

COUN 623 Final Theoretical Orientation Paper

by Jane Monahan

Assessment

COUN 623 Final Theoretical Orientation Paper

This paper is designed to allow students to explore and synthesize what has been learned over the length of this course by formulating your own theoretical working model of counseling. You are to demonstrate the applicability of the theory through self-analysis of a life stage (i.e., childhood, adolescence, adulthood) of your choice. You are also to include how your theory conceptualizes the individual, how therapeutic change occurs, and what constitutes psychopathology, using supplemental resources as necessary. At least fifteen (15) outside resources must be used and cited appropriately. Writing should conform to APA style (6th ed.) and include citations and references. This paper is to be written in third person.

Standards

CACREP-2016.2.F.1.k	strategies for personal and professional self-evaluation and implications for practice
CACREP-2016.2.F.5.a	theories and models of counseling
CACREP-2016.2.F.5.d	ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
CACREP-2016.2.F.5.f	counselor characteristics and behaviors that influence the counseling process
CACREP-2016.2.F.5.g	essential interviewing, counseling, and case conceptualization skills
CACREP-2016.2.F.5.n	processes for aiding students in developing a personal model of counseling
CACREP-2016.2.F.7.b	methods of effectively preparing for and conducting initial assessment meetings
CACREP-CMHC-2016.5.C.1.b	theories and models related to clinical mental health counseling
CACREP-CMHC-2016.5.C.2.j	cultural factors relevant to clinical mental health counseling

COUN 623 Final Theoretical Orientation Paper Rubric Paper Content

	Emerging (1.000 pt)	Developing (2.000 pts)	Expectations Met (3.000 pts)	Expectations Exceeded (4.000 pts)
<p>The student explored and synthesized what has been learned over the length of the course by formulation their own theoretical model of counseling. (1.000, 20%) CACREP-2016.2.F.1.k CACREP-2016.2.F.5.a CACREP-2016.2.F.5.f CACREP-2016.2.F.5.n CACREP-CMHC-2016.5.C.1.b</p>	<p>The student did not explore and synthesize what had been learned over the length of the course by formulation their own theoretical model of counseling, either by being not present at all, or is minimal or inadequate in presentation</p>	<p>The student explored and synthesized what has been learned over the length of the course by formulation their own theoretical model of counseling in a way that presents the information unclear and lacks direction.</p>	<p>The student explored and synthesized what has been learned over the length of the course by formulation their own theoretical model of counseling in a way that is somewhat clear and critical in thought. recruiting, screening, and selecting potential group members.</p>	<p>The student explored and synthesized what has been learned over the length of the course by formulation their own theoretical model of counseling in a way that presents the information in an exceptional way that is clear and critical in thought. screening, and selecting potential group members.</p>
<p>The student applied their theory through analysis of a life stage of their choice. (1.000, 20%) CACREP-2016.2.F.5.a CACREP-2016.2.F.5.f CACREP-2016.2.F.5.g CACREP-2016.2.F.7.b CACREP-CMHC-2016.5.C.1.b</p>	<p>Little to no discussion, with no examples or critical thinking that relate to this topic.</p>	<p>Minimal discussion, with minimal examples and an unclear presentation</p>	<p>Adequate discussion, with some direct examples and a mostly clear, critical presentation.</p>	<p>Exceptional discussion, with many direct examples and a clear, critical presentation.</p>
<p>The student explores critically how the theory conceptualizes the individual. (1.000, 20%) CACREP-2016.2.F.5.a CACREP-2016.2.F.5.g CACREP-</p>	<p>The student did not explore how the theory conceptualizes the individual, how therapeutic change occurs either not present at all, or is minimal or inadequate in presentation.</p>	<p>The student explores critically how the theory conceptualizes the individual in a way that presents the information unclear and lacks direction.</p>	<p>The student explores critically how the theory conceptualizes the individual in a way that is somewhat clear and critical in thought.</p>	<p>The student explores critically how the theory conceptualizes the individual in an exceptional way that is clear and critical in thought.</p>

