

**SYLLABUS**

**MHS 6405: Advanced Counseling Theory (CRN10818)**

**Spring 2012 - 3 Credits**

**Jeanette Bevilacqua, ARNP, Ed.D**

|  |  |  |
| --- | --- | --- |
| **Contact Information** | **Class Hours/Location** | **Office Hours** |
| Office: ClassroomPhone: 433-1403Fax: E-mail jbevilacqua@fgcu.eduwww.jeanettebevilacqua.com | W -- 05:00 pm - 07:45 pmMerwin Hall 115 | Wed; 4-5pmor by apptvia phone, live,  in person or telephone |

**1.     Course Description: This course is an advanced study of counseling approaches, current research, and empirically supported treatment.**

2.**Objectives:**

A To understand and demonstrate an in depth knowledge of helping skills, counseling theories and their applications in practice.

B.    To know how to develop and use data in performing the roles of the counselor as a part of life-long learning.

C.    Students will critically analyze their own interpersonal skills and counseling style vis-à-vis counseling theories and practices presented

D.    Students will formulate and articulate an initial personal theory of personality and counseling style.

E.    Recognize and have strategies to respond to clients throughout crisis and loss.

F.    Demonstrate technological literacy skills which facilitates the support, implementation, management and accountability of counseling related functions/tasks.

3.**CACREP Competencies**

A.    Counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;

B.      C.5.application of modalities for initiating, maintaining, and terminating counseling and psychotherapy with mentally and emotionally impaired clients, including the use of crisis intervention and brief, intermediate, and long-term approaches;

C.      C.10.effective strategies for influencing public policy and government relations on local, state, and national levels to enhance funding and programs that affect mental health services in general, and the practice of mental health counseling in particular.

D.      A.10.knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices; and

E.      B.7.knowledge of prevention and crisis intervention strategies.

F.      5.g. ethical and legal considerations.

G.      C.2.general principles and practices for the promotion of optimal human development and mental health;

H.      II K,5.b. application of modalities for initiating, maintaining, and terminating counseling and psychotherapy with mentally and emotionally impaired clients, including the use of crisis intervention and brief, intermediate, and long-term approaches;

4.**Florida Educator Accomplished Practices (FEAPS; School Counselors)**

|  |  |
| --- | --- |
| **Practice** | **Evaluation** |
| COMMUNICATION: Uses effective communication techniques with students and all other stakeholders | **1.      Presentations****2.      Demonstrations****3.      Merge project** |
| KNOWLEDGE OF SUBJECT MATTER: Demonstrates knowledge and understanding of the subject matter. | **1. Presentations****2. Lectures** |
| LEARNING ENVIRONMENTS: Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self/motivation. | 1. **Client Application**
2. **Panel**
 |
| PLANNING:  Plans, implements, and evaluates effective instruction in a variety of learning environments. |  **1. Client Application** **2. Panel** |
| ROLE OF THE TEACHER: Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students. |  **1.   Clinical Application** |
| TECHNOLOGY: Uses appropriate technology in teaching and learning processes. | **1.      Merge project****2.      Presentation Project****3.      Data Report** |

**5. Primary Methods of Instruction**

|  |  |  |
| --- | --- | --- |
| **Included? Y/N** | **Method Type** | **Description** |
| x | Analysis and Reflection | Reflection on practice is of importance because it enables practitioners to assess, understand and learn through their experiences. A positive active process of reflection that reviews, analyses and evaluates experiences draws on theoretical concepts and previous learning and so provides an action plan for future experiences. |
|  | Artifacts (i.e., audio tape/video) | Audio and/or video recorded lessons are used for analysis, annotation and reflection on counseling concepts that are being put into practice.  |
| x | Cooperative Learning Activities | Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. |
| x | Large/Small Group Discussion | Group work provides opportunities for intellectual and personal growth that cannot be achieved so easily in the standard lecture situation. It provides opportunities for interaction between students and among students. |
| x | Lecture  | The lecture is a teaching method where an instructor is the central focus of information transfer. Lectures are a straightforward way to impart knowledge to students quickly. |
| x | Role Play | Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. |
|  | Virtual/Online | The entire course is taught online with possibly a maximum of one or two face to face meetings. |
| x | Web Based Activity | Web based activities tend to provide information resources for students and/or help to create a richer learning environment that includes activities, resources, and assessment. |
|  | Field Experience Course | The course is primarily designed to provide practicum or internship experiences and supervision. |
| x | Guest Speakers/Field Trips | The course includes one or more guest speakers or trips to external sites (on an individual or group basis) to support learning from experts or examples from the field. |

