

**UNIVERSITY OF CONNECTICUT**  
**College of Education**  
**Department of Educational Psychology, Neag School of Education**  
**Counselor Education Program**  
**EPSY 5308: Counseling: Theory and Practice**  
**Spring 2023**

**Instructor:** Latoya Haynes-Thoby, PhD, LPC  
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**Office Hours:** By appointment  
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**Meeting times:** Tuesday, 4 - 6:30 PM  
**Location:** 103 Gentry Building, hybrid  
Zoom: <https://uconn-edu.zoom.us/j/95862426806?pwd=dIQzcTlzMFh4K3dRdXRTRUFKMUxyOT09>

**Credits:** 3

### **Course Materials**

#### **Required Text**

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.

Other required selections (e.g., journal articles) assigned by the instructor.

*Note: Students are expected to read assigned chapters/articles prior to each class meeting. If additional readings are required, they will be uploaded under “additional readings” in Husky CT under that week’s folder.*

#### **Course Description**

In this course, we will consider a broad range of theories about how to promote human development and alleviate human suffering through the practice of counseling. Inevitably, then, the course will address questions about who we are, what constitutes mental health, and factors that interfere with optimal well being. We will read about the ideas of the field’s prominent theorists, and we will evaluate these theories from practical, cultural, empirical, and experiential vantage points. My primary aim is for you to think deeply about and critically evaluate these theories of counseling, particularly in light of understanding how these theories can be applied in the professional settings in which you work or anticipate working.

#### **Knowledge and Skills Outcomes**

##### **Knowledge**

1. Understanding counseling theories, consistent with current research and practice, that provide models to conceptualize client presentation and that help in selection of appropriate counseling interventions. (CACREP Standards 2.F.5.a)
2. Understanding a systems perspective that supports family and other system’s theories. (CACREP Standards 2.F.5.a, b)
3. Understanding the influence of multicultural trends and their impact on theories and related

interventions. (CACREP Standards 2.F.2.b; 2.F.5.a)

### **Skills**

1. Demonstrate depth and application of theory understanding through case conceptualization papers. (CACREP Standards 2.F.5.a, b; 5.C.1.c; 5.D.1.d; 5.G.3.h)
2. Demonstrate ability to communicate theory learning to others through class presentation. (CACREP Standards 5.C.1.b, c)

### Course Objectives: CACREP Standards (2016)

1. Section 2.F.5.a: theories and models of counseling
2. Section 2.F.5.b: a systems approach to conceptualizing clients
3. Section 5.G.3.h.: skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
4. Section 5.D.1.d.: principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
5. Section 5.C.1.b.: theories and models related to clinical mental health counseling
6. Section 5.C.1.c.: principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

### **Code of Conduct**

The Department of Counselor Education, Counseling Psychology, and Rehabilitation Services endorses the University and College policies on equity, tolerance, and affirmative action. Students are expected to be familiar with and behave in accordance with their professional ethics code and the University Code of Conduct (<http://www.sa.psu.edu/ja/codeconduct.html>). Failure to behave according to these codes will likely result in disciplinary action. Lack of familiarity does not absolve students of responsibility for their actions. Students with disabilities who require accommodations should consult with the instructor within the first two weeks of class to address modifications that are needed to complete course requirements. Consistent with University policy, any student requesting an accommodation must provide documentation from the Office for Disability Services.

### **About the Instructor**

Welcome to Counseling Theories! Diverse perspectives, thoughts, and opinions are welcome in this classroom space. We aim to foster a collaborative learning environment where we will all learn from each other, which means that you will be expected to contribute to classroom discussion, through the sharing of your thoughts on the readings.

Because it will assist you in becoming an effective counselor, it will be necessary for you to be open about your own experiences and relationships. It is also necessary for the counselor to be aware of his or her own bias and personal issues. Awareness is key to developing insight and assisting the counselor-in-training to achieve the course objectives yet, reflecting on your own experiences can sometimes cause unpleasant feelings to emerge. I encourage you to care for yourself during this time and to seek professional assistance from others if needed.

