

CALIFORNIA STATE UNIVERSITY, FRESNO

Department of Counseling, Special Education & Rehabilitation Counseling, MS ED003
5005 N. Maple Avenue, Fresno, CA 93740

COUN 200 – SEMINAR IN COUNSELING TECHNIQUES

INSTRUCTOR: Jacquelyn Church, M.S., M.F.T.

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E-mail: jchurch@csufresno.edu Note: If you contact me by email, be sure to indicate COUN 200 on the subject line. I do not open any email that is not readily identifiable.

OFFICE HOURS: By Appointment, upon request of student. May be arranged as needed.

SCHOOL THEME & VISION: —Leadership for Diverse Communities” The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

PREREQUISITE: COUN 174 is a prerequisite for all counseling majors. Students in the counseling program must have received their letter of acceptance to the program prior to taking this class.

COURSE DESCRIPTION: This 3-unit, lecture/lab course is designed to help you acquire the theoretical framework and skills to function appropriately as an entry-level counselor in a variety of settings. You will **NOT** emerge from the course as a polished psychotherapist, but you will be provided the basic tenets on which many outstanding therapists base their technique. Particular emphasis will be placed on learning and demonstrating the “core conditions” of counseling as defined by the person-centered movement. Course material will be presented using varied instructional methods, including lecture, small and large group discussion, case studies, demonstrations, role play, class exercises, and assigned reading.

OBJECTIVES: To the degree expected of an entry level counselor, the student will:

1. Gain an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries.
2. Demonstrate a practical understanding of basic responding skills through counseling and/or role play activities. (CTC 27)
3. Review current literature and practice on the nature of the helping relationship, including the need for understanding crisis intervention.
4. Gain an understanding of counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors, personal characteristics, and skills. Gain knowledge to increase ability to work effectively with diverse populations and to recognize the importance of valuing cultural, linguistic, cognitive, and physiological diversity.
5. Strengthen critical thinking ability through practice in analyzing the implications of intrapersonal, interpersonal and contextual issues in counseling, including comparing and contrasting counseling techniques appropriate for various client populations, including multicultural and social equity populations. (CTC 3, 21)
6. Demonstrate the ability to apply current legal and ethical practices to the counseling relationship. Gain an understanding of the ethical standards of the ACA and related entities, as well as the

- application of ethical and legal considerations in professional counseling to foster the ability to make well-reasoned ethical decisions that rely on reflection and result in professional action. (CTC 6, 18)
7. Actively participate in class activities, which include assuming the role of both counselor and client in lab practice sessions, which are consistently recorded and viewed by student for self-assessment. (CTC 8, 31).
 8. Develop a means of self-assessment for evaluation of your counseling skills, and generally to develop the dispositional tendency to reflect on your skills and other aspects of your professional practice.
 9. Observe peers and offer critique on the appropriateness of their counseling behaviors. (CTC 16)
 10. Learn about the importance of collaboration through development of supportive peer relationships. Become familiar with and develop an attitude of respect for the variety of professional paths of the students in the class.
 11. Become acquainted with some of the opportunities for continuing professional growth to foster a disposition toward a commitment to life-long learning and professional development.

AREAS OF SPECIFIC MENTION:

1. Studies that provide an understanding of the nature and needs of individuals at all developmental levels; theories of learning and personality development. (CTC 2)
2. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling. (CTC 7, 11)
3. Professional identity – studies that provide an understanding of all of the following aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing. (CTC 17, 18)
4. Professional organizations, primarily ACA and CAMFT, including membership benefits, activities, services to members, and current emphases. (CTC 18)

SKILLS DEVELOPMENT: You will have the opportunity to practice the skills taught in role-play, classroom exercises, and one on one counseling practice. All students will serve both as counselor and client. This class is, essentially, an experiential process, and you will have to be involved and supportive of each other to maximize the professional growth opportunities for all.

