Spring 2023

CE 660 Syllabus: Counseling Theory and Practice

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Winona State University Counselor Education Department CE 660: Counseling Theory and Practice Semester Hours: 3	
Course Location	This class meets face-to-face weekly; Tuesdays, 5pm to 8pm, Broadway Bldg, 3rd floor, Rochester, and Teams, only as needed
Instructor	karen cathey, Ph.D., M.Div., LPC-S (MS), NCC, ACS
Instructor Contact	Phone: 507-457-5341; eMail: karen.cathey-austin@winona.edu; Zoom: https://minnstate.zoom.us/j/93562259007 (Star I.D. login & passcode needed)
Program Website	https://www.winona.edu/counseloreducation/
Instructor Office Location	354 Helble Hall, Winona Campus Ste. 300, WSU-Rochester, Riverside Bldg., 400 S. Broadway Ave.
Instructor Office Hours	(Virtual), Mon., 2-7pm, Fri., 1-6pm, and other times by appointment

I. COURSE DESCRIPTION

This course exposes students to theories of personality development and change, theories of counseling, and counseling techniques. Students practice application of counseling theories in a laboratory setting with simulated situations. Students are encouraged to identify and develop a tentative theory of personality as it relates to an effective counseling approach. A strong emphasis is placed on the ethical standards of the counseling profession and on multicultural issues

II. COURSE PREREQUISITES

Prerequisites: CE 601 - Foundations of Counseling , completion of or concurrent registration in CE 658 - Microskills and CE 660 permission of instructor. In general, students are not eligible for enrollment in 660 until they have successfully completed approximately 12 semester credits in the CE department and have satisfied all relevant course prerequisites. Students should consult with their faculty adviser and refer to the detailed enrollment procedures in the CE Program Handbook. Grade only.

III. COURSE OBJECTIVES

The purpose of this course is to expose students to a wide variety of theories in personality and counseling and to apply those approaches to practices in counseling. The course provides the student with the opportunity to practice those various approaches to counseling in simulated developmental settings and role-playing situations. The purpose is also to provide the opportunity for the student to develop a personal theory of counseling, a unique style of counseling, effective techniques of counseling, special awareness and particularly multicultural awareness. All practice is done within a safe setting to give and receive critical feedback relating to the student's person, mannerisms, style, counseling techniques and effectiveness.

Upon completion of this course the student will be able to:
1. Understand personality theory as it relates to human development and how this understanding enables one to work effectively with clients from a variety of populations.
2. Demonstrate counseling competence with the counseling theories (skills).
3. Understand the pros and cons of each theory as it relates to multicultural perspectives (knowledge).
4. Recognize and practice interventions for issues related to a variety of populations (skills).
5. Formulate his/her own personal counseling philosophy which integrates several theories and produce a written theory paper (knowledge).
6. Demonstrate personality and counseling theoretical knowledge as it applies to specific cases (skills, knowledge).
7. Understand the ethical knowledge as it applies to specific cases (skills, knowledge).
8. Demonstrate the ability to integrate several theoretical perspectives into a counseling session (skills).

IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

Gerald Corey - MindTapV2.0, *Theory and Practice of Counseling and Psychotherapy* and Student Manual, 1 term, IA ISBN: 9780357435885

Halbur, D., & Halbur, K. V. (2018). *Developing your theoretical orientation in counseling and psychotherapy* (4th ed.). Pearson.

RECOMMENDED:
American Psychological Association (APA). (2020). *Publication manual of the American psychological association* (7th ed.). Author. ISBN: 978-1-4338- 3216-1

NOTE: All scholarly written work will adhere to the 7th edition of the APA publication manual formatting guidelines. If you don't already own this text, you will need it throughout your program of study for every scholarly assignment. It is strongly recommended that you purchase this text.

BN (Barnes & Noble) First Day is a billing and digital resource rental service offered by our Barnes & Noble College Bookstore. [It's explained in more detail here.] Students in courses enrolled in First Day pay a rental fee for semester-long access to the digital resources associated with your selected textbook. For this course, that's the Halbur & Halbur textbook. The amount students pay is presumably less than what they would pay if they bought the same level of access through the publisher directly, and the payment is handled through our Business Office, which allows students to use their financial aid to cover it.

Students only have access to the book for the semester. If you gain access to the textbook by some other means, then you MUST OPT OUT of BN First Day within the first week of school. If you do not OPT OUT by that deadline, you will be billed automatically.

Go to the Content area under Materials in our D2L course to find the BN First Day link. [Follow this link for more information on First Day and Students: https://learn.winona.edu/wiki/First_Day_Activation_(Students)]

Additional materials and resources posted on the related course D2L page.

TEVERA
Winona State University Counselor Education Department is implementing an online platform **Tevera** to manage students' formal evaluations and field experience. Once you create the **Tevera** account, the account will be yours after graduation and you can take it anywhere you go. This is specifically significant in CE 658 and CE 615 when you are evaluated mid-term and final term for your progress in the program. This is specifically significant when you are applying for licensure and practicum and internship hours/dates are requested.

Tevera will allow you to:
Search for approved field sites that complement your professional interests and personal strengths
Apply for and confirm your field placements online
Track your hours toward graduation and licensure
Run time tracking reports for your field instructors to sign
Automate the process for submitting site evaluations, required documents, and other program assessments (e.g., CCS)
Review more benefits that **Tevera** offers, click here
Students should have received an email from **Tevera** asking them to register as a user.
Register with Your Activation Code
1. Go to your university's unique database (winona.tevera.app) and click on the "Register" button.
2. Enter your university email address and click "Register".