**Confidentiality**

Protecting confidentiality is the cornerstone of our profession. You are expected to protect the information and identity of any client you work with as specified and limited by ethical standards (ACA and AMHCA and or ASCA) and relevant state and Federal laws. In some situations, class participants can sometimes serve as clients, counselors and peer supervisors. As a result, confidentiality regarding client issues is mandatory. Thus it is a baseline expectation that you will not carry personal information out of this class. Student school counselors are also expected to follow the Florida Standards for Professional Practice.

**Furthermore, students will be required to record, with appropriate permission and informed consent, counseling sessions for evaluation by site, university and peer supervisors.** This will be done using digital recording equipment and exchange of recordings using YouSendIt.com. Please register on Yousendit if you do not already have an account and familiarize yourself with how to readily send your digital recordings.

**6. Implementation Strategies:**

a.     Texts

 i   Data Boot Camp for School Counselors and Administrators - CD (Provided to you in class)

ii.   Brief Counseling That Works: A Solution-Focused Approach for School Counselors, 2nd Edition by Gerald Sklare, Ph. D. **(School Counselors)**

iii.  Becoming Solution-Focused In Brief Therapy by John L. Walter, Jane E. Peller**(Mental Health Counselors).**

iv.   A counseling theory book/primer of your choice (approved by the instructor).

v.   Class lectures, audiotapes, podcasts, reserved readings, role-plays, discussions, presentations, and other activities.

vi.   All handouts, online articles and other materials.

**6.     Calendar of Coursework Activities: The following is an approximate guide to this course.  Some variations may occur as a function of (a) our being either slightly behind or slightly ahead of a listed topic for a given date,  (b) additional readings to be announced during the course, and (c) the needs of the students.**

Course Schedule:

Week Date TOPIC

 1 1/11/12 Introduction /Overview

 2 1/18/12 Family Systems Theory (Bowen)

 Special Clinical Populations:

 Transgenderism: Dr. Alycia Ellison

 3 1/25/12 Educational Technologies: Dr. Sabella

 4 2/1/12 Grief/Bereavement: Wayne Leaver, Hope Hospice

 Client Presentations:

 1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 5 2/8/12 Holistic Mind Body Approaches:

 Client Presentations:

 4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 6.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 6 2/15/12 Depression/Suicide: Dr. Brunner, CAPS

 Client Presentation

 7.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 8.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 9.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 7 2/22/12 Self Injury: Dr. Gibbons, CAPS

 Client Presentations:

 10.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 11.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 12.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 8 2/29/12 Eating Disorders: Dr. Santucci, Psychiatrist

 Client Presentations:

 13.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 14.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 15.\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 9 3/7/12 Spring Break Enjoy!!!

10. 3/14/12 Crisis Counseling Dr. Finn

11 3/21/12 Student Presentations Panel 1 & 2

 Client Presentations:

 16.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 17.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 18.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12 3/28/12 Student Presentations Panel 3 & 4

 Client Presentations:

 19.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 20.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 21.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

13 4/4/12 Student Presentations Panel 5 & 6

 Client Presentations:

 22.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 23.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 24.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

14 4/11/12 Student Presentations Panel 7 & 8

 Client Presentations:

 26.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 27.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 28.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

15 4/18/20 Student Presentations Panel 9 & 10

 Client Presentations:

 29.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Course Review and Summary

 **Standards Matrix**



**7. Important Notes**

1.      **Class Attendance.**  The classroom format is largely experiential.  It is not possible to make up the experiences of demonstration, discussion, and feedback done in class.  In order for maximum learning to occur, you must attend class regularly.  Everyone is entitled to two (2) absences without penalty.  For each absence beyond one, your final grade will be lowered by 5% .  To be considered present you must be in class from beginning to end on a given day. It is expected that all readings be completed prior to class in order to maximize class discussions.  During class, relevant questions, pertinent comments, and risk taking in modeling are welcomed and encouraged.