### **Professionalism (Confidentiality & Ethics)**

Professionalism matters. Please be on time, polite and respectful in your feedback to your colleagues, and mindful of others around you. *Please do not hold side conversations during class discussions. Turn off cell phones, etc. to silent and place them out of sight.* Please keep coming and going from group supervision sessions at a minimum to limit disruptions. Ample breaks will be provided. Expect to stay for the entire class period. You will be expected to extend the same compassion to your supervisors and peers as you would with your clients.

### **Student Health and Wellness—Mental Health (SHaW-MH)**

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the Student Health and Wellness-Mental Health (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor, or contact the office at (860) 486-4705 or <https://studenthealth.uconn.edu/> for services or questions.

### **Academic Integrity and Student Code**

As a member of the graduate student community at the University of Connecticut, you are expected to adhere to the policies and procedures outlined in the University *Policy on Academic Integrity in Graduate Education and Research*. The policy can be found at <http://catalog.grad.uconn.edu/>. Please refer to pages 237-239. You are also responsible

for acting in accordance with the University of Connecticut's Student Code, available at [http://www.dosa.uconn.edu/student\\_code.cfm](http://www.dosa.uconn.edu/student_code.cfm). The *Policy on Academic Integrity in Graduate Education and Research* is also reiterated in the Student Code. Please make sure you follow the UCONN Graduate School Scholarly Integrity Policy (Honor Code) for all assignments and requirements. The Scholarly Integrity Policy may be accessed at <http://gradcatalog.uconn.edu/guidelines-for-grad-study/scholarly-integrity/>.

### **Accommodations**

Students needing special accommodations should work with the University's Center for Students with Disabilities. You may contact the Center by calling (860) 486-2020 or by emailing <http://csd@uconn.edu>. If your request for accommodation is approved, an accommodation letter will be provided. Please present your official letter to me as soon as possible so special arrangements, as appropriate, can be made. Further information for students with disabilities may be found in the Student Information Booklet and online at <http://www.csd.uconn.edu>. Students may also visit the office in Room 204, Wilbur Cross Building.

**Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships:** The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic

and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at <http://policy.uconn.edu/?p=2884>.

### **Sexual Assault Reporting Policy**

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with university officials who can help. More information is available at <http://sexualviolence.uconn.edu/>.

### **Plagiarism**

You are expected to submit your own work. Submitting the work of other students as your own is a violation of academic integrity. Plagiarism is a serious violation of academic integrity. To prevent plagiarizing someone else's work, credit for the words and ideas must always be given. Quotation marks are used to indicate another person's exact words. Paraphrasing is summarizing a passage or taking the ideas of the sentence and constructing a new sentence in your own words. The original sentence must be substantially altered by you for it to be your own work. Citing the source is still necessary because you took the idea from the source. Plagiarism and collaborating on exams each constitute academic misconduct and will result, at a minimum, in a failing grade on the assignment or in the course.

### **Attendance**

Because this course is intensive, attendance is required for all classes. If serious illness or an emergency prevents you from attending any portion of class, please notify me if you will not be able to attend class via email. You are responsible for making up all missed work in a timely manner. Please seek notes from a classmate.

### **Inclement Weather / Class Cancellation / University Closings**

UConn is located in the Northeast region; this means we may have unpredictable weather. Although weather experts do their best to give advance warnings and advisement, the weather still tends to fluctuate randomly at times.

At times the university will cancel classes or close entirely based on weather advisory. However, you are responsible for your own health and well-being. Which means, that you will be encouraged to make the appropriate judgment on weather conditions for safety to come to campus/class. If you decide conditions are unsafe, make the right call and do not attempt to come to campus/class. In addition, when inclement weather is imminent, please check local news and UConn notifications on class cancellations and university closings.

### **Attendance Policy**

It is the student's responsibility to inform the instructor in advance of any known/foreseen absences to determine what work can or needs to be made up and to discuss any

implications on the student's grade.

