Theory: An organized and testable set of abstract concepts, beliefs, or principles developed about a group of facts, data, or events to explain, clarify, and understand them. A theory can be “considered a kind of map that represents the data in their interrelationships” (Schultz & Schultz, 2005, p. 33.)

Counselling theories are logically consistent and testable explanatory frameworks used to help us explain, describe, and predict human behaviour and change in a meaningful way; used therefore for case conceptualization and counselling formulation.

(Summative definition, Tasker, 2011)

Calendar Description
Contemporary theories and approaches to counselling and psychotherapy for individuals, couples, and families across the lifespan.

Learning will accrue from lectures, class discussions, small group work, video, in-class activities, group presentations, individual writing exercises, consultation, and the investigation of historical and current issues and trends in the testing and discussing of theories of counselling psychology and the implications thereof for training and clinical practice.

---

Required Text(s)/Reading List

Recommended Text

Additional readings may be assigned during the course of the semester.
*There may be a photocopying fee for additional course handouts*

COURSE OUTLINE

Purpose
This is a graduate-level course in theories of counselling psychology. The guiding question for your thinking, learning, and work in this class that I encourage you to keep asking and coming back to, is: “How does what I am learning inform my thinking about, attitude toward, and understanding of the human condition and change, and how does this inform my counselling approach?”

Objectives
On completion of this course, you will be able to:

1. Identify and describe the four major theoretical schools informing theories of counseling psychology and professional practice.
2. Describe and analyze the basic concepts, assumptions, beliefs or principles of each of the major schools of counselling theories.
3. Understand how to differentiate between the four major theoretical schools of counselling theories and the counselling theories derived there from.
4. Understand and differentiate between and among a theory, therapy, and techniques.
5. Understand key similarities and fundamental differences amongst the four major theoretical schools of counselling theory, and between and among some of the many counselling theories.
6. Identify, describe and discuss historical and current controversies within the field of counselling psychology in relation to its body of theories.
7. Develop and articulate your beginning personal theory of change and what counselling theories and clinical approaches/techniques are best supported by your theory.
Course Learning Outcomes and Evaluation

1. Participation 10%

2. Case Study Partner Presentation 45%
   Each partnership will present over two consecutive weeks.
   Presentation 1: Case Study - Golden (22.5%)
   Presentation 2: Case Study – Reconceptualization & formulation of Golden (22.5%)

3. Term Project: Personal Formulation of Change Project 45%
   Submit paper copy under my office door by Friday December 6, 9:00am (45%)

See Appendix 1 for detailed guidelines.

Academic Writing Help

The Writing Centre (TWC) is an excellent resource for you as a graduate student to know about and to check out. I especially direct you to TWC if you are not well-practiced in scholarly writing or familiar with APA format requirements.

GENERAL EXPECTATIONS
This is a graduate level course and I expect nothing less from you. By the same token, I expect the same high standard, work ethic, and organization from myself in facilitating this course. I am excited to be working and learning with you during this course. I invite you to engage in this course with a sense of challenge, openness, commitment and excitement. You will need to be organized and to keep on top of things on a daily basis.

1. By rule of thumb and in fairness to and with respect for other students in the class, I deduct 10% for every day that an assignment is late. Naturally I know that exceptions exist to all rules and will work with you to agree on accommodations for documented hardships, or unavoidable and unexpected circumstances.

2. I will respond to emails during work hours (i.e., between 9:00 and 5:00pm daily) and not at all on the weekend. I also expect that you will email me in a respectful and professional manner and you can expect the same in return from me.

3. I am open and available to your concerns as a student, but please do not attempt to influence your grades by means that are considered violations of academic ethics. These include stating what grade you need or offering some incentive to get a good grade, for example. I do however encourage you to discuss with me how you can more effectively achieve your course objectives. In this regard, sooner is better than later.

4. You will use APA Publication Style Manual (6th Edition) referencing and writing style for all written work. Papers with significant formatting errors (or not APA formatted at all)
will be penalized. APA formatting and formal scholarly writing styles are foundations of the discipline and professional language of Counselling Psychology. As such, you are required to develop, practice and refine these skills.

5. In consultation with the EPLS Graduate Advisor, if all course assignments are not completed and/or you have more than one unexcused absence, you may not successfully complete the course.

6. **Classes will run from 10:00am to 1:00pm.** It is important you attend all classes. If an unforeseen medical or emergency situation necessitates your absence or late arrival, please contact me (or a classmate) prior to the class.