2.      **College of Education LiveText Statement.**The College of Education has adopted the use of Live Text software to assist in the assessment of student's performance and program quality. As a degree-seeking, endorsement or certification student you are responsible for purchasing a membership to Live Text during your first course in the FGCU's College of Education. If you do not have a membership to Live Text, you will need to purchase it immediately. This is a one-time only purchase. Students enrolled in this class will be required to submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). Your work will receive scores in Live Text that will be used to help monitor your demonstration of the standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed. Your documented success on these tasks can contribute to a portfolio that showcases your learning for current and future employers.

3.      **E-mail.**Students at Florida Gulf Coast University are eligible to obtain an e-mail account.  In order to learn about this technology, you are required to open up an account and become familiar with the computer services available at FGCU.  To activate, and your account, go to[http://eagle.fgcu.edu/](https://webmail.fgcu.edu/owa/redir.aspx?C=e3ed818762614367ab67d3db8e8d7b6f&URL=http%3a%2f%2feagle.fgcu.edu%2f)or you can call the Help Desk at 590-7107. you should know that you can check and send messages from any Internet connection by going to http://eagle.fgcu.edu/.

4.      **Written Assignments**.  All papers must be written in American Psychological Association (APA) form and style.  Papers are graded on the basis of professional quality/content, organization, form, and APA style.  That means that format, references, citations, and writing must be both professionally and technically correct.

5.      **Disability Accommodations Services**: Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The

Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7956 or TTY 239-590-7930

6.      **Academic Behavior Standards and Academic Dishonesty**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the Student Code of Conduct and Policies and Procedures sections.  All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy.   The FGCU Student Guidebook is available online at http://studentservices.fgcu.edu/judicialaffairs/new.html

7.      **Student Observance of Religious Holidays.**All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs.  Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

8.      **Evaluation**.  Evaluation is on a point accrual basis.  No one assignment counts as a letter grade.  All points are totaled for the final grade. Assignments are due on the assigned date.  Ten percent of the assignment points will be deducted for each week (or portion thereof) that the assignment is late.

|  |  |
| --- | --- |
| **Description** | **Points** |
| Counseling Theory Efficacy Report | 100 |
| Panel Presentation |  100 |
| DatAbility Project | 75 |
|  Theoretical Client Application | 150 |
|  |  |
| Merge Project | 20 |
| TOTAL | 445 |
| **Minimum****Percent** | **Minimum****Points** | **Grade** |
| 90 | 401 | A |
| 80 | 356 | B |
| 70 | 312 | C |

|  |
| --- |
| **Assignment Descriptions** |

**8. DatAbility: Data Competencies**

Make certain to go through the *Data Boot Camp for School Counselors and Administrators*  CD (Sabella, 2007). Now make sure you download and install the EZANALYZE Excel Add-in from [http://www.ezanalyze.com/](https://webmail.fgcu.edu/owa/redir.aspx?C=e3ed818762614367ab67d3db8e8d7b6f&URL=http%3a%2f%2fwww.ezanalyze.com%2f). Now you are ready to conduct do some “data snooping” and conduct some analyses using Microsoft Excel™. Submit via email a Word Document report that includes answers to the following questions and related charts when requested:

First open the spreadsheet entitled MS-Excel Spreadsheet Data Working File from the Data Boot Camp CD. You might want to save this onto your hard drive because you won’t be able to save changes on the DVD.

**1.     How would you describe the reading scores (i.e., Mean, Median, Mode, Std. Dev., Range, Minimum Value, Maximum Value, and Sum)?**

2.**If you could only work with 15 of the 68 students, to whom would you dedicate resources? Why?**

3.**When you disaggregate the data for absences by race, grade, or sex, what do you learn, if anything?**

4.**What type of correlation exists between absences and reading scores? Include a scatterplot graph of the results.**

5.**Is there a statistically significant difference between boys and girls for reading scores (Hint: Independent Samples T-test)? Include a graph.**

6.**What is the percent change from Pre to Post?**

7.**Was there a statistically significant difference between pre and post test scores (Hint: Paired Sample T-Test). Include a graph.**

8.**Is there a statistically significant different between the reading scores in this data set and the state average of 3.1 (independent samples)? Include a graph of the results.**

Now open the spreadsheet entitled *NCES School Data for Lee County* from ANGEL.