### E-mail

All students should have an active University of Connecticut email account no later than the second day of the course. It is also the responsibility of the student to check their UConn email regularly and to follow directions posted on Husky CT, sites listed within assignment modules, and emails sent by the instructor. Please notify the instructor as soon as possible if you are not receiving emails.

Assignments	Points
Professional Disposition/ Participation	100
Group Presentations	100
Case Conceptualization	100
Theory Integration Paper	100
Total	400

Grades will be assigned according to the following scale:

A: 376-400   A-: 360-375   B: 340-359   B-: 320-339  
C: 300-319   C-: 280-299   D: 240-279   F or lower: ≤239

## Course Requirement Descriptions

- 1. Professional Dispositions and Participation:** (100 points) Please try your best not to miss class and please arrive on time. Class attentiveness and participation is expected. No cell phones, texting, or any other form of external communication are allowed while class is in session.
- 2. Group Presentation and Role Play** (100 points): In pairs, students will present their theoretical formulation of a given case, including assumptions about the case that are consistent with the theory from which you are working, and relevant goals and techniques. You should strive to make the presentation as creative and engaging as possible. A one page handout (which can be uploaded to HuskyCT) is due on the day of your presentation. You will have 25 minutes for your presentation, including a role play and class activity. (See rubric for details).
- 3. Case Conceptualization Paper:** (100 points) The aim of this paper is to learn about a theory in greater depth by applying it to a case of your choosing. You can use a TV, movie or book character for this project. In your paper identify the setting, individuals, family members and any other important relationships.
  - Describe the reason the individual is seeking counseling at this particular time (i.e., the **presenting problem**). Describe your **role as a counselor** with this particular individual and theoretical orientation that will be applied in the conceptualization. The conceptualization is your view of the individual and the issue(s) they present within counseling. Using your selected theory, conceptualize what is occurring within the individual. Please find **5** or more scholarly journals (no more than 10 years old) to supplement the textbook in your rationale of choosing this theory with the individual.
  - Formulate a tentative **treatment plan** for the individual based upon your specific approach or school of counseling. Your treatment plan goals will reflect the theoretical orientation you have selected. You may write the treatment plan in narrative form. Identify strengths you see in the individual. You are also to identify "trouble spots" you might encounter while working with this particular individual. Trouble spots include personalization or transference, countertransference, resistant behaviors, secrets, and material presented by the individual or family that the counselor may be less familiar with. Students will identify how

they would address any issues presented as trouble spots. Papers must be written in APA style, 7<sup>th</sup> ed., and all references must be cited (See rubric for details). The paper should be 5-7 pages in length (not including the title page or references).

4. **Theory Integration Paper:** (Points 100) Students write an integrative paper describing a counseling theory that resonates most with who they are as a counselor in training. Your paper should include the following components:
- a. Complete the theory identification tool
  - b. Describe the results that you received from the theory identification tool
  - c. Share your reaction to the assessment tool (i.e., surprises, affirmation, wonderings, etc.)
  - d. Provide a brief summary of the theory that resonates most with you
    - i. Note the similarities or dissimilarities between the theory that you believe resonates most with you in comparison to the theory highlighted after completing the theory identification tool
  - e. Describe your theory's approach to
    - i. conceptualizing the client/student/system and relevant attributes as situated in a broader socio-cultural context;
    - ii. Views concerning health and pathology in client systems;
    - iii. Approach to assessment (all three tracks and diagnosis)
    - iv. Approach to generating goals and objectives in counseling;
    - v. Understanding of the processes of change or no change;
    - vi. Preferred intervention strategies and their purpose;
    - vii. Approach to evaluating the effectiveness of counseling; and
  - f. Summarize the research literature supporting this approach, including
    - i. multicultural considerations
    - ii. if applicable, a summary of the implications of his/her approach for future research

The integrative paper should be a scholarly, referenced paper, following current APA guidelines, of between 10 and 15 pages in length, including title page and reference pages (no abstract is needed). Within the paper, the student should articulate their counseling identity.