7. **Please note the Department of EPLS’s policy on late entry into a course** stating that a student who misses the first 3 hours of a course must obtain the approval of the instructor to join the course in progress; otherwise the student may be required to withdraw from the course. The request for instructor approval must include a description of the reason(s) for the absence.

8. **Please note that the Department of EPLS’s policy that missing more than one class** is considered to exceed the minimum attendance required in this course and will result in withdrawal of a student unless there are documented extenuating circumstances or permission has been obtained in advance from me.

9. **Three late class arrivals or early class departures are considered as one absence.** Out of respect for me and your class peers, please arrive on time as I will start the classes promptly at 10:00am. Similarly, please do not leave the class early unless extenuating circumstances have been communicated ahead of time to me. It is a good idea then to let the class know during check-in that you will be leaving early.

10. Should you one class or any part of a class for extenuating reasons, you are responsible for catching up the information that was missed.

11. This course, in keeping with your graduate program as a whole, assumes a scientist-practitioner model emphasizing theory, research and practice. This course and program deal with the nature and practice of helping relationships; this calls for you and me to conduct ourselves in a professional and ethical manner that is consistent with professional codes of ethics and University regulations, and as discussed in class. The concept of professionalism includes:

   a. Letting me know if you will be unduly late for a class or if you have to miss one class. (See 6 and 8 above.)

   b. Completing all assignments according to guidelines and handing them in on time.

   c. Being ethical in your practice and respectful of others during class instruction

      time and experiential activities. That is:

      i. Please turn off your cell phone.

      ii. Please use your laptop for note-taking only.

      iii. Please do not carry on private conversation in class or work on assignments or projects that are not directly related to the classroom session.
iv. Understand that we all come into this course from different backgrounds and life experiences, and it is important that we respect and value the diversity that we bring.

v. Please express and defend your knowledge, ideas, and opinions assertively and not aggressively.

vi. Coffee/tea/water and other soft drinks are welcome. Please refrain from eating during the class. A short break will be provided during each class.

12. **Plagiarism, cheating and scholarly integrity:** You must abide by academic regulations as set out in the university calendar. It is in your interest to observe these standards of 'scholarly integrity' especially regarding plagiarism and cheating. **The consequences of plagiarism range from a failing grade for an assignment or course to disciplinary probation or even expulsion from the university.** See UVic’s Policy on Academic Integrity for more about the consequences of plagiarism and other forms of cheating.

A highly informative and useful resource “Academic Integrity” is also hosted on UVic’s Learning and Teaching Centre’s website, see: [http://www.ltc.uvic.ca/initiatives/integrity/index.php](http://www.ltc.uvic.ca/initiatives/integrity/index.php). If you have any remaining uncertainty about what constitutes plagiarism, I am more than happy to clarify this with you.

**A Specific Note on Professionalism**

You are taking this course as part of your professional training in counselling, as such it is expected that you conduct yourself in a professional and ethical way consistent with the **Canadian Counselling Association Code of Ethics** (available free of charge online). I encourage you to review this document, paying particular attention to the following four principles:

1. A2 – Respect for Rights
2. A6 – Responsibility to Counsellors and other Professionals
3. F3 – Ethical Orientation
4. F9 – Self-Development and Self-Awareness

As a professional counsellor, unprofessional or unethical behaviour are sufficient grounds for discipline and/or loss of membership. In your case as a training counsellor, you may be asked to leave the class or the entire course.

**Guiding Principles and Statement of Understanding for this Course**

1. I understand that the task of learning to become an effective helper involves learning new things and sometimes “unlearning” old things.

2. I understand that I might benefit from and contribute to other peoples’ learning. Nevertheless, I understand that I have come here not to teach, but to learn.
3. I understand that the only persons competent to help others are those who first challenge the certainty of their own beliefs and who grow in self-awareness.

4. I understand that to maximize my learning it is my responsibility to follow the course guidelines and to be a participating member of the class. If I choose not to participate in the class activities or to follow the guidelines at any time in relation to any specific component, I will explain my rationale to my instructor or peers who may be affected by my decision. I accept this responsibility because I understand that without some standard for accountability and evaluation I cannot hope to grow professionally.

5. I understand the one of the most profound measures of personal maturity is the extent to which one is able to translate complaints into requests. Therefore, if anything that I experience within the context of this course is disturbing/confusing/frustrating to me in any way, I will endeavour to address it directly and speak to the person(s) involved.

