participate in this course should notify the instructor within the first two weeks of the semester. Such students must be registered with the Abilities Office which is located in the Cordell Reed Student Union Building, Room 198. The telephone number is 773.995.4401. Accommodations may be requested at any time, but they are not retroactive.

Emergency Procedure Request: In order to maximize preparedness in the case of an emergency, students who may need assistance should an evacuation be necessary are asked to inform their instructors at the beginning of each semester. This request is made to improve the safety of all members of the CSU Community.

Academic Honesty: Students are encouraged and expected, with the assistance of faculty, to conduct themselves in conformance with the highest standards in regard to academic honesty...It is recommended that students seek the advice of instructors as to the proper procedure to avoid such violations.

Plagiarism and Academic Misconduct: ‘Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in “Student Policies and Procedures” article X, section 2. If an incident of academic misconduct occurs, the instructor has the option to notify the student and adjust grades downward, award a failing grade for the semester, or seek further sanctions against the student.’

ACADEMIC INTEGRITY:

Cheating and plagiarism is not tolerated and is subject to disciplinary action (see Handbook of Student Conduct). If caught cheating, you will receive an F in the class and are subjected to further disciplinary actions.

EXAMPLES OF PLAGIARISM:

- Handing in an assignment written by someone else and claiming the work as your own.
- Handing in an assignment that contains paraphrases ideas form another source, published or unpublished, without documenting the source.

Handing in an assignment that contains sections, paragraphs, sentences that someone else has written without documenting the source

Academic Warnings: Student progress is monitored throughout each semester, and progress indicators are posted to Moodle / CSU X-Press during the 5th, 9th, and 13th weeks of the semester, as listed in the Academic Calendar. Instructors and academic advisors usually communicate with students if problems arise, but it is the responsibility of the student to check, and to take immediate action when necessary to improve the grade. If you receive “SP” (satisfactory progress), you are on track to successfully complete the course. Otherwise, if there are issues related to attendance, missing assignments and exams, and/or limited progress, please contact the instructor and your academic advisor as soon as possible.

CSU Credit Hour Definition: For every credit hour of direct instruction in any format (face-to-face, hybrid, online), it is expected that the student will spend a minimum of two additional hours on out-of class student work assignments (homework, reports, essays, critical analysis of readings, etc.); this is in addition to studying.

Maintaining confidentiality

In order to protect the confidentiality of clients and class members, students will discuss sensitive information ONLY while in class. Any breach of confidentiality will be considered a serious ethical and academic violation.

Unattended Children

Unattended children are not allowed in the Harold Washington Hall and other campus buildings. Please consider leaving your child at the CSU Child Care Center (x2556) where they will be safe while you are in class

PSYC 5640 Counseling Theory Research Paper Grading Criteria Rubric

Criteria (12 total points)	0 Low	1 Basic	2 High Average	3 High
Analyzes a theory, including its assumptions, scope, and main intervention strategies. (3 points) C – 5d	Fails to analyze a theory, including its assumptions, scope, and main intervention strategies.	Identifies a theory's assumptions, scope, and main intervention strategies.	Analyzes a theory, including its assumptions, scope, and main intervention strategies.	Analyzes a theory, including its assumptions, scope, and main intervention strategies. Provides specific examples and quality references.
Evaluates the processes of how a theory is generated, validated, and incorporated into a discipline. (3 points) C – 3b, 5d	Fails to evaluate the processes of how a theory is generated, validated, and incorporated into a discipline.	Identifies how a theory was generated, validated, and incorporated into a discipline.	Evaluates the processes of how a theory is generated, validated, and incorporated into a discipline.	Evaluates the processes of how a theory was generated, validated, and incorporated into a discipline. Reflects on what the processes say about the discipline.
Identifies theory-specific counseling interventions and appropriate applications in practice. (3 points) C – 5d, 8e CMH - A5	Fails to identify theory-specific counseling interventions or appropriate applications in practice.	Identifies theory-specific counseling interventions with little information about appropriate application.	Identifies theory-specific counseling interventions and how to appropriately apply these when considering one or two relevant variables.	Identifies theory-specific counseling interventions and how to appropriately apply these when considering development, culture, SES, diagnoses, regional and systemic issues, and all other relevant variables.
Identifies empirical research studies that have been conducted to test the theory.	Fails to identify empirical research studies that have been conducted to test the theory.	Identifies empirical research studies, but the application to the theory is not	Identifies empirical research studies that have been conducted to test the theory.	Analyzes empirical research studies that have been conducted to test the theory,

Criteria (12 total points)	0 Low	1 Basic	2 High Average	3 High
(3 points) C – 8e		accurate or inappropriate.		providing accurate, quality details and references.

Points-to-Grade Conversion

The points you earn on this activity will be converted to a percentage grade according to the chart below and will be used to determine your final course grade.

