



MHS 6400.001: Counseling Theories and Practices (3 cr. hours)

Spring 2026-Thursday 5-7:45pm (EDU 257)

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The College of Education CAREs

The mission and vision for the College of Education (COE), reflecting the ideals and goals embodied in the vision and mission of the University of South Florida, informs the conceptual framework for the Educator Preparation Unit. The framework is representative of both initial and advanced teacher preparation programs and advanced programs that prepare other professionals for P-12 schools. The major themes reflected in candidate outcomes and dispositions are summarized by the acronym CARE: Collaboration, Academic excellence, Research, Ethical practice.

Course Prerequisites:

Successful completion of MHS 6006 with a grade of B or higher and permission of the instructor is required.

Course Description:

This course is the study of the nature of the counseling process with emphasis on major

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theoretical approaches and related personality theories, development of basic counseling skills and supervised practice.

Course Goals & Objectives:

The goal of this course is to assist students in developing an understanding of the major theoretical approaches in counseling. History, theory of personality development, major theoretical constructs, techniques, applications, and current status of major counseling theories will be addressed, Case examples, counseling demonstrations, and opportunities to practice theoretical approaches will be provided to facilitate understanding and synthesis of concepts.

Course Objectives (CACREP):

Based on the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 competencies for all programs as well as specific to School Counseling:

1. Theories and models of counseling, including relevance to clients from diverse cultural backgrounds (**CACREP 3.E.1**)
2. Critical thinking and reasoning strategies for clinical judgment in the counseling process (**CACREP 3.E.2**)
3. Case conceptualization skills using a variety of models and approaches (**CACREP 3.E.3**)
4. Culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities (**CACREP 3.E.7**)
5. Counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships (**CACREP 3.E.8**)
6. Counseling strategies and techniques used to facilitate the client change process (**CACREP 3.E.10**)
7. Strategies for adapting and accommodating the counseling process to client culture, context, abilities and preferences (**CACREP 3.E.11**)
8. Developmentally relevant and culturally sustaining counseling treatment or intervention plans (**CACREP 3.E.13**)
9. Development of measurable outcomes for clients (**CACREP 3.E.14**)

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10. Evidence-based counseling strategies and techniques for prevention and intervention
(CACREP 3.E.15)

11. Processes for developing a personal model of counseling grounded in theory and research
(CACREP 3.E.21)

12. Strategies for implementing and coordinating school-based interventions (CACREP 5.H.13)

13. Techniques of social-emotional and trauma-informed counseling in school settings
(CACREP 5.H.14)

Required Texts:

Corey, G. (2024). *Theory and practice of counseling and psychotherapy* (11th ed.). Cengage.

ISBN: 978-0-357-76442-8

American Psychological Association. (2020). *Publication Manual of the American*

Psychological Association (7th. edition). Accessible through the USF Library
(<https://guides.lib.usf.edu/academicwriter>)

Required Websites:

CANVAS: <http://my.usf.edu> (MHS 6400)

CACREP: <https://www.cacrep.org/section-2-professional-counseling-identity/>

ACA CODE OF ETHICS: <https://www.counseling.org/resources/ethics>

ACA Multicultural and Social Justice Counseling Competencies (<https://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>)

Description of Class Activities, Assignments, Responsibilities & Schedule:

Class Format:

Class format will include a variety of teaching formats including lecture, class discussion, live demonstrations, as well as the opportunity for student to practice skills on a weekly basis.

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Learning will also be enhanced through the use of technology and virtually via Microsoft Teams as necessary. A wide variety of teaching methods will be utilized to facilitate student learning: required reading, writing, demonstration projects, team based evaluation, discussion, and the use of various technologies will all serve to augment and support the acquisition of counseling skills. Please note that course requirements and/or assignments may be changed or altered to facilitate student learning and assist with meeting course objectives.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. In our classroom, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, you may be asked to engage with complex ideas and demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

Class Evaluation & Assignments:

Theory Role-Play (100 points total): Students will demonstrate their knowledge of a theory by acting as a counselor from a theoretical view selected from the text, and by pairing up with other students from the course who will act as clients presenting a dilemma. Students should also have a particular dilemma/problem in mind for acting as a client in another students' role-play (**10 points as counselor/10 points as client**). Students must demonstrate knowledge of the theory that you will demonstrate by incorporating key concepts/techniques of this theory into your presentation. For example: If the student is demonstrating Gestalt theory, he or she should process unfinished business based in the here-and-now into the role-play by utilizing a technique such as the empty chair. If the theory is a humanistic approach, which does not believe in the use of a specific techniques, then you must spend extra time showing empathy, genuineness, and unconditional positive regard. (**40 points**). Students must provide a detailed outline of a treatment plan utilizing the aforementioned theoretical concepts and techniques. This plan should include the following: detailed overview of the presenting problem addressed from the selected theoretical orientation (**10 points**), specific outline and rationale of the counseling techniques utilized during the session (**10 points**), and future plans/recommendations based in the selected theoretical orientation (**10 points**). The role-play must be a minimum of 15 minutes (**10 points**).

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Students will record and submit the session via Canvas **(100 points total)**. (CACREP Objectives 1-13)

The professor will also provide a comprehensive lecture of each theory prior to the role plays.

Theory Briefs: Each student is required to **type** up a brief summary of 10 theories covered in the course for a total of 100 points. Each brief should be **no longer** than 2 pages in length and should answer the followings:

- Key Theorist(s)
- Theory Goals/Emphasis
- Therapeutic Relationship
- Theory Techniques
- Strengths and Limitations

These briefs need to be written in narrative, double spaced, and 12-point font with any potential references in proper APA format (7th edition). The briefs should be in a Word document and submitted via Canvas. In general, the goal is NOT to write everything down about this theory but instead to capture the most important information in YOUR OWN words. Students may answer the above questions in 2-4 sentences each. This assignment will help students synthesize the information they have read as well as demonstrate that they are reading and thinking critically.

Each brief must be submitted by 5pm on the due date to receive credit (10 points each-100 points total) (CACREP Objectives 1,2,5,6,9,11)

Theory Portfolio: (140 points) This assignment is designed to assist you in developing a personal theoretical orientation to counseling. Students will write a Theory Portfolio based on their personal beliefs and attitudes related to the counseling practice. Select a counseling theory(ies) from those studied and create/write a scholarly and reflective portfolio/paper using 7th edition APA style guidelines. Describe your personal theory/philosophy of counseling. (See Theory Portfolio Instructions and Rubric at the end of the syllabus for more details). **Objectives 1-13)**

Final Exam (50 points): Students will take a final exam that covers the content topics related to the theories discussed in class and text. The format and length of these exams will be determined by the instructor but may include multiple-choice, short-answer, and essay items. (**Objectives 1-13)**

Generative AI is not permitted on any assignment submission for the course

GRADING CRITERIA:

Grade: Grades in this class will be based on completion of the course requirements listed below.

50 points:	Final Exam
140 points:	Theories Portfolio
100 points:	Theory Briefs (10 total)
100 points:	Theory Role Play

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390 points

TOTAL

Grading Scale (%)	
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0 - 59	F

Grade Dissemination:

Graded tests and materials in this course will be returned individually. Graded materials are typically returned within one week of submission date; however, this may vary depending upon the assignment and date of submission. You can access your scores at any time using "Grades" in Canvas. Please note that scores returned mid-semester are unofficial grades.

Earning a "B" in MHS 6400:

Students must successfully complete MHS 6400 with a grade of "B" or better in order to progress in the Counselor Education program. Students who do not earn a B or higher, may not register for any core Counselor Education courses until the course is successfully repeated with a B or higher. This course covers basic counseling theories, and failure to demonstrate these fundamentals casts doubt on your ability to develop the more complex skills necessary to function as an effective professional counselor.

Course Policies:

1. Attendance: Missing class and/or leaving early will affect your ability to practice and develop crucial counseling skills. **Thus, attendance at all class meetings is mandatory.**

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Please be advised that missing more than one class meeting will adversely affect your grade, unless it is a documented emergency. Students will lose 10 points from the final total grade for more than one non-emergency class absence. Additionally, for each unexcused late arrival or early departure (15 minutes), a student will receive a 1-point deduction from the final total grade. As students are informed in advance of assignment due dates, they are still expected to complete and submit the work assigned for class when absent.