**Grading**
The University grading scale at the graduate level follows:
Students in the Faculty of Graduate Studies must achieve a grade point average of at least 5.0 (B) for every session in which they are registered. Individual departments or schools may set higher standards. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next session until approved to do so by the Dean of Graduate Studies. Such students will not be allowed to register in the next session until approved to do so by the Dean of Graduate Studies. Some academic units may employ a percentage system for evaluating student's work. Individual departments or schools may set higher standards. Students with a sessional or cumulative average below 5.0 will no longer be allowed to register in the next session until approved to do so by the Dean of Graduate Studies. Such students will not be allowed to register in the next session until approved to do so by the Dean of Graduate Studies. The University Senate has approved transition from the 9 point grading system to a percentage grading system and the implementation is planned to take effect May 2014.

Students in the Faculty of Graduate Studies must achieve a grade point average of at least 5.0 (B) for every session in which they are registered. Individual departments or schools may set higher standards. Students with a sessional or cumulative average below 5.0 will no longer be allowed to register in the next session until approved to do so by the Dean of Graduate Studies. Such students will not be allowed to register in the next session until approved to do so by the Dean of Graduate Studies. Some academic units may employ a percentage system for evaluating student’s work. Individual departments or schools may set higher standards. Students with a sessional or cumulative average below 5.0 will no longer be allowed to register in the next session until approved to do so by the Dean of Graduate Studies. Such students will not be allowed to register in the next session until approved to do so by the Dean of Graduate Studies. The University Senate has approved transition from the 9 point grading system to a percentage grading system and the implementation is planned to take effect May 2014.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point Value</th>
<th>Percentage For Instructor Use Only</th>
<th>Description</th>
<th>Achievement of Assignment Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90-100</td>
<td>Exceptional Work</td>
<td>Technically flawless and original work demonstrating insight, understanding and independent application or extension of course expectations; often publishable.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85-89</td>
<td>Outstanding Work</td>
<td>Demonstrates a very high level of integration of material demonstrating insight, understanding and independent application or extension of course expectations.</td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80-84</td>
<td>Excellent Work</td>
<td>Represents a high level of integration, comprehensiveness and complexity, as well as mastery of relevant techniques/concepts.</td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77-79</td>
<td>Very good work</td>
<td>Represents a satisfactory level of integration, comprehensiveness, and complexity; demonstrates a sound level of analysis with no major weaknesses.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73-76</td>
<td>Acceptable work that fulfills the expectations of the course</td>
<td>Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking.</td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70-72</td>
<td>Unacceptable work revealing some deficiencies in knowledge, understanding or techniques</td>
<td>Represents an unacceptable level of integration, comprehensiveness and complexity. Mastery of some relevant techniques or concepts lacking. Every grade of 4.0 (B-) or lower in a course taken for credit in the Faculty of Graduate Studies must be reviewed by the supervisory committee of the student and a recommendation made to the Dean of Graduate Studies. Such students will not be allowed to register in the next session until approved to do so by the Dean.</td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65-69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60-64</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50-59</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0-49</td>
<td>Failing grade</td>
<td>Unsatisfactory performance. Wrote final examination and completed course requirements.</td>
</tr>
</tbody>
</table>

**Faculty of Graduate Studies - Grading Scale**

Students in the Faculty of Graduate Studies must achieve a grade point average of at least 5.0 (B) for every session in which they are registered. Individual departments or schools may set higher standards. Students with a sessional or cumulative average below 5.0 will no longer be allowed to register in the next session until approved to do so by the Dean of Graduate Studies. Some academic units may employ a percentage system for evaluating student’s work.