NASP Domains

- 2.4 Socialization and development of life skills
- 2.7 Prevention, crisis intervention, and mental health
- 2.8 Home/school/community collaboration

ATTENDANCE: In order to learn the skills and to demonstrate professional responsibility, you **MUST BE PRESENT AND ON TIME**. Being present and on time, and informing of any compelling reasons not to do so, is a key responsibility of counselors. For that reason, absences without a compelling reason, absences without prior notice to the instructor, or arriving late and leaving early will all incur deductions from the ethical/professional responsibility section of your grade. Your attendance at every class is expected. Please **CALL IN ADVANCE** to let me know should you have unavoidable circumstances that require you to miss a class. Leave messages at both phone numbers, 225-5860 and 266-9331. Appropriate closure is an important part of the counseling process, and an important part of this class. **You are expected to attend the final class meeting.**

PROFESSIONAL JOURNAL ARTICLE SUMMARY & CRITIQUE/REACTION: Students are expected to become familiar with journals that relate to counseling techniques and strategies for use with diverse populations. Students will turn in a journal article, along with a summary, critique of, and reaction to the article. The article must present research related to counseling techniques and strategies and exactly follow the guidelines for topic, content and format as described on the sheet entitled JOURNAL ARTICLE SUMMARY AND CRITIQUE/REACTION, COUN 200, Instructor: J. Church, GENERAL

REQUIREMENTS” (included at the end of the syllabus). On the due date, the articles will be discussed in class. It is essential that you are prepared on the day the assignment is due. **It must be received by the due date.** If there are compelling reasons, the assignment will be accepted up to one week following the due date, but scores will be reduced by one full grade level (10%), e.g. a paper receiving a grade of 36 points (90%) will be reduced by 10% to 32 points (80%). The assignment will not be accepted later than one week following the deadline, and no credit for the assignment will be given. The due date is listed on the calendar in this syllabus.

GRADED HOMEWORK ASSIGNMENT: This assignment will focus on demonstration of cognitive ability to apply the skills. It will require responses to client statements using the core conditions, as well as a facility in the use of affective words. Again, for compelling reasons, the assignment will be accepted up to one week following the due date, but scores will be reduced by one full grade level (10%).

NON-GRADED HOMEWORK ASSIGNMENT: There will be a homework assignment which will not be graded. It is intended to facilitate your progress in developing your counseling skills. Therefore, completion of the assignment is considered part of your ethical/professional responsibility. Failure to complete or late completion of the assignment will affect your Professional/Ethical Responsibility grade. Late completion of the assignment, or completion more than one week late, will result in 4 points off in this area. Failure to complete the assignment will result in 12 points off.

PROFESSIONAL/ETHICAL RESPONSIBILITY: It is expected that you act at all times in a professionally responsible way. This includes attending class, being punctual and prepared, participating actively, completing assignments, showing respect for each other, etc. Given the nature of this class (i.e. the kind of intimacy that emerges in counseling relationships), all exchanges of personal information are to be kept in the strictest of professional confidence in accordance with the “Ethical Standards” of the American Counseling Association (ACA). This “ethics” document will be distributed and discussed early in the course. **Class Ethical Guidelines** are included in the syllabus. All guidelines must be followed to receive full credit in this area. Breaches of ACA Ethical Guidelines which have the potential of causing harm to others (e.g. a breach of confidentiality) will increase the weighting of the Professional/Ethical Responsibility area of your grade, and could result in a failing grade in this course.

TEXTBOOK:

Required: Martin, D.G. (2000). *Counseling and therapy skills* (2nd ed.). Prospect Heights, IL: Waveland Press.

Recommended, but not required: Rogers, Carl R., with introduction by Kramer, P.D., (1995). *On becoming a person*. Boston/New York: Houghton Mifflin Company.

ACCESSORIES: You will need to supply blank Flash Drive for recording your practice counseling sessions. **These are to be reviewed on a computer in a confidential setting and self-evaluated following each of your counseling practice sessions.** Please have these available by the third week of class, and bring them to each subsequent class. To further assure confidentiality, **all flash drive files must be destroyed by the end of the semester.**

HANDOUTS/WRITTEN ASSIGNMENTS: **ALL** handouts and written assignments ON BLACKBOARD should be downloaded, printed, and brought to class beginning the second week of class. They will be helpful to you for class discussions, exercises, and review for exams.