2016.2.F.5.n CACREP- 2016.2.F.7.b CACREP-CMHC- 2016.5.C.1.b CACREP-CMHC- 2016.5.C.2.j				
The student explores critically how therapeutic change occurs (1.000, 20%) CACREP- 2016.2.F.5.a CACREP- 2016.2.F.5.d CACREP- 2016.2.F.5.g CACREP-CMHC- 2016.5.C.1.b CACREP-CMHC- 2016.5.C.2.j	The student did not explore how therapeutic change occurs, by not being present at all, or is minimal or inadequate in presentation.	Theories of group counseling appropriate to the fictional group are described to some extent, but do not adequately describe commonalities, distinguishing The student explores critically how therapeutic change occurs in a way that presents the information unclear and lacks direction.	The student explores critically how therapeutic change occurs in a way that is somewhat clear and critical in thought.	The student explores critically how therapeutic change occurs in an exceptional way that is clear and critical in thought.
The student explores critically what constitutes psychopathology (1.000, 20%) CACREP- 2016.2.F.5.a CACREP- 2016.2.F.7.b CACREP-CMHC- 2016.5.C.1.b CACREP-CMHC- 2016.5.C.2.j	The student did not explore what constitutes psychopathology either by each not being not present at all, or is minimal or inadequate in presentation.	The student explores critically what constitutes psychopathology in a way that presents the information unclear and lacks direction.	The student explores critically what constitutes psychopathology in a way that is somewhat clear and critical in thought.	The student explores critically what constitutes psychopathology in an exceptional way that is clear and critical in thought.

COUN 623 Final Theoretical Orientation Paper Rubric Organization

	Emerging (1.000 pt)	Developing (2.000 pts)	Expectations Met (3.000 pts)	Expectations Exceeded (4.000 pts)
Headings (1.000, 25%)	Headings are missing or inappropriately labeled in APA style.	A few sections of the final paper are labeled appropriately in APA style.	Most sections of the final paper are labeled appropriately in APA style.	All sections of the final paper are labeled appropriately in APA style.
Structure (1.000, 25%)	No clear organization. Hard to follow. Organization does not guide the reader or produce a strong line of thinking. Very hard to see how ideas link together. Sections	A framework of a structure is present but does not follow clear logic. Some subheadings are used. Themes of the paragraph are undeveloped and may	A structure is present and mostly clear and logical. Subheadings are used. Each paragraph generally has one controlling theme or main idea, but could be more	Assignment has a controlling theme, purpose or topic sentence. Subheadings are used. Structure is logical and easy to follow. Organization guides

	wander, and contain extraneous or irrelevant information.	have more than one theme.	controlled and/or developed.	reader effortlessly and creates a strong line of thinking.
Audience (1.000, 25%)	There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc.	Many parts of the paper include colloquial expressions, the use of first person, etc.	The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc.	The paper is written for scholar/practitioners.
Formatting (1.000, 25%)	Does not use designated format for written interpretation.	Sometimes uses designated format for written interpretation (page limit, 1" margins, size 12 font, Times New Roman, double spaced).	Generally uses designated format for written interpretation (page limit, 1" margins, size 12 font, Times New Roman, double spaced).	Uses designated format for written interpretation (page limit, 1" margins, size 12 font, Times New Roman, double spaced).

COUN 623 Final Theoretical Orientation Paper Rubric APA Formatting

	Emerging (1.000 pt)	Developing (2.000 pts)	Expectations Met (3.000 pts)	Expectations Exceeded (4.000 pts)
Clarity of Writing (1.000, 20%)	Writing is not concise, unclear, and difficult to understand and ideas are not presented in a convincing manner.	Writing is somewhat difficult to understand OR ideas are not presented in a convincing manner.	Writing is mostly clear, concise, and understandable; ideas are mostly presented in a convincing manner.	Writing is especially clear, concise, and understandable; ideas are presented in a convincing manner.
Grammar and Word Usage (1.000, 20%)	There are more than ten errors in grammar, word usage, punctuation, spelling, and capitalization.	There are five-ten errors in grammar, word usage, punctuation, spelling, and capitalization.	There are less than five errors in grammar, word usage, punctuation, spelling, and capitalization.	There are few if any errors in grammar, word usage, punctuation, spelling, and capitalization.
Formatting (1.000, 20%)	Does not use designated format for written interpretation.	Sometimes uses designated format for written interpretation (page limit, 1" margins, size 12 font, Times New Roman, double spaced).	Generally uses designated format for written interpretation (page limit, 1" margins, size 12 font, Times New Roman, double spaced).	Uses designated format for written interpretation (page limit, 1" margins, size 12 font, Times New Roman, double spaced).
Citations (1.000, 20%)	There are more than seven errors in in-text citations.	There are four-six errors in in-text citations.	There are one-three errors in in-text citations.	There are few, if any, errors in in-text citations.
References (1.000, 20%)	There are more than seven errors in the reference page.	There are four-six errors in the reference page.	There are one-three errors in the reference page.	There are few if any errors in the reference page.



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