**Other Failing or Temporary Grades**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point Value</th>
<th>Description</th>
<th>Achievement of Assignment Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>0</td>
<td>0-49</td>
<td>Did not write examination or otherwise complete course requirements by the end of term or session. This grade is intended to be final.</td>
</tr>
<tr>
<td>COM</td>
<td>N/A</td>
<td>N/A</td>
<td>Used only for 0 unit courses and other graduate courses designated by the Senate. Such courses are identified in the course listings.</td>
</tr>
<tr>
<td>INC</td>
<td>N/A</td>
<td>N/A</td>
<td>Incomplete (requires “Request for Extension of Grade” form). Used for those graduate credit courses designated by the Senate and identified in the course listings; also used, with Dean’s permission, for those graduate credit courses with regular grading (A to F, including N) which are not complete by the end of the term or session due to exceptional circumstances beyond the control of the instructor or student. INC must be replaced by a final grade not later than the end of the next term.</td>
</tr>
<tr>
<td>INP</td>
<td>N/A</td>
<td>N/A</td>
<td>In Progress. Used only for work terms; dissertations; theses; projects; comprehensive examinations and seminars offered on the same basis as dissertations or theses and designated by Senate (identified in the course listings). In the case of work terms, a final grade must replace INP within two months of the end of term. For dissertations, theses, designated seminars, projects and comprehensives, a final grade must replace INP by the end of the program. If the student does not complete the degree requirements within the time limit for the degree, the final grades will be N.</td>
</tr>
<tr>
<td>N/X</td>
<td>Excluded Grade</td>
<td>N/A</td>
<td>Did not complete course requirements by the end of the term; no supplemental. Used only for co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.</td>
</tr>
<tr>
<td>F/X</td>
<td>Excluded Grade</td>
<td>N/A</td>
<td>Unsatisfactory performance. Completed course requirements; no supplemental. Used only for co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.</td>
</tr>
</tbody>
</table>

* These percentage ranges are standardized and will be used by all instructors in determining letter grades effective May 2012. The percentage is not recorded on the student academic record or displayed on the student official transcript; the official 9 point grading system and letter grades are displayed on the academic record and official transcript. The University Senate has approved transition from the 9 point grading system to a percentage grading system and the implementation is planned to take effect May 2014.
**ED-D 518 ADVANCED SEMINAR IN THEORIES OF COUNSELLING PSYCHOLOGY**

**TENTATIVE SCHEDULE**

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Class Content</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
</table>
| 1     | Sept 9 | 1. Overview of Course Outline  
2. In-class activities | |
| 2     | Sept 16 | 1. Introducing Counselling Theories  
2. Case Conceptualization/Formulation | Corey: Chap. 1-3 |
| 3     | Sept 23 | **FIRST FORCE: Psychoanalysis & Psychodynamic Theories (Depth Psychology)**  
1. Seminar:  
   1. Psychoanalysis & Psychodynamic Orientations  
   2. Psychoanalytic Therapy (Chap. 4)  
2. In-class activities | Corey: Chap. 4 |
| 4     | Sept 30 | 1. Case Study 1, Golden #17  
Partnership 1: ___________________________  
2. Fishbowl Seminar: Adlerian Therapy (Chap. 5) - Fishbowl Group 1 | Corey: Chap. 5  
Golden: Case 17  
*Case Study, Partnership 1* |
| 5     | Oct 7 | **SECOND FORCE: Behavioural & Cognitive Approaches (Behaviourism & Learning Theory)**  
1. Case Study 1, Golden #17 - Psychoanalytic/Psychodynamic Reformulation  
2. Fishbowl Seminar:  
   1. Behaviourism & Learning Theory: Behaviour Therapy (Chap. 9) - Fishbowl Group 2 | Corey: Chap. 9  
*Case Study Reformulation, Partnership 1* |
|       | Oct 14 | **OCT 14 - NO CLASS – THANKSGIVING** | |
| 6     | Oct 21 | 1. Case Study 2, Golden #1  
Partnership 2: ___________________________  
2. Fishbowl Seminar: Cognitive Behaviour Therapy (Chap. 10) - Fishbowl Group 1 | Corey: Chap. 10  
Golden: Case 1  
*Case Study, Partnership 2* |
| 7     | Oct 28 | 1. Case Study 2, Golden #1 - Cognitive/Behavioural Reformulation  
2. Seminar: Choice Theory & Reality Therapy (Chap. 11) – Fishbowl Group 2 | Corey: Chap. 11  
*Case Study Reformulation, Partnership 2* |
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 8    | Nov 4 | THIRD FORCE: Existential & Humanistic Worldviews  
1. Case Study 3, Golden #19  
Partnership 3: __________________  
2. Fishbowl Seminar:  
1. Existential-Humanistic/Existential Therapy (Chap. 6) – Fishbowl Group 1 | Case Study, Partnership 3 |
| 9    | Nov 18 | 1. Case Study 3, # 19 - Existential/Humanistic Reformulation  
2. Fishbowl Seminar: Person-Centered Therapy (Chap. 7) – Fishbowl Group 2 | Corey: Chap. 7  
Case Study Reformulation, Partnership 3 |
| 10   | Nov 25 | 1. Case Study 4, Golden #6  
Partnership 4: __________________  
2. Fishbowl Seminar: Gestalt Therapy (Chap. 8) - Fishbowl Group 1 | Corey: Chap. 8  
Golden: Case 6  
Case Study, Partnership 4 |
| 11   | Dec 2 | FOURTH FORCE: Postmodernism & Social Constructionism  
1. Case Study 4, Golden #6 - Postmodern Reformulation  
2. Fishbowl Seminar:  
Postmodernism & Social Constructionism/Approaches (Chap. 13) - Fishbowl Group 2  
3. Course evaluations and wrap-up | Corey: Chap. 13  
Additional Reading: TTM h/out  
Case Study Reformulation, Partnership 4 |
| Dec 6 | | | Personal Formulation of Change paper due 9:00am |