**THE SYLLABUS, TENTATIVE SEMESTER OUTLINE, FORMAT OF ASSIGNMENTS,  
AND READINGS MAY BE ADJUSTED OVER THE COURSE OF THE SEMESTER**

**Tentative Course Outline**

<b>Week</b>	<b>Topics/ Class Plans</b>	<b>Readings (Due before class)</b>	<b>Assignments Due</b>
<b>Week 1</b>			
1/17	Welcome, Introductions & Course Overview CACREP 2.F.5.a, f	Chapter 1	
<b>Week 2</b>			
1/24	The Counselor: Person and Professional & Ethical Issues in Counselor Practice CACREP 2.F.5.a, d, f; 5.C.1.b	Chapters 2 & 3	Informed Consent (HuskyCT) & Theory sign ups (GoogleDocs)
<b>Week 3</b>			
1/31	Psychoanalytic Therapy CACREP 2.F.5.a; 5.C.1.b	Chapter 4	Pairs submit their chosen theory for group presentation
<b>Week 4</b>			
2/7	Adlerian Therapy CACREP 2.F.5.a; 5.C.1.b	Chapters 5	
<b>Week 5</b>			
2/14	Existential Therapy CACREP 2.F.5.a; 5.C.1.b	Chapter 6	Group 1 Role Play
<b>Week 6</b>			
2/21	Person-Centered Therapy CACREP 2.F.5.a; 5.C.1.b	Chapter 7	Group 2 Role Play
<b>Week 7</b>			
2/28	Gestalt Therapy CACREP 2.F.5.a; 5.C.1.b	Chapter 8	Group 3 Role Play
<b>Week 8</b>			
3/7	Feminist Therapy Theory Identification Exploration CACREP 2.F.5.a, b; 5.C.1.b	Chapter 12	Group 4 Role Play
<b>Week 9</b>			
3/14	<i>Spring Break: No Class Meeting</i>		<i>Spring Break</i>

<b>Week 10</b>			
<b>3/21</b>	Postmodern Approaches CACREP 2.F.5.a, b; 5.C.1.b	Chapter 13	Group 1 Role Play
<b>Week 11</b>			
<b>3/28</b>	Behavior & Cognitive Behavior Therapy CACREP 2.F.5.a; 5.C.1.b	Chapter 9 & 10	Group 2 Role Play
<b>Week 12</b>			
<b>4/4</b>	Family Systems Therapy CACREP 2.F.5.a, b; 5.C.1.b	Chapters 12	Group 3 Role Play Theory Integration Paper (Upload to HuskyCT)
<b>Week 13</b>			
<b>4/11</b>	Choice Theory/ Reality Therapy CACREP 2.F.5.a; 5.C.1.b	Chapter 11	Group 4 Role Play
<b>Week 14</b>			
<b>4/18</b>	Integrative Perspective and Application CACREP 2.F.5.a, b; 5.C.1.b; 5.G.2.l; 5.G.3.h	Chapter 15	
<b>Week 15</b>			
<b>4/25</b>	Final Assignments CACREP 2.F.5.a, g; 5.C.1.b, c; 5.D.1.c		Case Conceptualization (upload to HuskyCT)

## APPENDIX A

**Professional dispositions are:**

“Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as counselors interact with students, families, colleagues, and communities. These positive behaviors support client and student learning and development.” (NCATE)

“The commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues.” (CACREP)

Students will be assessed on the following professional dispositions:

- 1) Exhibits sound ethical decision-making and professional behaviors
- 2) Treats peers, colleagues, and authority figures with courtesy, respect, and open-mindedness
- 3) Accepts and uses constructive criticism and seeks feedback
- 4) Interacts appropriately and positively with others
- 5) Displays professional maturity
- 6) Displays openness to diversity and ability to work with diverse individuals
- 7) Demonstrates enthusiasm, confidence, and initiative
- 8) Demonstrates appropriate self-monitoring and control of emotions and behaviors
- 9) Maintains confidentiality of conversations with classmates, colleagues, and clients as well as of client records
- 10) Prepares thoroughly and consistently