- o At this point, the system will verify that your administrator (Casey Pronschinske at casey.pronschinske@winona.edu) has added you to the database. *If you're not verified, please contact your program administrator to add your email address.*
3. You'll receive a registration invite to your university email account from Tevera <noreply@tevera.com>.
4. Have on hand the code you obtained from the bookstore or from Casey Pronschinske (Admin).
5. Follow the email's instructions to log in to Tevera. You will need to:

    - o Agree to terms and conditions
    - o Provide your code (Code Provided within your email)
    Email support@tevera.com *with any questions.*

Add **noreply@app.tevera.com** to your **Contacts** list to ensure that the registration email is not sent to a junk or trash box.

Students will need to register in order to apply for field placement, log the practicum/internship hours and activities toward graduation and licensure, and submit evaluations and other assignments.

IMPORTANT: Once registration is done, take a look at the training videos and articles about the Student Journey to better understand how Tevera helps you complete your most important tasks, visit Student Onboarding page.

V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2016) core content standards. Standards for the **Clinical Mental Health Counseling,** and/or **School Counseling** content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE 660 are included.

- Read through these standards carefully!

2016 CACREP STANDARDS CORE	Skills Recordings	Weekly Exams	Orientation Presentation
2. SOCIAL AND CULTURAL DIVERSITY			
2a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.	X	X	X
2b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.	X	X	X
2f. Help-seeking behaviors of diverse clients.	X	X	X
2g. The impact of spiritual beliefs on clients' and counselors' worldviews.	X	X	
2h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	X	X	
3. HUMAN GROWTH AND DEVELOPMENT			
3c. Theories of normal and abnormal personality development.	X	X	
3d. Theories and etiology of addictions and addictive behaviors.	X	X	
5. COUNSELING AND HELPING RELATIONSHIPS			
5a. Theories and models of counseling.	X	X	
5f. Counselor characteristics and behaviors that influence the counseling process.	X	X	
5g. Essential interviewing, counseling, and case conceptualization skills.	X		
5i. Development of measurable outcomes for clients.	X	X	
5l. Suicide prevention models and strategies.	X		

5n. Processes for aiding students in developing a personal model of counseling.	X		

2016 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING			
1. FOUNDATIONS			
1b. Theories and models related to clinical mental health counseling.	X	X	
1e. Psychological tests and assessments specific to clinical mental health counseling.		X	
2. CONTEXTUAL DIMENSIONS			
2e. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.	X	X	
2j. cultural factors relevant to clinical mental health counseling.	X	X	X
2016 CACREP STANDARDS SCHOOL COUNSELING			
3. PRACTICE			
3f. Techniques of personal/social counseling in school settings.	X		

VI. METHODS OF INSTRUCTION
The instructor will employ a variety of instructional methods to facilitate student learning including:

Lecture, skills illustrations, class discussions, video clips and practice.

Assignments and Attendance
Attend class and participate in class discussions. Because each class meeting is the equivalent of almost three hour-long meetings, and because there are experiential dimensions to this course, absences greatly affect potential student gains. **The student is therefore expected to attend all class meetings.** In case of illness or emergency, please notify the instructor prior to class.

Complete all reading assignments. Readings should be completed prior to their due date since they will form the basis of classroom discussions. Complete weekly assignments and bring them to class. Important learning experiences are self-guided and involve outside-of-class exercises and activities (flipped classroom). By bringing the materials to class, the student is prepared to share information and insight.

ATTENDANCE: Given the hands-on training nature of this foundational course, every week, it's critical that you are physically present in every class. Once you have exceeded one absence, your success in this course and learning the foundational material is jeopardized. Contact me ASAP if this will be a problem.

PARTICIPATION – Being actively involved in class activities involves some level of personal disclosure. It is important that **confidentiality regarding classroom activities be maintained**. Due to the interactive nature of this course, it is crucial that students conduct themselves professionally during activities that involve challenging peers and constructively critiquing one another. Additionally, out of respect for other students, please make sure to silence or turn off cell phones and computers before entering class and refrain from sending text messages during class. Participation in class activities is strongly encouraged.

VII. COURSE EVALUATION METHODS

Course Obj.	Assignment	CACREP Standards Assessed Code: **Core/**CMHC**/**School	%/Weight
1, 2, 3, 4, 6, 7, 9	Counseling Skills Recordings and MindTap Helper Studio Therapy Approach Response Videos	Core: 2a, 2b, 2f, 2g, 2h, 3c, 3d, 5a, 5f, 5g, 5i, 5l, 5n CMHC: 1b, 2e, 2j School: 3f	**45**
1, 3, 4, 7, 8,	Weekly Exams	Core: 2a, 2b, 2f, 2g, 2h, 3c, 3d, 5a, 5f, 5i CMHC: 1b, 1e, 2e, 2j	**25**
3, 4, 5, 9	Theoretical Orientation Presentation	Core: 2a, 2b, 2f CMHC: 2j	**25**
5, 7, 8	k	Core: 2a, 3c, 5a, 5f, 5n CMHC: 1b	**5**
		TOTAL	**100**

A. Description of Assignments

Halbur & Halbur and MCO Assignments – Several assignments/activities from Halbur & Halbur along with MCO activities will be required. MCO activities will focus on culturally-adapting therapy approaches. PASS/FAIL grading.

All assignments are to be submitted as Word documents.

MindTap Helper Studio Therapy Approach Ques. & Response – For all book chapters (except the ones covering Person-Centered, Motivational Interviewing, CBT, SFT, and ACT), students are required to complete Helper Studio assignments consisting of simple 1-4 questions and a single video response to the therapy approach(es) covered in the associated chapter (see the link in D2L for more information). Your 2 lowest video grades will be dropped.

Recorded Counseling Sessions – Four counseling sessions will be made with you showcasing your use of each of the therapy approaches listed below (see partners for your CL). All session recordings will be for 20 minutes except yours using your chosen orientation; that one is for 25 minutes.
You are required to upload each of the 4 recording sessions into your channel in Microsoft Teams by the due date in the course schedule. You may complete the sessions in-person, using Teams to record and your cell phone as a backup recording device, or using Teams in a telehealth format, recording a session online with each person present remotely. When needed, redoing a session recording can be discussed. Sessions will be recorded on your channel in our class' Teams. A transcript of each session is required (see format later in the syllabus), and the transcript should be submitted to assignment area in D2L. Submit the transcript as a Word document. Your lowest session practice grade will be dropped.