2. Late Work: Late assignments will be accepted for 24 hours beyond the due date without penalty (excluding the theory briefs). **Assignments submitted after the 24 hours will receive a grade of 0 unless discussed with the professor.** Missed exams may be made up only if a documented emergency situation exists. Whether or not a situation constitutes an emergency will be determined by the instructor.
3. Personal Device Usage: The use of laptops, tablets, and smartphones is contingent on their use *solely* for class purposes. It is understood that these devices are a regular part of students' lives and academic experience. However, it is with the understanding that these devices will be used in a professional and an appropriate manner. Recording devices may be used only with the prior permission, any permitted recordings are for personal use only and may not be shared, and all recordings must be destroyed by the end of the semester.
4. Professional Demeanor: **Students are expected to behave in a professional manner at all times in all aspects of the program.** This includes adherence to all guidelines regarding professional demeanor, confidentiality etc. including those specified in this syllabus, departmental and universities policies, and the ACA code of ethics. Violations of professional conduct may result in serious consequences (e.g. failing course grade, recommendation for program dismissal) and will be handled in accordance with will department, university and professional ethical guidelines. Additionally, students are required to prepare adequately for each class meeting. Specifically, they are expected to complete required readings before class, submit assignments on time, and participate actively in both class discussions and practice sessions. Elements of professionalism include but are not limited to the following:
 - personal and academic integrity
 - responsibility for one's own behavior, tasks, assignments and life lessons
 - consideration, caring and sensitivity to peers
 - maturity, including the capacity to accept "no"
 - evidence of a continuous process of self-exploration, resulting in enhanced self-awareness
 - practice of ethical and moral professional behavior
 - openness to constructive feedback
 - willingness to try new behaviors and to make suggested changes
5. Academic Integrity and plagiarism: Students are responsible for understanding all university policies related to academic integrity and the avoidance of plagiarism, and students are responsible for asking questions to clarify expectations in an individual section. The University of South Florida has an account with an automated plagiarism detection service which allows instructors and students to submit student assignments to be checked for

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plagiarism. Faculty/instructors may request that assignments be submitted as electronic files to a Learning Management System module such as Turnitin (Canvas). Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper overlaps material in the company's databases. For more information about USF's academic integrity policies, please see the current catalog (at <http://www.ugs.usf.edu/catalogs.htm> or <http://www.grad.usf.edu/catalog.php>).

6. Communication expectations: Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.usf.edu." Every official USF correspondence to students will be sent to that account. Go to the USF Information Technology website at <http://www.it.usf.edu/email> to learn more about email services and to activate their USF student email account. Additionally, this course utilizes Canvas and thus students are expected to access the system on a regular basis to keep abreast of additional course materials, communications, and grades. It is my goal to respond to email communications within 24 hours.
7. Reasonable Accommodations: Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. Contact SDS at 974-4309 or www.sds.usf.edu. A letter from the USF Disability Services Office must accompany this request. Any class recordings approved as an accommodation for student needs are to be used solely for personal use and are not to be shared with other individuals or uploaded to any website. All other student recordings of class sessions are prohibited.
8. USF Policy on Religious Observances: Students who anticipate the necessity of being absent from class due to the observation of a major religious day must provide notice of the date(s) to the instructor in writing by the second class meeting or the end of the first week of the term, whichever date is later. Please see the Diversity Resources website (<https://www.diversityresources.com/diversity-calendar-2023/>) for a list of religious and ethnic dates.
9. Sexual Misconduct/Sexual Harassment Reporting: USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF System Policy 0-004). The USF Center for Victim Advocacy and Violence Prevention is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. Contact the USF Center for Victim Advocacy and Violence Prevention: (813) 974-5757.

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10. Campus Emergencies and Continuation Plans: In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to Canvas, Blackboard, Elluminate, Skype, and email messaging or an alternate schedule. It is the responsibility of the student to monitor the online site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.
11. Name & Pronouns: Please let me know the name and pronouns I should use when I address you. I will be glad to honor your request.
12. Use of Generative AI Tools: Generative AI tools refer to any artificial intelligence-powered software, program, or application that can generate content, including but not limited to text, visuals, music, and other creative outputs. Examples of these tools include AI text generators, AI content rewriters, AI graphic generators, etc. In this course, the use of generative AI tools is permitted only for the purpose listed in the assignment description. However, students must responsibly use these tools, adhering to the guidelines outlined in this policy. Students are responsible for appropriately using generative AI tools in their work. This includes:
 - Citing all AI-generated content used in their submissions. [See the USF Library Resources on proper citations.](#)
 - Demonstrating a deep understanding of the subject matter, not solely relying on AI-generated content. Cross-referencing claims and statements with original sources and providing appropriate citations are expected.
 - Using AI tools as a supplemental resource (i.e., as an editor), not as the primary means of completing assignments.
 - Understanding that generative AI tools, while powerful, are not infallible and can produce misinformation or inaccurate results. Students are responsible for the accuracy of their submissions and must cross-verify the information produced by these tools with reliable sources.