1 In the case of unforeseen circumstances, this schedule is subject to change. If there are any changes to the schedule I will let you know in advance.
Appendix 1

COURSE LEARNING OUTCOMES AND EVALUATION

DETAILED GUIDELINES AND EXPECTATIONS

<table>
<thead>
<tr>
<th>1. PARTICIPATION (10%)</th>
</tr>
</thead>
</table>

Your participation and involvement in not only class but in course content itself, will be assessed broadly across the course.

Multiple opportunities will exist for your participation, involvement, and self-directed learning initiatives. For example:

1. Each class will begin with a brief **check-in** where you can report on instances of insight or challenge (course content, assignments), experiences (e.g., perhaps something heard or learned in another class or in your daily life), or something you learned through exploring an internet website or blog that relates to what we are discussing and learning about in this class on counselling theories.

2. Each **Fishbowl Seminar** will be lead by Fishbowl Groups 1 and 2, each group responsible for alternating weeks. Every Fishbowl Seminar is followed by Whole Class discussion. **It is essential** that **we all** come to class having read and critically thought about the required reading content for the seminar.

3. Contribution to and participation in Q&A/discussion following Case Study presentations.

4. Classes will involve individual and group exercises that may include dyads or small group work, role plays, student skill demonstrations and so forth.

**FISHBOWL GROUP 1:**

**FISHBOWL GROUP 2:**
2. CASE STUDY PRESENTATIONS
(Original case presentation = 22.5%, Reconceptualized case presentation = 22.5%)

The purpose here is for you to roll up your sleeves and to get your hands dirty, so to speak, with different theories and their associated therapies and techniques.

You and you partner/s will present a Case Study from Golden through role play, case conference presentation, or some other creative learning format over two classes. In the first class, your presentation will follow the case study verbatim and you will comment and critically reflect on the case as presented in the Golden text (22.5%). The following week, you and your partner/s will re-present the case through the conceptual lens and treatment formulation of an alternative theory being discussed in class (22.5%).

For example, Partnership 1 will be presenting Case Study 17 from Golden where the clinician drew heavily on family systems and experiential approaches (i.e., postmodernism and social constructivism) in conceptualizing the case and formulating his treatment plan. This will be presented by Partnership 1 in their first week. In their second week of presentation, Partnership 1 will re-present the same case having reconceptualized the case and reformulated the treatment to so as to use an approach coming from the Psychoanalysis and Psychodynamic theoretical school.

Grades will be assigned as a partnership grade. That is, each partner will be assigned the same grade. Format for the presentation, critique and discussion is open. However, role play is strongly encouraged as role play provides a compelling and evocative learning environment.

The second part of the class (after the break) is set aside for Case Study presentation and discussion.

PARTNERSHIP 1 (September 30 & October 7):

PARTNERSHIP 2 (October 21 & 28):

PARTNERSHIP 3 (November 4 & November 18):
PARTNERSHIP 4 (November 25 & December 2):

3. TERM PROJECT: PERSONAL FORMULATION OF CHANGE PROJECT (45%)

The primary purpose of the term project is to get you thinking about change as it relates to the human condition and arguably, as the reason that takes us into and keeps us in the profession of counselling. Commitment to and engagement in the project over the course of the term will be your biggest allies. It is for this reason that I am calling this learning exercise, which is really nothing but a term assignment, a project.

Term Project Thinking (Prompts to help you think about what you think about change are):

- What is change?
- What does change look like?
- What underlies or motivates change?
- What do you think are the necessary “ingredients” for change?
- Who changes? Who does not change?
- What changes?
- How does change happen?
- When does change begin?
- Is change linear?
- Is action necessary for change?
- Is insight necessary for change?
- What is our role as a counselor in “helping” our clients?
- How important is the therapeutic relationship for change?
- How important are the Past, Present and Future in your understanding and formulation of change?
- On a scale of 1 to 10, how much responsibility do you believe the person saying he wants to change has in being in the position he currently find himself in – 1 means little or no responsibility and 10 means he is totally responsible?
- On a scale of 1 to 10, how much responsibility do you believe the person saying she wants to change has in making and maintaining this change – 1 means little or no responsibility and 10 means she is totally responsible for change and its maintenance?
- How would you know when someone has achieved change?