1. Person-centered Therapy (PCT) combined with Motivational Interviewing (MI) Communication Style (20 min.)
2. Cognitive Behavioral Therapy (CBT) (20 min.)
3. Solution-focused Therapy (SFT) OR Acceptance and Commitment Ther (ACT) (20 min.)
4. Your Chosen Theoretical Orientation Approach (25 min.)

NO QUESTIONS! Exceptions: Rare questions for clarification and at the opening of the session are the only permitted types of questions. Use directives for inquiries.

Student Partners:
Addie & Chidinma
Maddie & Lauren
Erin & Soraya
Brooke & Sam
Jillissa & Karissa

Weekly Exams in MindTap – You will complete tests in MindTap each week, throughout this course, covering all the chapters in the course textbook. Your 1 lowest exam grades will be dropped.

Theoretical Orientation Presentation: Each student will develop a presentation, with presentation slides, detailing their chosen theoretical orientation and present it to the class.
- The presentation must include at least five (5) citations from peer-reviewed/scholarly sources (within the last 10 years) [**FYI:** textbooks & writings published for mass popularity are not scholarly sources but may be included after the 5 scholarly references are used.]
- Accurate formatting of your references per the 7th edition of the APA manual (see Required Instructional Materials in syllabus) is required.

INCLUDE: - Include section headings for each section listed below that you're to address.
[Address each of these aspects regarding your theoretical orientation/therapy approach]
Language showing ownership of this theoretical orientation for you
Philosophical/theoretical underpinnings and/or its view of human nature;
The therapeutic process, including function and role of the counselor;
Nature of the counseling relationship with clients;
How mental/emotional dysfunction is viewed, the source of it;
How mental/emotional wellbeing is viewed; How change occurs (ex. improving cognitive distortions, combatting irrational beliefs, identifying currently-used solutions, accepting existential angst around loneliness or death, etc.);
Most common therapeutic techniques, procedures;
Limitations of this approach;
Multicultural considerations, limitations, and implications, especially around "race," ethnicity, and sexual and gender identiy; and
At least one way you would adapt your orientation to be more culturally-relevant to a client who is Indigenous, black, Hispanic or Latina/o, AAPI, or biracial.
How you see yourself utilizing this framework in your counseling work

If an approach including 2 therapy approaches (no more than 2 is acceptable), tell:
How the therapy approaches complement each other
How you will combine specific aspects of each therapy approach in your counseling as a form of eclecticism vs integration (see Halbur & Halbur; Corey Ch. 15).

Late work will be accepted only by PRIOR PERMISSION OF THE INSTRUCTOR and at the cost of 5 points deducted per day late.

SEE RUBRICS IN APPENDIX C AT END OF SYLLABUS.

B. Grading for Course

GRADES WILL BE DETERMINED IN THE FOLLOWING MANNER:

Halbur & Halbur and MCO Assignments	5%
Helper Studio Ques. & Video Response	20%
Recorded Counseling Sessions (4)	25%
Exams	25%
Theoretical Orientation Presentation	25%
TOTAL – 100%	

Grading scale:

A = 100-90	B = 89-80	C = 79-70
D = 69-60	F = below 60	

VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: http://www.winona.edu/sld/academicintegrity.asp.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

Laptop/PDA Policy: Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you

have a disability that requires accommodations, you are eligible for support through access services, found at http://www.winona.edu/accessservices/gettingstarted.asp.

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: http://www.winona.edu/diversity/estatement.asp.

B. Graduate Student Resources

General Information: Academic calendar, forms and other procedures for graduate students can be found at http://www.winona.edu/gradstudies/currentstudents.asp

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, (www.winona.edu/rochester/):
RCTC Counseling Center, UCR Room SS133; 285-7260 (www.rctc.edu/counseling_career_center/)
UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.
WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330.
The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.
The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here: http://www.winona.edu/diversity/22.asp.

*UCR Learning Center – Rochester***:** For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.
Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at: http://www.winona.edu/sld/studentgrievance.asp

IX. COURSE SCHEDULE

TENTATIVE COURSE SCHEDULE*

DATE	CLASS TOPIC	CACREP STANDARDS	HOMEWORK & ASSIGNMENTS
1/10	Introduction to Counseling Theory & Practice; overview of the syllabus; Assigning groups; Pre-test	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1b-e; 2e-j/3f	HMWK: In Corey MindTap **READ** - Chs. 1 & 2 **COMPLETE** - Watch Ch. 1 Video Activity & Helper Studio of Gwen video (not graded) Ch. 2 Quiz
1/17	Theories Overview; Counselor: Person and Professional	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1b-e; 2e-j/3f	HMWK: In Corey MindTap **READ** - Ch. 3; **COMPLETE** - Watch Ch. 3 Video Activity (not graded) Ch. 3 Quiz **READ** - Halbur & Halbur Ch. 1; **COMPLETE** - p. 12 questions
1/24	Ethical Issues; Importance of theoretical orientation; Incorporating theory into practice	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1b-e; 2e-j/3f	HMWK: In Corey MindTap **READ** - Ch. 4; **COMPLETE** - Watch Ch. 4 Video Activity of Stan AND of Gwen video (not graded) Ch. 4 Quiz **READ** - Halbur & Halbur Ch. 2; **COMPLETE** - p. 25 #1,4,6
1/31	Psychoanalytic/ Psychodynamic therapy approaches; MCO	2h, 3c, 5a-f-g-i-n/1b/3f	HMWK: In Corey MindTap **READ** - Corey Ch. 5; **COMPLETE** - Develop reply to Helper Studio of Gwen video for class but not record yet Ch. 5 Quiz **READ** - Halbur & Halbur Ch. 3; **COMPLETE** - #2,3,6 (pp. 28-29), & STS-R (pp. 32-37), & p. 25 #1,4,6
2/7	Adlerian/Individual psychology therapy approach; MCO	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1b-e; 2e-j/3f	HMWK: In Corey MindTap **READ** - Corey Ch. 6; **COMPLETE** - Develop reply to Helper Studio of Gwen video for class but not record yet Ch. 6 Quiz **READ** - Halbur & Halbur Ch. 5 (Case Study 1 & 2)
2/14	Existential therapy approaches;	2h, 3c, 5a-f-g-i-n/1b/3f	HMWK: In Corey MindTap **READ** - Corey Ch. 7; **COMPLETE** - Ch. 7 Quiz

