

CEPD 6131-01D COUNSELING THEORIES

Semester/Year	Summer/2016
Time/Location	Tuesday and Thursday, 11:00-1:30/ Education Center room #1
Instructor	Julia Whisenhunt, Ph.D., LPC, NCC, CPCS
Office Location	241 Education Annex
Office Hours	Tuesdays 10:00-11:00; 1:30-.3:30 Thursdays 10:00-11:00; 1:30-3:30
Direct Line	678-839-6116
Department Line	678-839-6567
Email	jwhisenh@westga.edu (Please do not email me via D2L. Please put the course number in the subject line of your email.) Online Support D2L Home Page https://westga.view.usg.edu/ D2L UWG Online help http://uwgonline.westga.edu/students.php D2L 24 hour Help https://d2lhelp.view.usg.edu/ UWG Distance Learning http://distance.westga.edu/ UWG On-Line Connection http://www.westga.edu/~online/ Distance Learning Library Services http://westga.edu/~library/depts/offcampus/ Ingram Library Services http://westga.edu/~library/info/library.shtml University Bookstore http://www.bookstore.westga.edu/

COURSE DESCRIPTION

An introduction to selected, prominent counseling theories. Focus is on relating theory to practice and on comparing and contrasting the key concepts, techniques, counselor and client roles, counselor-client relationships, methods of assessment and the contributions and limitations of each theory.

COE VISION

The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE MISSION

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities.

The vision, mission and conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards (i.e., CACREP) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources.

This course will be delivered approximately 51% online. This requires the online equivalent of 1100 minutes of instruction (seat-time) and an additional 1150 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

Activity	Instructional Equivalent	
Online reading	100	minutes
Audio/video instruction	600	minutes
Online assignments	400	minutes

Additionally, it is anticipated that students will need to work independently for three times the number of minutes listed above to complete the online activities.

COURSE OBJECTIVES

Students will demonstrate a knowledge and understanding of the following:	CACREP	CMHC	SC
1. demonstrate an understanding of an orientation to wellness and prevention as desired counseling goals; (Corey, 2013a; Corey, 2013b; Corsini and Wedding, 2010; James and Gilliland, 2003); <i>Decision Makers, Knowledgeable, Lifelong Learners, Reflective;</i>	II.G.5.a		
2. understand counselor characteristics and behaviors that influence helping processes; (Corey, 2013a; Corey, 2013b; James and Gilliland, 2003); <i>Culturally Sensitive, Empathetic, Knowledgeable, Reflective;</i>	II.G.5.b		
3. apply knowledge of counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling; (Corey, 2013a; Corey, 2013b; Corsini and Wedding, 2010; James and Gilliland, 2003); <i>Decision Makers, Knowledgeable, Lifelong Learners, Reflective;</i>	II.G.5.d		
4. understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. (Corey, 2013a; Corey, 2013b; James and Gilliland, 2003); <i>Adaptive, Culturally Sensitive, Knowledgeable, Proactive, Reflective;</i>		A.2	
5. understand a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions; (Corey, 2013a); <i>Knowledgeable, Proactive, Empathetic;</i>	II.G.5.e		
6. understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision. (Corey, 2013a; Corey, 2013b; Corsini and Wedding, 2010; James and Gilliland, 2003); <i>Decision Makers, Knowledgeable, Lifelong Learners, Reflective;</i>		A.5.	

7. understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services. (Corey, 2013a; Corey, 2013b; James and Gilliland, 2003); <i>Culturally Sensitive, Empathetic, Knowledgeable, Reflective</i> ;		E.1.	
8. understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. (Corey, 2013a; Corey, 2013b; James and Gilliland, 2003); <i>Culturally Sensitive, Empathetic, Knowledgeable, Reflective</i> .		E.3.	

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s):

Gehart, D. (2016). *Theory and treatment planning in counseling and psychotherapy*. Independence, KY: Cengage.

ISBN: 9781305599666 (bundle)

The Movie “Good Will Hunting” in DVD, Blu-ray, or digital format

Recommended Texts (not required):

Corey, G. (2013b). *Student manual: Theory and practice of counseling and Psychotherapy* (9th ed.). Brooks/Cole, Thomson Learning, Inc. (ISBN: 1133309348)

Corey, G. (2013c). *Case approach to counseling and psychotherapy* (8th ed.). Brooks/Cole, Thomson Learning, Inc. (ISBN: 1111841764)

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Instructional Resource: Tk20 Subscription

These are available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.