Campus Resources:

1. USF Writing Studio: The Studio offers free synchronous and asynchronous writing assistance with experienced writing tutors to all currently-enrolled USF undergraduate and graduate students. The Writing Studio is here to support students as they find their writing voice and develop their projects at any stage of the writing process. For more information or to make an appointment, visit the Writing Study website at <https://www.usf.edu/undergrad/academic-success-center/writing-studio/>
2. Counseling Center: The Counseling Center offers comprehensive psychological services designed to enhance the personal, social, educational, and career development of University students. All registered USF students who have paid the Tampa campus student health fee are eligible for Counseling Center services for the semester in which they are registered. Counseling Center services are available Monday through Friday, 8:00 AM to 5:00 PM. The Counseling Center is open year-round, except for university holidays. The Center is located

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on the second floor of the Student Services building (SVC 2124). For more information, call 974-2831, or visit the website at: www.usf.edu/counsel.

3. The Office of Multicultural Affairs: The Office of Multicultural Affairs coordinates educational, cultural, and social programs to foster experiences which create interculturally mature global citizens who are prepared to thrive in diverse environments. While promoting intercultural dialogue, awareness, advocacy and respect for diversity, OMA helps students understand and appreciate a multitude of identities. Through programming, trainings, and direct connections with our staff and services, OMA creates an inclusive environment enabling students to become conscientious global citizens. For more information and services, contact OMA via phone at 813-974-5111 or visit their website at <https://www.usf.edu/student-affairs/multicultural-affairs/about-oma/contact-us.aspx>

Note: This document, including the syllabus, is available in alternative formats upon request. Please notify instructor if you need special accommodations.

The syllabus and course schedule are tentative and is subject to change throughout the semester. You will be contacted with any changes that may occur.

Tentative Schedule-Spring 2026:

<u>Date</u>	<u>Readings</u>	<u>Assignment Due</u>	<u>CACREP Objective</u>
1/15/26	Syllabus Review Chapter 1-Introduction & Overview Scholarly Writing		1,2
1/22/26	Chapter 2-Counselor: Person & Professional Chapter 3-Ethical Issues in Counseling Practice		1,2,5,11,12,13
1/29/26	Chapter 4-Psychoanalytic & Jungian		1-13
2/5/26	Chapter 5-Adlerian	Adlerian Theory Brief Due Psychoanalytic & Jungian Theory Role Play Due	1-13
2/12/26	Chapter 6-Existential	Existential Theory Brief Due Adlerian Theory Role Play Due	1-13

2/19/26	Chapter 7-Person Centered & MI	Person Centered Theory Brief Due Existential Theory Role Play Due	1-13
2/26/26	Chapter 8-Gestalt	Gestalt Theory Brief Due PC & MI Theory Role Play Due	1-13
3/5/26	Chapter 9-Behavioral & DBT	Behavioral Theory Brief Due Gestalt Theory Role Play Due	1-13
3/12/26	Chapter 10-CBT & REBT	CBT Theory Brief Due Behavioral & DBT Theory Role Play Due	1-13
3/19/26	Spring Break		
3/26/26	Chapter 11-Choice Theory/Reality Therapy	Choice Theory Brief Due CBT & REBT Theory Role Play Due Theory Portfolio (Section I) Due	1-13
4/2/26	Chapter 12-Feminist Theory & Sociocultural	Feminist Theory Brief Due Choice Theory Role Play Due	1-13
4/9/26	Chapter 13-Postmodern Approaches	Postmodern Theory Brief Due Feminist & Relational Cultural Theory Role Play Due	1-13
4/16/26	Chapter 14-Family Systems Therapy	Family Systems Theory Brief Due Postmodern Theory Role Play Due	1-13
4/23/26	Off		

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4/30/26	Chapter 15-Integrated Approach	Family Systems Theory Role Play Due Theory Portfolio (Sections II & III) Due	1-13
5/7/26	Finals Week	Final Exam	1-13