<ul style="list-style-type: none"> • 12 Points = 100% = A • 11 Points = 95% = A • 10 Points = 90% = A • 9 Points = 89% = B • 8 Points = 85% = B • 7 Points = 81% = B 	<ul style="list-style-type: none"> • 6 Points = 79% = C • 5 Points = 75% = C • 4 Points = 71% = C • 3 Points = 69% = F • 2 Points = 46% = F • 1 Point = 23% = F • 0 Points = 0% =
--	--

PSYC 5640 Discussion Forum on Legal and Ethical Guidelines Grading Criteria Rubric

Criteria (12 total points)	0 Low	1 Basic	2 High Average	3 High
Demonstrates knowledge of ethical standards of professional organizations and credentialing bodies. (3 points) C – 1j, CMH - B1	Fails to demonstrate knowledge of ethical standards.	Demonstrates simplistic knowledge of ethical standards.	Demonstrates comprehensive knowledge of ethical standards and understanding of the context of application.	Analyzes ethical standards and demonstrates understanding of situations that led to their development and the need for specific standards.
Demonstrates appropriate application of legal considerations in professional counseling. (3 points) C – 1j, CMH - B1	Fails to demonstrate knowledge of legal considerations in professional counseling.	Demonstrates simplistic knowledge of legal considerations in professional counseling.	Demonstrates comprehensive knowledge of legal considerations in professional counseling, and understanding of the context of application.	Analyzes legal considerations and demonstrates understanding of court cases that led to their development and the need for specific laws.
Identifies appropriate ethical standards related to specific ethical dilemmas (3 points) C – 1j, CMH - B1	Fails to identify appropriate ethical standards related to specific ethical dilemmas	Simply identifies appropriate ethical standards.	Accurately explains why a specific ethical standard fits an ethical dilemma	Identifies appropriate ethical standards and discusses the potential conflicts in the ethical dilemma
Appropriately applies ethical standards related to specific ethical dilemmas (3 points) C – 1j, CMH - B1	Fails to apply ethical standards related to specific ethical dilemmas.	Identifies appropriate ethical standards with little information about application.	Identifies appropriate ethical standards and how to apply these in specific ethical dilemmas	Identifies appropriate ethical standards and applies them in specific ethical dilemmas with a comprehensive explanation of the potential conflict that can occur and which standards are primary in such situations.

Points-to-Grade Conversion

The points you earn on this activity will be converted to a percentage grade according to the chart below and will be used to determine your final course grade.

<ul style="list-style-type: none"> • 12 Points = 100% = A • 11 Points = 95% = A • 10 Points = 90% = A • 9 Points = 89% = B • 8 Points = 85% = B • 7 Points = 81% = B 	<ul style="list-style-type: none"> • 6 Points = 79% = C • 5 Points = 75% = C • 4 Points = 71% = C • 3 Points = 69% = F • 2 Points = 46% = F • 1 Point = 23% = F • 0 Points = 0% =
--	--

PSYC 5640 Discussion Forum on Personal Exploration Grading Criteria Rubric

Criteria (12 total points)	0 Low	1 Basic	2 High Average	3 High
Identifies and understands the influence of personal characteristics that influence the helping process. (3 points) C - 5b	Fails to identify the influence of personal characteristics that influence the helping process.	Identifies personal characteristics that influence the helping process, but with limited depth and transparency or avoidance of negative characteristics.	Identifies and understands the influence of both positive and negative personal characteristics that influence the helping process.	Demonstrates comprehensive insight and transparency in how personal characteristics may impact the helping process.
Clarifies personal values and counseling philosophy and understands the impact on the counseling process. (3 points) C - 5b	Fails to clarify personal values and counseling philosophy..	Clarifies personal values and counseling philosophy with limited understanding of the impact on the counseling process.	Clarifies and evaluates the processes of how personal values and counseling philosophy can impact the counseling process.	Demonstrates comprehensive exploration of personal values and counseling philosophy with explanation of potential need for referral and close supervision with certain clients.
Identifies personal strengths and	Fails to identify personal strengths	Identifies personal strengths and	Identifies personal strengths and	Identifies personal strengths and

Criteria (12 total points)	0 Low	1 Basic	2 High Average	3 High
weaknesses that impact the counseling process and recognizes how to modify these characteristics. (3 points) C - 5b	and weaknesses that impact the counseling process and recognizes.	weaknesses with limited or superficial explanation of how they could impact the counseling process.	weaknesses with comprehensive explanation of how they could impact the counseling process.	weaknesses that impact the counseling process and discusses how to use transparency, training, supervision, and personal counseling modify these characteristics
Identifies and applies a personal counseling theory. (3 points) C - 5d	Fails to identify a personal counseling theory.	Identifies a personal counseling theory with limited discussion of the process of consideration.	Identifies a personal counseling theory and explains how it fits with their personality traits, professional goals, values, and background.	Identifies and applies a personal counseling theory with complex analysis and synthesis of appropriateness and limitations.

Points-to-Grade Conversion

The points you earn on this activity will be converted to a percentage grade according to the chart below and will be used to determine your final course grade.

<ul style="list-style-type: none"> • 12 Points = 100% = A • 11 Points = 95% = A • 10 Points = 90% = A • 9 Points = 89% = B • 8 Points = 85% = B • 7 Points = 81% = B 	<ul style="list-style-type: none"> • 6 Points = 79% = C • 5 Points = 75% = C • 4 Points = 71% = C • 3 Points = 69% = F • 2 Points = 46% = F • 1 Point = 23% = F • 0 Points = 0% =
--	--