CALENDAR: A calendar for classes is attached. The dates presented thereon are to help us stay on task, and are subject to change in the event of extenuating circumstances. The exact date topics are covered and the exact format for each class may vary according to class need. However, I do expect to maintain the dates listed on the calendar for Exams 1 and 2. You will be informed ahead of time in the event of any necessary

changes in due dates for assignments. The final meeting date for this class is listed on the calendar, along with the time of meeting.

EVALUATION: There will be two (2) exams during this course given on the dates listed on the calendar. These exams will be on content of counseling. The exams will require you to do two things: 1) demonstrate understanding of and develop your thoughts regarding selected topics/issues from the textbook and class discussions/handouts; and 2) demonstrate understanding of the core conditions by giving appropriate, effective written responses to selected client statements. Responses will be evaluated based upon level of empathy, the presence of other requested core conditions, and following directions for what not to include in responses.

Your counseling competence will be determined by a rating procedure designed to discriminate levels of counselor effectiveness, yet it is a subjective rating system. Since this is a “skills” oriented class, you will have ample opportunity to learn and practice your basic counseling skills. As in any skill building process, feedback is essential and will be frequent and ongoing. If, at any time, you feel unclear about how you are doing in this area, you are expected to contact me for additional feedback. Your active participation, including regular attendance, is the key to success in this area. The following scale will be used to evaluate students in this course:

Two Exams @ 25% each	200 points
Journal Article Summary & Critique/Review (10%)	40 points
Graded Homework Assignment (5%)	20 points
Counseling Competence (30%)*	120 points
Professional/Ethical Responsibility (5%)**	<u>20 points (or 400 points)</u>
TOTAL	400 points (100%)

*This is, for the most part, a function of professional judgment on the part of your instructor. Frequent feedback is essential to keep you feeling comfortable with this method of evaluation. Students are responsible for making an appointment to meet with your instructor for additional feedback if desired.

**This includes following ACA Ethical Guidelines, as well as the ethical guidelines for the class, including, but not limited to: maintaining confidentiality, respectful communication, regular attendance, participation, and completion of assignments. Usually this is no problem and will only be worth the 5%. Infractions resulting in personal/emotional injury, however, will increase the weighting.

Grading Scale: A = 90-100%; B = 80-89.9%; C = 70-79.9%; D = 60-69.9%; F = below 60%. Students who make a grade of —C or below may be asked to retake the course to gain the skills required for success in subsequent courses.

UNIVERSITY/DEPARTMENT POLICIES

STATEMENT ON SERVICES FOR STUDENTS WITH DISABILITIES: —The University is committed to providing reasonable academic accommodation to students with disabilities. Services for Students with Disabilities provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Services for Students with Disabilities for information regarding accommodations.” (Madden Library 1049, 278-2811) Please notify your instructor immediately, so that reasonable accommodations for learning and evaluation can be made.

STATEMENT ON CHEATING AND PLAGIARISM: —The University has a written policy on cheating and plagiarism which includes specific steps that will be taken in the event that an incident of cheating or plagiarism is suspected or alleged. The full text of the document is available in the office of the Vice President for Student Affairs in the Joyal Administration Building, Room 262. University definitions of cheating and plagiarism may be found in the section on —Legal Notices” in the current ‘Schedule of Courses’.”

COMPUTERS: —At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University’s information resources.”

DISRUPTIVE CLASSROOM BEHAVIOR: —The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. ... Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.” (Refer to the University Policy on Disruptive Classroom Behavior in the Schedule of Courses.)

HONOR CODE: —Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should: a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration); b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading; and c) take responsibility to monitor academic dishonesty in any form and report it to the instructor or other appropriate official for action.

COPYRIGHT POLICY: Copyright laws and fair use policies protect the rights of those who have produced material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page: <http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfll.pdf>. For copyright

Questions and Answers:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>.