If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php.

For assistance, email tk20@westga.edu.

Course References:

Corsini, R., & Wedding, D. (2010). *Current psychotherapies* (9th ed.). Belmont, CA: FE Peacock.

James, K., & Gilliland, B. (2003). *Theories and strategies in counseling and psychotherapy* (5th ed.). Boston: Allyn & Bacon.

Murdock, N. (2012). *Theories of counseling and psychotherapy: a case approach* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

- 1. Plagiarism Modules and Certification Text (Individual; 3 points)**
Working individually, you will complete the online [plagiarism modules offered through Indiana University](#). Upload a copy of your “Certification Test” certificate to verify successful completion of the modules.
- 2. Theory Self-Evaluation (Individual; 3 points)**
Working individually, you will complete the Theoretical Evaluation Self-Test, which is posted in D2L. Post your completed inventory, with all calculations performed, to the respective D2L dropbox. This assignment is graded on a Satisfactory/Unsatisfactory scale and, as such, you only need to complete the instrument to score full points for this assignment. Objective 6
- 3. CourseMate (Individual; 14@1 points each=14 points)**
Working individually, students will complete the following sections of the CourseMate program for each of the respective textbook chapters covered in this course: (a) Interactive Flashcards, (b) Glossary, and (c) Tutorial Quiz (score of 70% or higher). Students are encouraged to use all resources available through CourseMate, but only those above mentioned will be factored into the course grade. Each of the 14 chapters of CourseMate will be graded according to an all-or-nothing format. So, students who successfully complete only some of the required sections, but not others, will receive a grade of zero for the respective chapters. CourseMate should be completed prior to the class session in which each respective chapter is covered (for face-to-face sessions; due Saturday by midnight for online classes). To score points for each CourseMate chapter, complete the respective “quiz” in D2L to attest that you successfully completed the required activities. Objectives 1-8
- 4. Theory Summary Handout (Group; 15 points)**
Working in groups of 3, students will choose a theory (from the theories presented in the course contents of the syllabus) and create a brief (2-3 page) handout that summarizes the theory’s main concepts. The contents of this handout should be based on the respective chapter in the text and at least three other resources (textbooks and/or current research articles) related to the theory. The handout should include information regarding the following: (a) theory’s key concepts, (b) the therapeutic process, (c) applications of the theory, (d) limitations, and (e) current research in the field regarding the use of this theory. One person from each group will submit the handout and reference list to the “Theories Handouts” discussion board and dropbox in D2L. Objectives 1-8
- 5. Client Intake (13.5 points)**
Using the character, Will Hunting, from the movie *Good Will Hunting*, prepare an intake (see the form in D2L) for this “client.” You may need to embellish/develop his character and invent background information in order to complete this assignment. Make sure to identify at least one diversity status for Will Hunting. It is imperative that you refer to the guidelines for the Case Approach (see below) so that you develop your “client’s” case history with sufficient complexity for use in the Case Approach assignment. Refer to Gehart chapter 16 for additional information on writing an intake and beginning the case conceptualization process. Objectives 1,3, 5
- 6. Case Approach/Conceptualization (27.5 points)**
Using the client intake you developed on Will Hunting, you will develop a case conceptualization/case approach to his treatment. The Case Approach should demonstrate your

ability to apply your chosen counseling theory to all dimensions of case conceptualization and therapeutic intervention. Each Case Approach should include the following elements, **making sure to ground each element in your chosen theory**: 1) description of the problem, 2) summary of symptoms, 3) assessment methods, 4) long-term and short-term treatment goals, 5) intervention methods/techniques, 6) the counselor’s role in the helping process, 7) the client’s role in the therapeutic process, 8) relevant diversity considerations and how you will manage them, and 9) client strengths and how they relate to treatment. As a future professional counselor, it is important that you incorporate wellness into your case conceptualization, so as to avoid over-pathologizing your “client” and, thus, dehumanizing her/him. In order to successfully apply the respective theory, students are expected to review and reference at least two peer-reviewed professional manuscripts in addition to their primary textbook. At least one of these manuscripts must address strategies for therapeutic intervention from the respective theoretical approach (e.g., Adlerian techniques for facilitating social interest). Finally, part of the successful completion of this assignment requires consultation with a mental health professional who uses your chosen theoretical orientation in her/his professional practice. You will provide your completed client intake and case approach to the mental health professional for her/his general feedback on your understanding of and ability to apply the theory; the mental health professional with whom you consult is not expected to proof-read or “fix” your paper. Rather, you are expected to use your assignments as the starting point for a discussion about your chosen counseling theory. The maximum length of this assignment is 4 pages. Course Objectives 1-3, 5-8