THE THEORY OF CHOICE PAPER/PORTFOLIO

RATIONALE

Development of this Theory Portfolio is designed to assist the beginning counselor-in-training student to adopt a comprehensive counseling theory. Theory serves as a conceptual framework and guide in the process of effective counseling. A professional counselor portfolio is a visual representation of her/his experience. It is a collection of experience-based materials and reflective information that authenticates a student's philosophy, growth, abilities, knowledge, attitudes and values. The goal is to demonstrate how diverse activities and insights have contributed to the professional counselor's theory development. A portfolio is as much a process as a product. Reflective learning requires opportunities to summarize, analyze, and synthesize one's learning in a meaningful and an integrated context. **(140 Points)**

Instructions

1. The portfolio should be a well-organized and attractive presentation of professional materials. The portfolio will be submitted in electronic format via Canvas.
2. All work should be neatly and accurately typed, double-spaced using at least a 12-point font utilizing APA format (7th edition) written in narrative format.
3. It will be organized with a table of contents, appropriate headings, and individual sections.
4. Include supportive documentation where possible (e.g., self-assessment inventories, activities, exercises, reflective questions completed, etc.). A guiding principle in deciding on entries is to ask, "What will contribute to the description of my Life Philosophy, School of Thought/ Knowledge, and Theoretical Framework".
5. Each section should contain a heading as well as a description of materials included in the section.
6. An APA formatted (7th edition) reference list crediting at least 5 resources used from books, journals, professional websites, etc. The references should be within the last 10 years unless they are considered seminal works in the profession.

Section I. Life Philosophy

Demonstrate self-awareness of motives and beliefs that drive your desire to be a professional counselor.

A. Personal Influences:

Please examine and write about the experiences and beliefs/values from your personal/professional life that shapes your perspective on clients.

1. Provide a contextual description of childhood, familial, religious/spiritual, gender role, and cultural experiences that have been instrumental in shaping your theoretical approach as a professional counselor-in-training. How did you decide to become a counselor?
2. Describe professional/work experiences and history that have influenced your view of the change process and theoretical assumptions.

B. Values Assessment and Self-Awareness

Summarize the most important, useful, or meaningful realizations you discovered in your journey in your life, career, training, etc. toward self-awareness and exploration. Describe your view of yourself, others, and the world around you.

C. Personal Strengths and Limitations

Your personal influences and values may help you understand your clients, and at the same time, can potentially be a point of restriction in your understanding. *Please address both sides.*

Reflecting on your personal influences and values identify strengths you have that will facilitate your becoming an effective counselor. Also identify the limitations you have that could hinder your ability to be effective with your clients. Identify values that may conflict with those of a client (e.g., perfectionism, religious, pro-life or choice, sanctity of marriage, heterosexism, gender role, etc.).

Section II. School of Thought – Knowledge Base

Present your knowledge base of the 2 major theories that fit best with your life philosophy.

Provide a detailed overview of the key aspects of the theory that align with your life experiences, view of human development, and possible interventions for counseling students to elicit growth and change.

Section III. Theoretical Framework

Choose one of your theoretical selections to further integrate and synthesize all of the information above into your own personal theory or approach to counseling. Address the following areas:

1. Ways of Thinking/Knowing about Clients:

- a. Roots of Client Concerns: What is your perception of how the concerns that bring students to counseling develop and are maintained? You are to go beyond just identifying types of concerns student experience to the underlying causes of symptoms or behaviors. Please explain those concerns, and include the impact of lifespan development, and other contextual/systems influences in your explanation.

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- b. Client Change: What is your perception of what has to happen for students to grow and improve their lives? What, ultimately, leads to student change? What do they need to change (behaviors, thoughts, emotions, relationships, etc.), and what must you as the counselor do to facilitate student change (your role as counselor in the change process)?
2. Ways of Being a Counselor:
 - a. Counselor's Role: What kind of role will you take as a counselor? Is it close? Distant? Does the counselor advise? Direct? Egalitarian? How should the counselor *be* with clients?
 - b. Flexibility: How will you adapt your theoretical approach when clients have a very different way of perceiving and being in the world? What specific cultural and developmental aspects will need to be considered? Are there things you will not change?
3. Personal Theory Growth:

Discuss how your study of the major theories in counseling has influenced your personal theory. What will you need to actively do in your clinical courses and experiences to continue understanding your theory and developing it to be more helpful to your clients?
4. Theory Limitations:

All theories have limitations. Review the strengths and the limitations of your approach. Which student populations will be a challenge for you? Address how you will manage the limitations in your theory.
5. Supporting Materials:

Effective and efficient utilization of theories is based in relevant research-based information. Creative and innovative materials/activities also increase the application of theoretical aspects. Include at least 5 professional resources (e.g. websites, journals, books) that support your use of the theory with which you most align.