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POLICY ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM (Adopted by the Counselor Education Program, 12/11/07)

Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the department has adopted guidelines for appropriate use of electronic devices within the classroom. **Cell Phones:** Students must put cell phones on “~~ident~~” mode upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even “~~ident~~” cell phones may interfere with electronic devices used to advance the learning process, and in such cases your instructor may require that you turn cell phones to the “~~off~~” mode. “~~Texting~~” during class is offensive and will not be tolerated. If you are “~~on call~~” for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities. **Computers:** While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.) The use of an open computer for activities such as instant messaging, chatting, social networking (myspace, facebook, etc.), shopping, bidding, surfing, e-mailing, etc., is strictly prohibited. **iPods, MP3 players, etc.:** The use of such devices, with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence. Students who are in violation of this policy and have been previously warned are considered to be in violation of the University Policy on Disruptive Classroom Behavior and will be subject to disciplinary action.

CLASS ETHICAL GUIDELINES

- * All exchanges of personal information will be kept in the strictest of professional confidence in accordance with ACA Ethical Standards.
- * Students and instructor will consistently show respect for others, including but not limited to communication of feedback regarding counseling practice sessions.
- * Students and instructor will show professional responsibility by regular attendance. Students will advise instructor in advance should there be unavoidable circumstances, which prevent attendance.
- * Students will demonstrate responsibility to self and others by active and supportive participation in all class activities.
- * Students will meet class commitments to complete all assignments and examinations fully and on time.
- * Students and instructor will be punctual and prepared for each class.

* Students will work within their level of competency. Should very sensitive issues arise for another student, students will not attempt to provide therapy services; rather, both students will call this to the attention of the instructor for consultation and possible referral for professional counseling.

* Students will be diligent in maintaining the confidentiality of recorded sessions. They must be transported safely, kept in a confidential place, viewed in a confidential setting, and destroyed by the end of the semester

COUNSELING 200 CALENDAR, MONDAYS, FALL 2009

Schedule #74762/74763 * Instructor: Jacquelyn Church

NOTE: Assignments are listed on the date you are to begin them and should be completed by the following class.

SESSION 1

Introductions/Getting to Know You/About this Course

What is Counseling?

ASSIGNMENT: Chapters 1 and 12

SESSION 2

The Core Conditions – Lecture/Discussion

Basic Listening Skills – Lecture/Practice

Levels of Empathy – Lecture/Practice

ASSIGNMENT: Chapters 2 & 3; Complete Core Conditions Assignment

SEPTEMBER 7: **Labor Day, No Class**

SESSION 3: **Core Conditions Assignment Due**

Recognizing Empathy: —Rgers Tape”

Using Empathy, Practice

Listening for the Message/Language as a Tool – Lecture Discussion

Beginning & Ending a Session – Lecture/Discussion

ASSIGNMENT: Complete Journal Article Assignment due next class

SESSION 4

Journal Article Summary/Critique/Reaction Due (See guidelines for specifics.)

Small and Large Group Discussion of Articles

Orientation to Lab, and work in booths

ASSIGNMENT: Chapters 9 & 10; Read ACA Ethical Standards

SESSION 5

Ethics – Lecture/Discussion, related Direct Interventions

Work in Booths

ASSIGNMENT: Chapters 5 & 11

SESSION 6

Putting the Client in Charge of His/Her Own Life – Lecture/Discussion

The Core Conditions to Facilitate the Client Taking Charge – Lecture/Discussion

Work in Booths

ASSIGNMENT: Chapters 4 & 6

SESSION 7

Immediacy & Personalizing

Brief Review for Exam next class

Work in Booths

ASSIGNMENT: Begin Graded Homework Assignment due 11/2.

Prepare for **Exam #1 next class** (Chaps. 1-6, 10-12; lecture material; ethics; skills responses).