IMPORTANT TK20 ASSESSMENT NOTICE: This is a TK20 “KEY ASSESSMENT” for this course. Failure to submit assignments designated as key assessments through TK20 by the deadline stated on your course syllabus will result in a grade of 0 (zero) for the entire assignment (-21 points).

7. **Theory Toolbox (Group; 24 points)**

Working in groups of 3-4, students will develop a theoretically based counseling intervention *toolbox*. This toolbox should contain one therapeutic intervention for each of the following 12 theories (psychoanalytic, psychodynamic, Adlerian, person-centered, multicultural or feminist, narrative, existential, Gestalt, CBT, DBT, family, SFBT). Each intervention should include the following elements: 1) title of the intervention; 2) summary of the psychotherapeutic theory on which this intervention is based, including an explanation of how the intervention relates to specific tenets within the respective theory; 3) supplies/materials needed, if any; 4) population and clients issues for whom the intervention is best suited; 5) populations and clients issues for whom this intervention would not be suitable (contraindicated); 6) goals and intentionality behind the intervention; 7) steps for administering the intervention in a therapeutic setting; and 8) ways for processing the intervention with clients—verbally, nonverbally, or both. Course Objectives 2-3; 5-8

Evaluation Procedures

Assignment	Points	Assessment Tools	Submit via	Due Date
1. Academic Honesty PPT and “Quiz”	3	Quiz	D2L	June 9
2. Theory Self-Evaluation	3	S/U	D2L	June 9
3. CourseMate	14	S/U; Quiz	D2L	Bi-weekly

4. Theory Summary Handout	15	Rubric	D2L	See course schedule
5. Client Intake	13.5	Rubric	D2L	June 23
6. Case Approach	27.5	Rubric	D2L	July 21
7. Theory Toolbox	24	Rubric	D2L	July 14
Total Points	100			

Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

Any graduate level student earning a grade of F or WF and/or two C's, regardless of her/his academic standing, will be suspended from the program.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

Diversity: The University of West Georgia affirms the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff. The Department of Clinical and Professional Studies (CPS) is committed to fostering an educational environment in which diversity is embraced. As such, **CPS will not tolerate discrimination against any persons.**

Professional Conduct: Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, confidentiality and privacy, and laws and ethical codes.

The counseling program at University of West Georgia leads directly to certification, licensure, and professional practice in the field of counseling. For this reason, should the instructor note any impairment in the judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. **To graduate from the program, the student must be willing and able to endorse the ethical standards of the American Counseling Association.**

Student Review: CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See [Graduate Student Handbook](#) for details.) If there is reason for concern revealed in class or during the completion of course assignments, the faculty may initiate a student review. If such a review occurs, the student will be made aware of the procedure. Reasons for student review may include, but are not limited to, unprofessional or inappropriate dispositions and/or behaviors.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another

act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Disability: The official UWG policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. *Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.*

UWG Cares: If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/> The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Attendance: Attendance is required. Students are expected to attend each class, to be on time, and to be present for the full class session. Any potential problems or exceptions to any part of this requirement should be discussed immediately with the instructor. Excused absences will not be granted more than 7 days following the absence. Two or more absences and/or tardies will result in a reduction of the final grade at the rate of 2 points per absence and 1 point per tardy for each absence and/or tardy beyond the first. Attendance will be taken each class meeting. You are responsible for all information and changes in the course content that may occur in your absence.

Class organization: This course will be interactive and use a variety of instructional strategies including online work, lecture, discussion, class activities, fieldwork, and (possibly) guest speakers. To make this class rewarding, enjoyable, and useful for your future career, students are encouraged to bring materials to share with the class and to make suggestions to make it a successful learning experience. Students remain responsible for any assigned material not covered in class.