			MCO		Adlerian MindTap Video DUE

2/21	Person-centered & other humanistic therapy approaches; MCO	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1b-e; 2e-j/3f	HMWK: In Corey MindTap **READ** - Corey Ch. 8; **COMPLETE** - Develop reply to Helper Studio of Gwen video for class but not record yet Ch. 8 Quiz Existential MindTap Video DUE
2/28	Gestalt therapy approach; MCO	2h, 3c, 5a-f-g-i-n/1b/3f	HMWK: In Corey MindTap **READ** - Corey Ch. 9; **COMPLETE** - Develop reply to Helper Studio of Gwen video for class but not record yet Ch. 9 Quiz PC & MI Session Video DUE
3/7	SPRING BREAK		
3/14	Behavior therapy approach; MCO	2h, 3c, 5a-f-g-i-n/1b/3f	HMWK: In Corey MindTap **READ** - Corey Ch. 10; **COMPLETE** - Ch. 10 Quiz Gestalt MindTap DUE
3/21	Cognitive behavioral therapy approaches; MCO	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1b-e; 2e-j/3f 2h, 3c, 5a-f-g-i-n/1b/3f	HMWK: In Corey MindTap **READ** - Corey Ch. 11; **COMPLETE** - Develop reply to Helper Studio of Gwen video for class but not record yet Ch. 11 Quiz Behavior Ther MindTap DUE
3/28	Choice/Reality therapy approach; MCO	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1b-e; 2e-j/3f	HMWK: In Corey MindTap **READ** - Corey Ch. 12; **COMPLETE** - Develop reply to Helper Studio of Gwen video for class but not record yet Ch. 12 Quiz CBT Session Video DUE
4/4	Feminist/Social justice therapy approach; MCO	2h, 3c, 5a-f-g-i-n/1b/3f	HMWK: In Corey MindTap **READ** - Corey Ch. 13; **COMPLETE** - Ch. 13 Quiz Reality/Choice MindTap Video DUE Presentation by: Addie, Brooke, & Erin
4/11	Post-modern therapy approaches;	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1b-e; 2e-j/	HMWK: In Corey MindTap **READ** - Corey Ch. 15; **COMPLETE** - Ch. 15 Quiz

	MCO		Feminist/SJ MindTap Video DUE Presentation by: Maddie, Karissa, Chidinma
4/18	An integrative perspective	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1b-e; 2e-j/3f 3c, 5a-n/1b/3f	HMWK: In Corey MindTap **READ** - Corey Ch. 17; **COMPLETE** - Ch. 17 <u>Quiz</u> ACT or SFT Session Video DUE Presentation by: Sam, Soraya, Jillissa
4/25	Transactional analysis; Post-test	2a-b-f-g-h; 3c-d; 5a-f-g-i-l-n/1b-e; 2e-j/3f	Personal Theoretical Orientation Session Video DUE Presentation by: Lauren

This schedule is subject to change during the semester due to currently unforeseen issues. Changes will be announced and provided in writing.

APPENDIX A

INFORMED CONSENT

STUDENT VOLUNTEER ROLE-PLAY PERMISSION FORM

I_____ *(name of student role playing as Client)*
agree to participate in a series of RECORDED role-played counseling session practices that will be conducted as part of the graduate counseling course, <u>Counseling Theory and Practice</u>. I understand that my identity will remain anonymous, and all information will be kept confidential. I understand that the practice session will be <u>transcribed</u> for academic purposes. I understand the student role-playing as my counselor is not providing actual counseling and is a trainee.

I understand that I have the choice to present an appropriate real concern, a resolved past issue, or a fabricated concern and that it should be a relatively minor issue. I understand that I can consult with the instructor at any time to determine appropriateness of a concern/issue/problem.

I understand that all or part of my role-played counseling session practices will be observed by the course instructor and, possibly, after my approval, by my peers in the same course. I understand that the <u>focus of these practice sessions</u> is on the development of the counselor trainee rather than material discussed as a client. I understand the limits of confidentiality when information is shared within a group setting, should I agree to have all or part of my practice sessions shown to the class, if requested. I understand that, to abide by MN state law, <u>confidentiality will be broken</u> in these cases: a serious issue of self-harm is revealed, a serious threat of harm to others, abuse or neglect of a child or neglect of a vulnerable adult is revealed, and other specified special conditions as required by Minnesota.

My signature below indicates my permission for the recording of our practice sessions for educational purposes only. The recordings will be viewed only as a part of the WSU (Winona State Univ.) counselor training program. I understand the recordings will be deleted after grading.

I understand I may withdraw this consent at any time. I understand that I may ask the recording to stop at any time.

Student Volunteer Printed Name: _____

Student Volunteer Signature: _____

1/9/2023—5/5/2023_____
Dates of Role-Play Practices

Instructions for Counseling Session

1) Mention that your CL has already signed a release for taping at the beginning of the session.
2) Plan for each session.
3) Structure session appropriately according to the parts (techniques or concepts) of the therapy approach or communication style you are using. Explain and give rationale to CL where appropriate. If one part of the approach does not work out, try another.
4) Inquire about session focus following CL's initial detailing of what brings them to counseling and/or what has been going on with them that's troubling them.
5) NO QUESTIONS! <u>Exception</u>: Rare questions for clarification and at the opening of the session are the only permitted types of questions. <u>Use directives for inquiries</u>.