SESSION 8

EXAM #1 (Chapters 1-6, 9-12; lecture material; ethics; skills responses)

SESSION 9

Debriefing of Exam

Immediacy and Personalizing Revisited

Perls Tape

Work in Booths

ASSIGNMENT: Chapter 16, Complete Graded Homework Assignment due next class

SESSION 10

Graded Homework Assignment Due

Anxiety Based Problems – Lecture/Discussion

Work in Booths

ASSIGNMENT: Chapter 15

SESSION 11

Crisis Intervention – Lecture/Demonstration

Work in Booths

ASSIGNMENT: Chapters 17 & 18

SESSION 12

Theory to support Practice – Lecture/Discussion

Research Findings/Direct Interventions

Work in Booths

ASSIGNMENT: Chapters 13 & 14

SESSION 13

Beginnings and Endings

The Core Conditions in Family Therapy – Video Clips

Work in Booths

ASSIGNMENT: Select session file to turn in to instructor next class, only if desired or requested

SESSION 14

Turn in session file for instructor to review one session, if desired or requested

Brief Review for Exam

The Nature and Importance of Closure

Work and closure in Booths

ASSIGNMENT: Prepare for **Exam #2 next class** (Chaps. 13-18, lecture material, skills responses, ethics)

SESSION 15

EXAM #2 (Chaps. 13-18, lecture material, skills responses, ethics)

SESSION 16

COUN 200 SELECTED BIBLIOGRAPHY

- Brammer, L.M. (1993). *The helping relationship: Process and skills* (5th ed.). Boston: Allyn & Bacon.
- Capuzzi, D. & Gross, D.R. (1995). *Counseling and psychotherapy: Theories and interventions*. New York: Merrill.
- Carkhuff, R.R. (1983). *The art of helping* (5th ed.). Amherst, MA: Human Resource Development Press.
- Corey, M.S. & Corey, G. (1988). *Becoming a helper*. Pacific Grove, CA: Brooks/Cole.
- Corey, G. (1991). *Theory and practice of counseling and psychotherapy* (4th ed.). Pacific Grove, CA: Brooks/Cole.
- Corey, G., Corey, M.S., & Callanan, P. (1993). *Issues and ethics in the helping professions* (3rd ed.). Pacific Grove, CA: Brooks/Cole.
- Dyer, W.W. & Vriend, J. (1988). *Counseling techniques that work*. Alexandria, VA: American Association for Counseling and Development.
- Egan, G. (1994). *The skilled helper: A systematic approach to effective helping* (5th ed.). Pacific Grove, CA: Brooks/Cole.
- Gollnick, D.M. & Chinn, P.C. (1994). *Multicultural education in a pluralistic society* (4th ed.). New York: Merrill.
- Ivey, A.E. (1993). *Intentional interviewing and counseling: Facilitating client development* (3rd ed.). Pacific Grove, CA: Brooks/Cole.
- Martin, D.G. & Moore, A.D. (1995). *First steps in the art of intervention*. Pacific Grove, CA: Brooks/Cole.
- Pipes, R.B. & Davenport, D.S. (1990). *Introduction to psychotherapy: Common clinical wisdom*. Englewood Cliffs, NJ: Prentice Hall.
- Rogers, Carl R., with introduction by Kramer, P.D., (1995). *On becoming a person*. Boston/New York: Houghton Mifflin Company.
- Scissons, E.H. (1993). *Counseling for results: Principles and practices of helping*. Pacific Grove, CA: Brooks/Cole.
- Sommers-Flanagan, J. & Sommers-Flanagan, R. (1993). *Foundations of therapeutic interviewing*. Boston, MA: Allyn & Bacon.
- Teyber, E. (2000). *Interpersonal process in psychotherapy: A relational approach* (4th ed.). Belmont, CA: Brooks/Cole.

JOURNAL ARTICLE SUMMARY & CRITIQUE/REACTION

COUN 200, Instructor: J. Church

GENERAL REQUIREMENTS

The article must relate to **research on the EFFECTIVENESS OF A COUNSELING THEORY, MODALITY, OR SET OF TECHNIQUES OR STRATEGIES used with a SPECIFIC CLIENT POPULATION** from the options listed below. In our class discussion we will compare and contrast counseling techniques appropriate for various client populations. To help focus the discussion, please use one of the following “specific populations”: ethnic/cultural group; age group; socioeconomic group; sexual orientation; or special needs population, such as physically or developmentally challenged. Check with the instructor if you are uncertain whether or not the article of your choosing meets the criteria for “specific population” and/or other criteria described above.