Student participation: When called upon, students will be expected to demonstrate higher-order thinking skills by providing both their answer and an appropriate rationale upon which their answer is based. Having each student actively participating during each class session allows the professor to assess students' class preparation; their level of understanding of course concepts; enhances group work; develops students' critical thinking skills, and their ability to speak in front of fellow classmates.

Class handouts: Handouts will generally be posted on D2L, but may be disseminated in hard copy form during class time. Students who miss class are responsible for obtaining any class notes and handouts from a fellow class member.

Cell phones & Electronic Equipment: **The use of cell phones, including texting and internet, is not permitted in this class.** If you expect an emergency phone call, you may place your phone on silent or vibrate and answer it outside of the classroom. The use of computers is only acceptable for the

purpose of taking class notes. **Any non-class-related use of computers is considered unprofessional and is not accepted in this class.** If you are found using any electronic device for non-class-related purposes, you will be asked to put it away or leave class. Part of your graduate students includes the development of professional behavior. The inappropriate use of technology during class is considered inappropriate and unprofessional and will not be condoned in this class.

Extra Credit: No extra credit opportunities will be offered for this class.

Late Work: Late work will not be accepted for this class, unless pre-approved by the instructor and for reasons related to valid university business and/or essential medical/dental care. Late work, when approved, must be submitted within 7 days of the initial deadline. Late assignments, if accepted, are subject to a penalty of half credit.

Grading of Group Assignments: Barring extraneous circumstances (e.g., a group member not contributing, a group member not responding to communication from others, a group member not submitting quality work, etc.), all group members will receive the same grade on a group assignment. However, in the event of an extraneous circumstance, the instructor reserves the right to individually award grades for group work and/or utilize a peer rating system. All students in this course are professional counselors and, as such, are expected to try to resolve any group issues independently. However, if a group issue cannot be resolved, the group members should contact the professor *before* submission of the final assignments so that she can intervene.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. Communication may take place through D2L, but this is not the preferred means of communication.

Changes to The Syllabus: This syllabus is subject to change.

CEPD 6131-01D COUNSELING THEORIES
CLASS OUTLINE (subject to change)

Class Date	To Prepare for Class	Class Activities & Topics	Assignments Due
June 7	N/A	Introductions; Syllabus	None
June 9 Online	Module 1 Gehart, chpt. 1	Wellness; Theory and Evidence-Based Practice	Plagiarism Quiz; Theoretical Orientation Self- Evaluation due; CourseMate (CM) 1
June 14	Module 2 Gehart, chpts. 3-4	Psychoanalytic; Psychodynamic	CM 3 & 4
June 16 Online	Module 3 Gehart, chpt. 5	Adlerian	CM 5
June 21	Module 4 Gehart, chpt. 6	Person-Centered	CM 6
June 23 Online	Module 5 Gehart, chpt. 14	Multicultural & Feminist	CM 14 Client Intake due
June 28	Module 6 Gehart, chpt. 13	Narrative	CM 13
June 30 Online	Module 7 Gehart, chpt. 7	Existential	CM 7
July 5	Module 8 Gehart, chpt. 8	Gestalt; Psychodrama	CM 8
July 7 Online	Module 9 Gehart, chpt. 9	CBT	CM 9
July 12	Module 10 Gehart, chpt. 10	DBT; TF-CBT Guest: Dr. Michelle Hollenbaugh	CM 10
July 14 Online	Module 11 Gehart, chpt. 11	Family	CM 11 Theory Toolbox due
July 19	Module 12 Gehart, chpt. 12	SFBT Guest: Dr. Natalie Grubbs	CM 12
July 21 Online	Module 13	(Free session to work on Case Approach)	Case Approach due in D2L and TK20
July 26	Module 14 Gehart, chpt. 15	Integration	CM 15
July 28 Online		Course Wrap-Up	

**** Please note that we will not be covering treatment planning in this course; treatment planning is covered in CEPD 6135. ****

Assignment Instructions and Rubrics

Theory Summary Handout (15 Points)