The 1 to 5 scale is used to evaluate a student’s current, observable level of dispositions and professional behaviors:

<b>Below Expectation Rating of 1 or 2</b>	<b>Meets Expectations Rating of 3</b>	<b>Exceeds Expectations Rating of 4 or 5</b>
<p>The student demonstrated a low level of the necessary professional behaviors and dispositions.</p> <p>I would be concerned about this student’s placement at a school with children at this time. This student may need additional support before entering/ continuing in a school setting.</p>	<p>The student demonstrated many/most of the behaviors and dispositions in the indicators and example behaviors. The student has the potential to develop into an effective school counselor.</p> <p>Most students will fall into this category.</p>	<p>The student demonstrated an exceptional level of professional behaviors and dispositions that are among the highest I have observed.</p> <p>The student has the potential to develop into a highly effective school counselor.</p>

## APPENDIX B

### Case Conceptualization Rubric

Component	Expectation	Points Awarded
<b>Introduction</b>	An introductory paragraph that (1) specifies the main topics covered, and (2) hints at what you want the reader to know after completing your paper.	___ / 5 <b>max pts</b>
<b>Presenting Problem</b>	Provides a thorough description of the character (age, race, sex, family of origin) and the reason the individual is seeking counseling at this particular time.	___ / 10 <b>max pts</b>
<b>Role as a Counselor</b>	Thoroughly (1) conceptualizes what is occurring within the individual, using your selected theory. (2) Summarize <b>5</b> or more scholarly research articles (no more than 10 years old) to supplement the textbook in rationale of choosing this theory with the individual.	___ / 25 <b>max pts</b>
<b>Treatment Plan</b>	Thoroughly identifies the following for your client: (1) the goal(s) of treatment, (2) strengths you see in the individual (3) “trouble spots” you might encounter while working with this particular individual and (4) how you would address any issues presented as trouble spots. Includes citations in this section when discussing #4.	___ / 10 <b>max pts</b> ___ / 10 <b>max pts</b> ___ / 10 <b>max pts</b> ___ / 10 <b>max pts</b>
<b>Summary and Conclusion</b>	Includes main points of (a) the presenting problem, (b) role as a counselor, and (c) treatment plan.	___ / 10 <b>max pts</b>
<b>Reference Page</b>	An APA (6 <sup>th</sup> Edition) formatted reference page noting the sources cited in the paper.	___ / 5 <b>max pts</b>
<b>Writing Quality</b>	A well-written paper that meets graduate-level expectations (spelling, grammar, APA format, title page, headings, etc.).	___ / 5 <b>max pts</b>
	<b>Paper Total</b>	___ / 100 <b>max pts</b>

## APPENDIX C

### Theory Integration Rubric

<b>Component</b>	<b>Expectation</b>	<b>Points Awarded</b>
<b>Introduction</b>	An introductory paragraph that (1) specifies the main topics covered, and (2) hints at what you want the reader to know after reviewing your paper.	___ / 5 <b>max pts</b>
<b>Theory Identification</b>	Provides a thorough description of the theory identified by the theory tool, and includes your reaction to the results.	___ / 10 <b>max pts</b>
<b>Your Theory Selection</b>	Thoroughly describes the dissimilarities and similarities between the theory selection tool findings and your own understanding of the theory that resonates most with you. Remember that the theory identified by the tool may be the same theory that you have selected for yourself, or it could be different (discuss this).	___ / 25 <b>max pts</b>
<b>Approach</b>	Thoroughly identifies the following (1) conceptualization, (2) theoretical views regarding health and pathology (3) approach to assessment, (4) approaches to goals and objectives (5) processes of change, (6) intervention strategies, (7) evaluation of effectiveness	___ / 10 <b>max pts</b> ___ / 10 <b>max pts</b> ___ / 10 <b>max pts</b> ___ / 10 <b>max pts</b>
<b>Summary and Conclusion</b>	Includes main points of (a) multicultural considerations, (b) implications for future research, (c) conclusion	___ / 10 <b>max pts</b>
<b>Reference Page</b>	An APA (7 <sup>th</sup> Edition) formatted reference page noting the sources cited in the paper.	___ / 5 <b>max pts</b>
<b>Writing Quality</b>	A well-written paper that meets graduate-level expectations (spelling, grammar, APA format, title page, headings, etc.).	___ / 5 <b>max pts</b>
	<b>Paper Total</b>	___ / 100 <b>max pts</b>