This type of statement will be read at the beginning of each session. Use it and MAKE IT YOUR OWN.

Thank you for signing the permission to tape form. And we reviewed confidentiality and its limits. As you know, we are making this recording so I can get feedback on my counseling skills. Your name will not be written anywhere on the transcript, and the recording will be destroyed following the grading of my video. I can turn the tape off at any time if you wish. In our session today, I will be using _____ (name the therapy approach). This means that we'll be focusing on _____ I'm wondering if you have any questions about this.
[Choose from or combine these:] Last time we….You were going to….Tell me how your homework went/what your goal is for today's session.
[Ask about session focus or what they'd like to get out of the session today or what they need to feel like the session was beneficial or something like these.]

● ●

<u>SESSION TRANSCRIPT</u>

1) Make an accurate transcript of the entire session, using the TRANSCRIPT FORMAT below;
2) Submit it as a Word document;
3) Give at least three (3) examples of when you used your chosen therapy approach in this counseling session practice. These examples should be in the form of a verbatim of its/their usage during the COUN session. Name what you did, how it's identified as indicative of your theory;
4) Write one paragraph about your strength(s) and one paragraph about your areas needing improvement.
5) Be prepared, if asked by the instructor, to show part of your recorded session to the class.

Transcribe each tape according to the attached TRANSCRIPT FORMAT. <u>Write on o</u>
<u>ne side of the page only and type. No handwritten transcripts will be accepted.</u> Please follow directions <u>exactly.</u>

Do **NOT** WRITE THE CLIENT'S NAME ANYWHERE ON THE TRANSCRIPT.

Keep **confidential** what is discussed in sessions.

TRANSCRIPT FORMAT TO BE FOLLOWED

Microskills Abbreviations to Use

Reflection of feeling	**RF**		Summary	**SUM**
Reflection of content	**RC**		Counselor self-disclosure	**SD**
Reflection of meaning (RF + RC = RM)	**RM**		Goal-setting	**GS**
Eliciting meaning	**EM**		Caring confrontation	**CC**
Closed-ended ques	**CQ**		Immediacy	**IMM**
Open-ended question	**OQ**		Interpretation	**INTP**
Directive (per the list I provided to use in place of questions)	**DIR**		Affirmation	**AFF**
Clarification	**CL**		Advice-giving	**AG**

Include verbal hesitations, such as "uh," "ok," "um," etc. whenever they occur in the dialogue. They are usually encouragers (ENC).

Use 0.5" margins all around for your transcript document

NOTE: On transcripts/verbatims, CO = Counselor; CL = Client

Therapy Approach Type - _____
_____ (due date)

SPEAKER (CO or CL)	VERBATIM (exact words & utterances)	CO's COUNSELING SKILL USED	NAME THE THERAPY APPROACH & APPROACH'S CONCEPT, TECHNIQUE (at least 3)

Add your Preferred Statement (PS) on a line below your statement that you're critiquing (see ex. below).

SPEAKER (CO or CL)	VERBATIM (exact words & utterances)	CO's COUNSELING SKILL USED	NAME THE THERAPY APPROACH & APPROACH'S CONCEPT, TECHNIQUE (at least 3)
<mark>EXAMPLE:</mark>			
CL			
CO	"As we review your dysfunctional thought record homework sheet from last week, I see that you had several times this week when you noticed that you tend to gravitate towards the negative, but you caught yourself once, which is an improvement. And then you questioned your automatic thought when you		Reviewed CBT homework & CT's ability to use CBT skill of disputing unhealthy thoughts to change her thoughts to more healthy ones

	noticed it just as you practiced with me. You didn't indicate how disputing the thought worked out for you, so give me an idea of that process for you.		
PS	I would say instead….		

Your Session Analysis Must Include These Items:

# of Open-ended Questions	# of Closed-ended Questions	# of Clarification Questions	# of Directives	# of Reflections

NOTE: The goal is 0 questions, especially for closed-ended questions unless a clarification. And reflections should out-number everything. Reflections and attending are the only skills that build the needed therapeutic relationship because empathy, when present, may be conveyed through those skills.

Write a statement on:
Your strengths in the session
Your areas of improvement in the session

APPENDIX C
Rubrics

	UNACCEPTABLE = 1 pts	BASIC = 7 pts	ADVANCED = 10 pts
Knowledge of Therapy Approach Or **Knowledge of Group Counseling Skill**	Manifested little-to-no knowledge of designated therapy approach and poor application of the concepts & processes from that approach &/or a mixture of concepts from various therapy approaches Manifested little-to-no knowledge of designated group leader skill and poor application of the concepts & processes from that skill	Manifested basic/average amount of knowledge & understanding of designated therapy approach and accuracy in application of the concepts & processes from designated therapy approach Manifested basic/average amount of knowledge & understanding of group leader skill and accuracy in application of the concepts & processes from same designated group leader skill	Manifested advanced/above average level of knowledge & understanding of designated therapy approach & application of it; (b) Addressed CT according to approach's view of CT-CO relationship; (c) Handled main concepts of change process; (d) Used techniques derived from the approach, if chosen to use along with its concepts Manifested advanced/above avg. level of knowledge & understanding of the group leader skill & use of it; (b) Addressed group member &/or group according to skill's requirement; (c) Handled main concepts of purpose or intent of skill being used
Multicultural Orientation (MCO) (cultural humility, opportunities, & comfort) & Multicultural Counseling Competence (MCC)	Demonstrated little-to-no MCC and multicultural orientation; or level of MCC and/or MCO was exceedingly low and/or not present in response	Demonstrated basic/average level of MCC and/or MCO in response	Demonstrated above average level of both MCC and MCO in response and advanced ability to use and apply both
Tone	Tone conveyed little-to-no amount of care for and interest in the client and the client's concern(s) and leaned solely on saying "I care" without showing it Tone conveyed little-to-no amount of care for and interest in the group/group members and their concern(s) and leaned solely on saying "I care" without showing it	Tone conveyed a basic/average amount of care for the client and the client's concern(s) and leaned more on saying "I care" instead of showing it Tone conveyed a basic/average amount of care for the group/group members and their concern(s) and/or leaned more on saying "I care" (or some version of it) than showing it	Conveyed an advanced/above average amount of care by being sincerely welcoming, interested, and showing more than stating "I care"
Video & Audio Quality	Quality unacceptable; inaudible &/or incoherent; too much background sound preventing clarity; visually poor, unclear; can	Mostly clear & without distraction or extraneous noise or distractions; consistent volume level; good video & audio recording	Advanced level of video & audio quality with professional background, absolutely no distraction or extraneous noise; advanced level of consistency in