The article **must** be from a **professional journal** 1999 to present. The article must relate to research as outlined above. Submit a copy of the complete article with your paper. Be sure the Name of the Journal, Volume #, Date, Page Numbers, and References at the end of the article are included.

Keep papers to the **3-page maximum, double spaced**. Please do not use smaller than 11-pitch font size. Your instructor has old-aged vision, and smaller type increases the length beyond that requested.

AT THE TOP OF YOUR PAPER, write **your name** and give the **standard APA reference** of the article submitted. The reference should follow APA format like in the following example:

Mitchum, N. (1987). Developmental play therapy: A treatment approach for child victims of sexual molestation. *Journal of Counseling and Development*, 65(6), 320-321.

Clearly separate each section listed below, LABELING EACH SECTION in your paper.

SPECIFIC CONTENT/SECTION REQUIREMENTS

A. (15 POINTS) SUMMARY OF ARTICLE: Please lift out of the article the most significant points the authors make, as well as summarizing findings/conclusions they present. Especially important are any suggestions made for use of counseling techniques. Please remember, if you use **quotations** from the journal article or any other source, you must put them **in quotation marks and follow the quote with the page number** it was on. If you do not, it is plagiarism, and will result in a significant reduction of score on the assignment and/or departmental or university actions.

- **(2 POINTS) STRENGTHS AND WEAKNESSES of the research/article** (not of the model/techniques presented): Some examples of this might be: strength or weakness of sample sizes and research methods; weakness of presenting opinions as facts rather than backing them up with references; weakness of apparent bias; strength of clarity of organization and writing style; etc.

- **(5 POINTS) REVELANCE TO YOUR COUNSELING:** Discuss the relevance of the information in the article to the counseling process (i.e., How will this information specifically help you in your future counseling?).
- **(8 POINTS) RELEVANCE TO THE CORE CONDITONS:** Specifically discuss 4 different core conditions that are especially pertinent to the counseling strategies and/or specific population discussed in the article. Describe how each would be used and why it is important. Please be specific by discussing at least 4 different core conditions, not just the core conditions in general.
- **(5 POINTS) PERSONAL INSIGHTS:** What did you learn **about yourself** from reading this article? Some examples might be: insights regarding cultural or values differences which might affect your counseling; insight regarding personal issues or biases which may need to be addressed in order not to interfere with your counseling effectiveness with this population.

OTHER GRADING CRITERIA: A portion of your grade is based on writing ability and following instructions for the paper. Points are assigned as follows:

1. Writing ability (e.g. clarity of writing, grammar, spelling, etc.) **(4 POINTS)**
2. Following instructions exactly **(1 POINT)**

HINTS FOR SHORTENING PAPERS:

- B.** Don't repeat the name of article or authors in your text; they are already at the top of your first page.
- C.** Be succinct in presenting the points; don't couch in unnecessary prefaces, etc.
- D.** Use colons followed by lists, rather than several sentences. For example, ~~–The author notes 3 things to consider: developmental level, cultural background, and intelligence.~~” (Not, ~~–The author notes three things to consider. The first is developmental level. The second is cultural background. The third is intelligence.~~”)
- E.** Since it is assumed all information and quotes come from this one article, you may diverge some from usual APA format. Quotations from the article must be put in quotation marks and cited, but citation only needs to indicate the page number of the quote. You do not need to also indicate the author(s) and year in your citation. You do not need to use APA citations for material summarized in your paper. It will be assumed that it is a summary of the article.

THIS ASSIGNMENT IS IN LIEU OF A MAJOR PAPER AND MUST DEMONSTRATE THE SAME QUALITY OF WRITING AS IS EXPECTED IN TERM PAPERS. **Remember**, failure to put quotes in quotation marks is plagiarism and may result in a failing grade for the assignment.