## APPENDIX D

### Group Presentation and Role Play Rubric

<b>Component</b>	<b>Expectation</b>	<b>Points Awarded</b>
<b>Verbal Conceptualization</b>	Presents theory in a clear and understandable way (assumptions, goals, techniques) and includes information from at least 2 research articles (no more than 10 years old).	___ / 10 <b>max pts</b>
<b>Role Play</b>	Gives your classmates a good understanding of how to apply the theory with a client	___ / 15 <b>max pts</b>
<b>Class Activity</b>	Engaging and creative  Organized  Includes brief discussion of the activity	___ / 10 <b>max pts</b>
<b>Handout</b>	1 page handout of theory tenants, main goals and techniques	___ / 10 <b>max pts</b>
<b>Timing</b>	Presentation was 25 minutes long (i.e., adhered to time limits)	___ / 5 <b>max pts</b>
<b>Total Points</b>		___ / 50 <b>max pts</b>

## APPENDIX E

### Consent Form for Student in EPSY 5308: Counseling Theories and Practice: UConn

As part of this class, you are required to be record sessions both as a roleplay client and a counselor. Through this roleplay experience, students learn more about themselves, their role as a counselor, and what it feels like to be a client. We believe that this is an important part of your personal growth. Roleplay sessions will be viewed by peers, supervisors, class professor, and occasionally by another department faculty member as warranted. It is **mandated** that all information gathered through this process is strictly CONFIDENTIAL and CANNOT be shared even among your peers in the program who are not a member of our class.

Learning to do counseling is a personal journey, which includes introspection that brings about increased self-awareness. Sometimes through this journey, you may find that personal issues interfere with your graduate study or ability to counsel clients. It is the professional responsibility of your instructor, faculty members, and fellow students to indicate to you that they believe your personal issues are interfering.

I understand and agree to these conditions.

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Print Name

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Signature

*(Note: an electronic or typed signature will be accepted)*

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Date

***\*\*Reminder: Please submit this completed form to instructor via HuskyCT (before the start of Week . It will also be important that you keep a copy of this form for yourself.***

## APPENDIX F

### CRITICAL CACREP COMPETENCIES & STANDARDS:

CACREP Curricular Content	2016 STANDARD
school counselor roles as leaders, advocates, and systems change agents in P-12 schools	5.G.2.a
school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	5.G.2.b
school counselor roles in school leadership and multidisciplinary teams	5.G.2.d
characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	5.G.2.g
professional organizations, preparation standards, and credentials relevant to the practice of school counseling	5.G.2.l
legal and ethical considerations specific to school counseling	5.G.2.n
techniques to foster collaboration and teamwork within schools	5.G.3.l

Course Objectives	STANDARD	EVALUATION
Gain competencies in applying theories and models of counseling	2.F.5.a	Weeks 5–13 Role Plays, Week 12 Theory Integration Paper
Understand the core conditions that are essential to effective counseling	2.F.5.f	Week 1-2 Discussion
Employ a systems approach to conceptualizing clients	2.F.5.b	Week 8 Discussion; Week 15 Case Conceptualization; Weeks 5-13 Role Plays
Applying theories and models related to clinical mental health counseling	5.C.1.b	Week 12 Theory Integration Paper; Weeks 2-14 discussion
Apply principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	5.C.1.c	Week 15 Case Conceptualization
Utilize skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	5.G.3.h	Week 14 discussion; Week 15 Case Conceptualization