Criterion	Max Points
The handout is organized, clear, and written in a grammatically correct fashion.	Prerequisite
Students have sufficiently and accurately summarized the theory's key concepts, including the following: (a) key figures/theorists, (b) basic assumptions, and (c) view of human nature.	3
Students have sufficiently and accurately summarized the theory's therapeutic process, including the following: (a) therapeutic goals, (b) functions and roles of the counselor, (c) client's role in the process, and (d) nature of the relationship between client and counselor.	3
Students have sufficiently and accurately summarized the applications of the theory, including the following: (a) common treatment issues for which the theory is used, (b) techniques and interventions, (c) appropriate settings/clients, and (d) cultural considerations.	3
Students have sufficiently and accurately summarized the theory's limitations, including the following: (a) application to diverse treatment issues, (b) application to diverse client groups, (c) considerations related to ethical practice, and (d) evidence base, if applicable.	3
Students have sufficiently and accurately summarized current research in the field regarding the use of this theory.	3

Client Intake (13.5 Points)

Criterion	Max Points
The client intake is organized, clear, and written in a grammatically correct fashion.	Prerequisite
The student has provided a sufficient description of the client's basic personal information and living arrangements.	2.25
The student has provided a sufficient description of the client's occupational/academic information and emergency contact preferences.	2.25
The student has provided a sufficient description of the client's physical health and drug use.	2.25
The student has provided a sufficient description of the client's mental health information and treatment history.	2.25
The student has provided a sufficient description of the client's strengths and hobbies/coping skills.	2.25
The student has provided sufficient descriptions of the presenting(s)problem/issue(s) and symptoms.	2.25

**** Utilize the intake form that is posted in D2L. ****

Case Approach/Conceptualization (27.5 Points)

Criterion	Max Points
The case approach is organized, clear, and written in a grammatically correct fashion.	Prerequisite
The student has provided accurate and sufficient descriptions of the problem(s)/presenting issue(s) and the client's symptoms, which are well grounded in her/his chosen counseling theory.	2.5
The student has provided an accurate and sufficient description of case-appropriate assessment methods, which is well grounded in her/his chosen counseling theory	2.5
The student has provided an accurate and sufficient description of case-appropriate long-term and short-term treatment goals, which are well grounded in her/his chosen counseling theory	2.5
The student has provided an accurate and sufficient description of case-appropriate intervention methods/techniques, which are well grounded in her/his chosen counseling theory	2.5
The student has provided an accurate and sufficient description of the counselor's role in the helping process, which is well grounded in her/his chosen counseling theory	2.5
The student has provided an accurate and sufficient description of the client's role in the therapeutic process, which is well grounded in her/his chosen counseling theory	2.5
The student has provided an accurate and sufficient description of relevant diversity considerations and how she/he will manage them. This description is well grounded in her/his chosen counseling theory	2.5
The student has provided an accurate and sufficient description of the client's strengths and how they relate to treatment. This description is well grounded in her/his chosen counseling theory	2.5
The student has integrated a wellness orientation throughout her/his case approach in a way that remains consistent with the counseling theory's fundamental principles.	2.5
The student has provided at least two substantive references to peer-reviewed professional manuscripts and incorporated references to our primary textbook.	2.5
The student has provided a brief summary of her/his consultation with a mental health professional who uses the student's chosen theoretical orientation in her/his professional practice and the outcome of the consultation.	2.5

Theory Toolbox (24 Points)

Criterion	Max Points
The theory toolbox includes a total of 12 theoretically based counseling interventions (required theories identified in the assignment summary). The toolbox is organized, clear, and written in a grammatically correct fashion.	prerequisite
For each of the 12 theoretically based counseling interventions, the students have provided a title of the intervention and summary of the psychotherapeutic theory on which the interventions are based.	3
For each of the 12 theoretically based counseling interventions, the students have provided an explanation of how the intervention relates to specific tenets within the respective theory.	3
For each of the 12 theoretically based counseling interventions, the students have provided a list of the supplies/materials needed, if any.	3
For each of the 12 theoretically based counseling interventions, the students have provided a description of the populations and treatment issues for which the intervention is best suited.	3
For each of the 12 theoretically based counseling interventions, the students have provided a description of the populations and treatment issues for which this intervention would not be suitable (contraindicated).	3
For each of the 12 theoretically based counseling interventions, the students have provided goals and intentionality behind the intervention.	3
For each of the 12 theoretically based counseling interventions, the students have provided a list of the steps for administering the intervention in a therapeutic setting.	3
For each of the 12 theoretically based counseling interventions, the students have provided an explanation of ways for processing the intervention with clients—verbally, nonverbally, or both	3