	barely see person or can't at all	quality	volume & image; excellent video & audio recording quality
TOTAL			

Counseling Theory Course Practice Session Rubric

	UNACCEPTABLE = 1 pts	BASIC = 7 pts	ADVANCED = 10 pts	SCORE
Legal & Ethical Issues – Informed consent presented thoroughly.	Completely omitted reference to CL's signing of permission form/informed consent and reference to a previous discussion of confidentiality and its limitations. Appeared to be entirely unfamiliar with the information	Partially referred to CL's signing of permission form/informed consent and reference to a previous discussion of confidentiality and its limitations. Primarily read a statement instead of showing great familiarity with the information and only referring to a written statement briefly and rarely. Showed average understanding of the legal/ ethical statements	Fully referred to CL's signing of permission form/informed consent and reference to a previous discussion of confidentiality and its limitation. Did not read a statement but, instead, showed great familiarity with the information and rarely-if-ever referred to a written statement. Showed understanding of the legal/ethical statements	
Knowledge of Therapy Approach	Manifested little-to-no knowledge of designated therapy approach and poor application of the concepts & processes from that approach &/or a mixture of concepts from various therapy approaches	Manifested basic/average amount of knowledge & understanding of designated therapy approach and accuracy in application of the concepts & processes from designated therapy approach	Manifested advanced/above average level of knowledge & understanding of designated therapy approach & application of it; (b) Addressed CT according to approach's view of CT-CO relationship; (c) Handled main concepts of change process; (d) Used techniques derived from the approach, if chosen to use along with its concepts	
Multicultural Orientation (MCO) (cultural humility, opportunities, & comfort) & Multicultural Counseling Competence (MCC)	Demonstrated little-to-no MCC and multicultural orientation; or level of MCC and/or MCO was exceedingly low and/or not present in response	Demonstrated basic/average level of MCC and/or MCO in response	Demonstrated above average level of both MCC and MCO in response and advanced ability to use and apply both	

Tone	Tone conveyed little-to-no amount of care for and interest in the client and the client's concern(s) and leaned solely on saying "I care" without showing it Tone conveyed little-to-no amount of care for and interest in the group/group members and their concern(s) and leaned solely on saying "I care" without showing it	Tone conveyed a basic/average amount of care for the client and the client's concern(s) and leaned more on saying "I care" instead of showing it Tone conveyed a basic/average amount of care for the group/group members and their concern(s) and/or leaned more on saying "I care" (or some version of it) than showing it	Conveyed an advanced/above average amount of care by being sincerely welcoming, interested, and showing more than stating "I care"	
Professionalism	Rarely, if ever, conveyed a professional counseling relationship with professional language and style of engagement and maintaining appropriate boundaries	Frequently, but not consistently, conveyed a professional counseling relationship with professional language and style of engagement and maintaining appropriate boundaries	Consistently and extensively conveyed a professional counseling relationship with professional language and style of engagement and maintaining appropriate boundaries	
Video & Audio Quality	Quality unacceptable; inaudible &/or incoherent; too much background sound preventing clarity; visually poor, unclear; can barely see person or can't at all	Mostly clear & without distraction or extraneous noise or distractions; consistent volume level; good video & audio recording quality	Advanced level of video & audio quality with professional background, absolutely no distraction or extraneous noise; advanced level of consistency in volume & image; excellent video & audio recording quality	
TOTAL				

PRESENTATION ASSIGNMENT RUBRIC

	Score = 1	Score = 2	Score = 3	Score = 4
ORGANIZATION	Audience cannot understand presentation because there is no sequence of information. Does not clearly introduce the purpose of the presentation. Uses ineffective transitions that rarely connect points. Presentation is choppy & disjointed; no apparent logical order of presentation. Ends without a summary or conclusion.	Audience has difficulty following presentation because student jumps around. Introduces the purpose of the presentation. Includes some transitions to connect key points, but there is difficulty in following presentation. Several points are confusing. Ends with a summary or conclusion; little evidence of evaluating content.	Student presents information in logical sequence which audience can follow. Introduces the purpose of the presentation clearly. Includes transitions to connect key points, but better transitions from idea to idea are noted. Ends with a summary of main points showing some evaluation of the evidence presented.	Student presents information in logical, interesting sequence which audience can follow. Introduces the purpose of the presentation clearly & creatively. Effectively includes smooth, clever transitions which are succinct but not choppy, in order to connect key points; a few minor points may be confusing Ends with an accurate conclusion showing thoughtful, strong evaluation of the evidence presented & implications.
SUBJECT KNOWLEDGE	Student met very few if any of the requirements for the assignment & does not have grasp of information; student cannot answer questions about subject. Presents little or no evidence of valid research; did not utilize resources effectively; did little or no fact gathering on the topic.	Student met less than half the requirements for the presenta-tion, is uncomfortable with information, & is able to answer only rudimentary questions. Explanations of concepts, ethics &/or theories are inaccurate or incomplete. There is a great deal of information that is not connected to the	Student met more than half the requirements for the presentation & is at ease with expected answers to all questions but fails to elaborate. For the most part, explanations of concepts, ethics &/or theories are accurate & complete. Some helpful applications of theory, ethics &/or concepts are included.	Student met all of the requirements for the presentation & demonstrated full knowledge (more than required) by answering all questions with explanations & elaboration. Speaker provides an accurate & complete explanation of key concepts, theories &/or ethics, drawing upon relevant literature.