Term Project Paper (45%)
Your term paper will include the following components:

- Major theoretical orientations that inform your theory of change.
- How change occurs in counselling.
- The role of the counselling relationship in your theory of change and how it contributes to client change.
• If change is not occurring in therapy with clients, how you explain this in terms of your personal theory of change and how you would evaluate the effectiveness of your personal theory of change?
• A critically thoughtful discussion of how class content, discussions, experiential activities, the peer-reviewed literature and other learning opportunities inside and outside of the class affected or influenced your previously implicit “theory” of change.
• Implications for your professional development and counseling practice.

Other topics for inclusion might be: your struggles on the one hand, and resonance on the other, with concepts and beliefs from different theories’ views on change; your beginning point and end point (i.e., how your conceptualization and formulation of change has or has not changed from the beginning of the term to now). Your paper must be supported by and integrative of coursework (class content, texts) and peer-reviewed literature (including credible internet sources).

Format:
• 12 pt Times Roman, double spaced
• Include title page, abstract, and reference
• APA 6 format ¹ ²
• 20 page maximum (including title page, abstract, and reference)

¹ Please pay close attention to consciously and effortfully attempting to shape correct use of APA 6 format. You all received APA guidelines from me in the first class of this course. Please use them!
² Please remember one to two quotes for every five pages are about the APA upper limit. Over-reliance on direct quotes from resources will be penalized.
## Appendix 2

### Grading Rubric for Graduate Written Work

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>25</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>25</td>
</tr>
<tr>
<td>(analytical and evaluative thinking; independent thinking; level of informed discourse with the literature)</td>
<td></td>
</tr>
<tr>
<td>Counselling Implications and Applications</td>
<td>20</td>
</tr>
<tr>
<td>Position (and support for)</td>
<td>10</td>
</tr>
<tr>
<td>Style AND Written Work</td>
<td>15</td>
</tr>
<tr>
<td>(clarity, focus and articulation of purpose, communication and argument; integration and synthesis; organization, flow, paragraph development etc.)</td>
<td></td>
</tr>
<tr>
<td>APA</td>
<td>5</td>
</tr>
<tr>
<td>(accurate cover page, abstract, within-text APA format and reference)</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** _______ /100
Appendix 3

Grading Rubric for Graduate Oral Presentations

This form evaluates your oral presentation according to the grading key provided to you in the first class, namely:

1 = Unsatisfactory [i.e., < 72 (<B)]  2 = Satisfactory [i.e., 73-76 (B)]
3 = Good [i.e., 77-79 (B+)]  4 = Excellent [i.e., 80-84 (A-)]
5 = Outstanding [i.e., 85-89 (A)]  6 = Exceptional [i.e., ≥ 90 (A+)]

1. **Originality, insight and creativity** (e.g., insightful thinking, creative presentation method, showed resourcefulness and original thinking)
   1 2 3 4 5 6

2. **Knowledge and understanding** (e.g., amount, accuracy, completeness, articulation, relevancy, and organization of information presented)
   1 2 3 4 5 6

3. **Critical thinking** (e.g., questions asked, concerns noted, gaps identified, evaluation of information, level of integration and synthesis)
   1 2 3 4 5 6

4. **Position** (e.g., defense of a position taken, argument articulation)
   1 2 3 4 5 6

5. **Style/Delivery** (e.g., organization and rehearsal; confidence; flow of presentation; eye contact with audience; distracting mannerisms; reliance on notes; voice projection, animation and pitch; vocal stumbling or mumbling; clarity of communication and of concepts/information delivered)
   1 2 3 4 5 6

6. **Facilitation of Discussion** (e.g., effectiveness of questions; ability to respond to and encourage audience to respond to and expand on questions asked by other audience members; ability to keep discussion on-topic, relevant, and useful; how engaging the discussion was)
   1 2 3 4 5 6

7. **Oral Presentation** (e.g., overall rating of presentation including mastery of use of PPT, chalkboard or other visual delivery modalities; contribution of visuals to audience’s understanding; relevance and contribution of audience participation exercises; how interesting the presentation was; how enjoyable the learning was; effectiveness of resources)
   1 2 3 4 5 6