Theory Portfolio Rubric

Criteria	Exceeds Expectations (14-20 points)	Meets Expectations (6-13 points)	Does Not Meet Expectations (0-5 points)
Personal Influences	Portfolio contains creative and comprehensive review of Personal Influences	Portfolio contains adequate review of Personal Influences	Portfolio fails to provide review of Personal Influences
Values Assessment	Portfolio contains meaningful process of realizations discovered toward student's self- awareness and	Portfolio contains adequate process of realizations discovered toward student's self- awareness and	Portfolio fails to provide substantial process of realizations discovered toward student's self-awareness

Personal Strengths and Limitations	Portfolio contains meaningful assessment of personal influences and values on student's effectiveness as a	Portfolio contains adequate assessment of personal influences and values on student's effectiveness as a	Portfolio fails to provide assessment of personal influences and values on student's effectiveness as a
School of Thought Knowledge	Portfolio contains thorough process of the 2 theories (2 that fit with the student's life	Portfolio contains adequate process of the 2 theories that fit with the student's life	Portfolio fails to provide a relevant process of the 2 theories that fit with the
Theoretical Framework	Portfolio contains integrated, comprehensive, well-articulated, theoretical	Portfolio contains adequate theoretical framework.	Portfolio fails to provide meaningful theoretical framework.
Supporting Materials	Portfolio contains creative and comprehensive use of	Portfolio contains adequate use of supporting materials.	Portfolio fails to provide substantial and consistent use of
Portfolio Organization	Portfolio is creatively and effectively organized with a table of contents, references and follows the format described in the instructions and	Portfolio meets adequately organization standards described in the instructions and requirements.	Portfolio fails to meet the organizational standards described in the instructions and requirements.
Grade			

Counseling Theory Role Play Rubric

Criteria	Exceeds Expectations (7-10 points)	Meets Expectations (4-6 points)	Does Not Meet Expectations (0-3 points)
Student as Client	Student served as the client with a relevant and appropriate dilemma.	Student adequately served as the client with a relevant and	Student failed to serve as the client with a relevant and appropriate

Student as Counselor	Student properly served as the counselor for this assignment.	Student adequately served as the counselor for this assignment.	Student failed to serve as the counselor for this assignment.
Knowledge of Theory (40 points) Exceeds=28-40 Meets=15-27 Does Not Meet=0-14	Student demonstrated proper knowledge of the chosen theory through accurate demonstration and process of key concepts and/or techniques associated with the approach.	Student demonstrated adequate knowledge of the chosen theory through accurate demonstration and process of key concepts and/or techniques associated with the	Student failed to demonstrate proper knowledge of the chosen theory through accurate demonstration and process of key concepts and/or techniques associated
Outline of Presenting Problem	Student shared a thorough and detailed outline of the presenting problem addressed from the selected theoretical orientation.	Student shared an adequate outline of the presenting problem addressed from the selected theoretical orientation.	Student failed to share a thorough and detailed outline of the presenting problem addressed from the selected theoretical orientation.
Outline of Technique Utilized	Student shared a thorough and detailed outline of the counseling techniques used during the presentation.	Student shared an adequate outline of the counseling techniques used during the presentation.	Student failed to share a thorough and detailed outline of the counseling techniques used during the
Outline of Future Plans	Student shared a detailed and thorough outline of future plans/ recommendations based in the selected theoretical orientation.	Student shared an adequate outline of future plans/ recommendations based in the selected theoretical orientation.	Student failed to share a detailed and thorough outline of future plans/ recommendations based in the selected theoretical orientation.
Length of Session	Student conducted the role play for the required minimum of 15 minutes.	Student conducted the role play for 10-15 minutes.	Student conducted the role play for less than 10 minutes.
Grade			