	Shows little evidence of the combination of ideas. Information included is sufficiently inaccurate that the listener cannot depend on the presentation as a source of accurate information. Presentation consistently is too elementary or too sophisticated for the audience. Did not utilize resources effectively; did little or no fact gathering on the topic. Demonstrates incomplete knowledge of the topic by responding inaccurately & inappropriately to questions.	presentation thesis. Presents evidence of research with sources. Combines existing ideas. Enough errors are made to distract a knowledgeable listener, but some information is accurate. Portions of presentation are too elementary or too sophisticated for audience. Used the material provided in an acceptable manner but did not consult any additional resources. Demonstrates some knowledge of rudimentary questions by responding accurately to questions.	Presents evidence of valid research with multiple sources. Combines existing ideas to form new insights. No significant errors are made; a few inconsistencies or errors in information. Level of presentation is generally appropriate. Did a very good job of researching; utilized materials provided to their full potential; solicited more than six types of research to enhance project.	Applications of theory, concepts &/or ethics are included to illuminate issues. Provides evidence of extensive & valid research Combines & evaluates existing ideas to form significant new insights. Information completely accurate; all names & facts were precise & explicit. Level of presentation is appropriate for the audience but also stretches the audience appropriately. Went above & beyond researching information; solicited material in addition to what was provided; brought in personal ideas & information to enhance project; utilized more than required # of SCHOLARLY resources to make project effective.
MULTICULTURALS COUNSELING COMPETENCY (MCC)	Student demonstrated very little if any knowledge, understanding, and accurate application of MCC in the assignment. Presents little or no evidence of valid research on MCC; did	Student demonstrated knowledge, understanding, and accurate application of MCC in less than half the assignment. Explanations of MCC concepts, ethics &/or	Student demonstrated knowledge, understanding, and accurate application of MCC in more than half of the assignment. For the most part, explanations of MCC	Student demonstrated full knowledge, understanding, and accurate application of MCC, more than required. Student provides an accurate & complete explanation of key MCC concepts, ethics &/or

	not utilize MCC resources effectively; did little or no fact gathering on the topic as it relates to MCC. Information included on MCC is sufficiently inaccurate that the reader cannot depend on the paper as a source of accurate information on MCC. Did not utilize resources on MCC effectively; did little or no fact gathering on the topic as it relates to MCC. Demonstrates incomplete knowledge of MCC.	theories are inaccurate or incomplete. There is a great deal of MCC information that is not connected to the assignment's thesis. Somewhat indicates evidence of MCC research with sources. Enough errors in MCC information, understanding & application are made to distract a knowledgeable reader, but some information is accurate. Portions of assignment addressing or that should be addressing MCC are too elementary or too sophisticated for audience. Demonstrates minute level of MCC knowledge.	concepts, ethics, &/or theories are accurate & complete. Some helpful applications of MCC theory, ethics, &/or concepts are included. Indicates evidence of valid research on MCC with multiple sources. Combines existing ideas to form new insights. No significant errors are made about MCC; a few inconsistencies or errors in MCC information.	theories, drawing upon relevant literature & illuminating relevant issues. Combines & evaluates existing MCC ideas to form significant new insights. MCC information is completely accurate; all MCC terms & facts were precise & explicit.
EYE CONTACT	Student reads all or most of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.
ELOCUTION	Student mumbles, incorrectly pronounces terms & speaks too quietly for students in the back of class to hear. Presenter is obviously anxious & cannot be heard	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. Presenter seems uncomfortable.	Student's voice is clear. Student pronounces most words correctly & has mostly correct grammar & syntax. Most audience members can hear presentation.	Student uses a clear voice & correct, precise pronunciation of terms, so that all audience members can hear presentation. Poised, clear articulation; proper volume; steady rate;

	or monotone with little or no expression. Cannot focus on the ideas presented because of difficulties with grammar & appropriate vocabulary & syntax.	Selects words inappropriate for context; uses incorrect grammar & syntax	Clear articulation but not as polished; slightly uncomfortable at times. Most can hear presentation. Selects words appropriate for context & uses correct grammar.	enthusiasm; confidence; speaker is clearly comfortable in front of the group. Selects rich & varied words for context & uses correct grammar & syntax.
APA USAGE in SLIDES &/OR REFERENCES PAGE	8 or more errors in APA citations &/or style in the body of the document &/or references. Followed very few, if any, of the assignment's instructions for sources & placement.	7 errors in APA citations &/or style in the body of the document &/or references. Followed less than half of all assignment's instructions for sources & placement.	5-6 errors in APA citations &/or style in the body of the document &/or references. Followed more than half but not all assignment's instructions for sources & placement.	0-4 errors in APA citations &/or style in the body of the document &/or references. Followed all assignment's instructions for sources & placement.
TOTAL				

WRITING ASSIGNMENT RUBRIC

	Score = 1	Score = 2	Score = 3	Score = 4
WRITING MECHANICS	Student's written assignment has 8 or more spelling errors &/or grammatical errors. Selects words inappropriate for context; uses incorrect &/or informal grammar.	Written assignment has 7 misspellings &/or grammatical errors. Can follow the written assignment but has some grammatical errors & use of slang or informal grammar are evident. Some sentences are incomplete, halting, &/or vocabulary is somewhat limited or inappropriate.	Written assignment has 5-6 misspellings &/or grammatical errors. More than half but less than 75% of the sentences are complete & grammatically correct flow together easily. With a few exceptions, words are chosen for their precise meaning. Mostly scholarly language.	Written assignment has 0-4 misspellings or grammatical errors. Only **minor errors** primarily. Overall easily understood and well executed. Vast majority of sentences are complete, grammatically correct, & flow together easily. Majority of words are chosen for their precise meaning. Scholarly language.
SUBJECT KNOWLEDGE	Student demonstrated very little if any knowledge of the topic/subject area. Presents little or no evidence of valid research; Did not utilize resources effectively; did little or no fact gathering on the topic. Shows little evidence of the combination of ideas. Information included is sufficiently inaccurate that the reader cannot depend on the paper as a source of accurate information. Paper consistently is too elementary or too	Student demonstrated knowledge of less than half the topic/subject area. Explanations of concepts, ethics &/or theories are inaccurate or incomplete. There is a great deal of information that is not connected to the paper's thesis. Somewhat indicates evidence of research with sources Combines existing ideas. Enough errors are made to distract a knowledgeable reader, but some information is accurate.	Student demonstrated knowledge of more than half of the topic/subject area. For the most part, explanations of concepts, ethics, &/or theories are accurate & complete. Some helpful applications of theory, ethics, &/or concepts are included. Indicates evidence of valid research with multiple sources. Combines existing ideas to form new insights.	Student demonstrated full knowledge of the topic/subject area, more than required. Student provides an accurate & complete explanation of key concepts, ethics &/or theories, drawing upon relevant literature. Applications of theory, ethics &/or concepts are included to illuminate issues. Provides evidence of extensive & valid research Combines & evaluates existing ideas to form significant new insights.

	sophisticated for the audience. Did not utilize resources effectively; did little or no fact gathering on the topic. Demonstrates incomplete knowledge of the topic.	Portions of paper are too elementary or too sophisticated for audience. Used the material provided in an acceptable manner but did not consult any additional resources. Demonstrates some knowledge.	No significant errors are made; a few inconsistencies or errors in information. Level of writing is generally appropriate. Did a very good job of researching; utilized materials provided to their full potential; solicited more than six types of research to enhance project.	Information is completely accurate; all names & facts were precise & explicit. Level of paper is appropriate for the audience but also stretches the audience appropriately. Went above & beyond to research information; solicited material in addition to what was provided; brought in personal ideas & information to enhance paper; & utilized more than eight types of resources to make paper effective.
INSTRUCTIONS	Student followed very few if any of the requirements/ instructions for the assignment & does not appear to have sufficient grasp of what is required for the assignment.	Student followed less than half of the requirements/ instructions for the assignment.	Student followed more than half the requirements/ instructions for the assignment	Student followed all the requirements/instructions for the assignment.
MULTICULTURAL COMPETENCY (MC) and CULTURAL KNOWLEDGE and UNDERSTANDING	Student demonstrated very little if any knowledge, understanding, and/or accurate application of MC and cultural understanding and knowledge in the assignment.	Student demonstrated knowledge, understanding, and accurate application of MC and cultural understanding and knowledge in less than half the assignment. Enough errors in MC information, understanding, & application are made to	Student demonstrated knowledge, understanding, and accurate application of MC and cultural understanding and knowledge in more than half of the assignment. For the most part, explanations of MC concepts, ethics, &/or	Student demonstrated full knowledge, understanding, and accurate application of MC and cultural understanding and knowledge Combines & evaluates existing MC ideas to form significant new insights.

	distract a knowledgeable reader, but some information is accurate. Portions of assignment addressing or that should be addressing culture are too elementary or too sophisticated for audience. Demonstrates minute level of MC knowledge.	theories are accurate & complete. Combines existing ideas to form new insights. No significant errors are made about cultural information; only a few inconsistencies in cultural information or application.	Cultural information is completely accurate; all cultural terms & facts were precise & explicit.
ORGANIZATION	Reader cannot understand paper because there is no sequence of information. Does not clearly make thesis statement. Uses ineffective transitions that rarely connect points. Paper is choppy & disjointed; no apparent logical order. Ends without a summary or conclusion.	Reader has difficulty following paper because student jumps around. Includes thesis statement. Includes some transitions to connect key points, but there is difficulty in following paper. Several points are confusing. Ends with a summary or conclusion; little evidence of evaluating content.	Student presents information in logical sequence which reader can follow. Introduces the purpose & plan of the paper clearly. Includes transitions to connect key points, but better transitions from idea to idea are noted. Ends with a summary of main points showing some evaluation of the evidence.	Student presents information in logical, interesting sequence which reader can follow. Introduces the purpose & plan of the paper clearly & creatively. Effectively includes smooth, clever transitions—which are succinct but not choppy—in order to connect key points. A few minor points may be confusing Ends with an accurate conclusion showing thoughtful, strong evaluation of the evidence presented.
LENGTH	Extremely too long or too short; two+ pages over allotted length; too short resulting in failure to meet	One full page over allotted or appropriate length or too brief to meet all assignment's requirements by half.	Half of a page over allotted length or too brief to meet all assignment's requirements but only by a	Within the allotted or appropriate length for assignment to meet all assignment's requirements.

			little, less than half.	
	most/more than half of assignment's requirement.			
APA USAGE	8 or more errors in APA citations &/or style in the body of the paper &/or references.	7 errors in APA citations &/or style in the body of the paper &/or references.	5-6 errors in APA citations &/or style in the body of the paper &/or references.	0-4 errors in APA citations &/or style in the body of the paper &/or references.
TOTALS				

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Additional Resources
10 Virtual Reality Applications for Mental Health:

https://www.nanalyze.com/2019/04/virtual-reality-mental-health/