9.**How many students are on free lunch in Title I schools?**

10.**Would you say there are major differences in student to teacher ratios by locale (i.e., Mid-Size Central City, Rural inside CBSA, and Urban Fringe of Mid-Size City)?**

11.**Which school has the lowest student to teacher ratio?**

**Evaluation Criteria: 75 points/6.8 each**

**9. Mail Merge Project**

Use the data included in the *NCES School Data for Lee County* spreadsheet and your word processor to demonstrate a **mail merge**. Write a letter to each school introducing yourself as a new school or mental health counselor in practice. Each letter should be personally addressed and include your letterhead (name, contact information), and a graphic (your choice). Submit via ANGEL one file with all 100 letters as generated by Word.

* If you need help, check out [http://office.microsoft.com/en-us/help/HA010349201033.aspx](https://webmail.fgcu.edu/owa/redir.aspx?C=e3ed818762614367ab67d3db8e8d7b6f&URL=http%3a%2f%2foffice.microsoft.com%2fen-us%2fhelp%2fHA010349201033.aspx)and [http://mistupid.com/technical/mailmerge/](https://webmail.fgcu.edu/owa/redir.aspx?C=e3ed818762614367ab67d3db8e8d7b6f&URL=http%3a%2f%2fmistupid.com%2ftechnical%2fmailmerge%2f) (Don’t take the URL personally).

Evaluation Criteria: 20 points

**10 Counseling Theory Efficacy**

This assignment is a small group (3 within your curriculum) experience designed for you to write a comprehensive paper, which will be presented in class in the Panel Presentation format. (group grade.)

* Select a counseling theory/therapy technique beyond the theories presented in this graduate program. Be creative and choose something different, innovative, challenging or controversial- for different settings and populations. Faculty approval to prevent duplication.
* Conduct a professional literature review regarding the efficacy (outcome data) of your chosen theory. Include no less than 8 annotated bibliographies.
* Write a APA style paper, with a well-developed introductory section, reflections and conclusions.

Reference: <http://wikipedia.org/wiki/list> of psychotherapy.

Suggested Topics:

* Transactional Analysis
* Gestalt Therapy
* Music Therapy
* Art Therapy
* Bibliotherapy
* TM/Meditation
* Food/Mood Therapies
* Movement Therapy – Dance – Yoga
* Hypnosis
* Etc.

**11. Panel Presentation**

Working with the same group for the Efficacy Report, you will be part of a panel (3 same students) presentation about your chosen theory. Every person on the panel is expected to significantly and equitably contribute. The presentation lasts about 45 minutes. You are expected to present an intellectual discourse, not read to the audience, and engage audience participation.

1. Introduction and overview of principles and techniques of your theory.
2. Discuss historical perspectives.
3. Describe clinical recommendations and deterrents.
4. Discuss potential ethical and legal issues of this theory.
5. Discuss ethical issues of therapist choosing this theory.
6. Demonstrate/Role Play major concepts of this technique.
7. Utilize visual learning aids for theory clarification (Poster Board/Power Point).
8. Present summary and conclusions with provocative questions.
9. Provide 1 – 2 page handout for class including references, website, etc.
10. Provide Panel Presentation Summary to Instructor.

Evaluation Criteria: 100 points/10 points/each question/Group Grade

**Panel Presentation**

Topic members

3/21 Panel 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Panel 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3/28 Panel 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Panel 4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4/4 Panel 5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Panel 6 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 4/11 Panel 7 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Panel 8 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4/18 Panel 9 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Panel 10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **12**. **Theoretical Client Application and Discussion**

 This assignment provides each student an individual opportunity to apply a selected theory to a specific “client” situation in a brief 1 session format. Next, you will prepare a 15 minute class presentation (select date) following the guidelines, leaving time for class discussion. Please submit a written copy.

1. Select a client for one ‘therapy’ session utilizing your specific counseling theory for analysis and presentation. Avoid identifying data. Can select from work/personal setting. Utilizing Internship I consent form. Audiotaping the session will provide you the opportunity to review this session comprehensively. (Consent available in CoE Internship Manual).
2. Select a theory (faculty approval) for client application to specific need - eq. Behavior. Modification for binge eating. Please consider selecting a theory that you don’t know or have experience with.
3. Describe the therapy session, being mindful of your personality and therapeutic style, goal for session, client motivation, diagnostic criteria and physical setting.
4. Describe specific theory interventions, and how you were able to accomplish this, or not.
5. Assess and validate client strength and coping skills.
6. Determine what would be goals for subsequent sessions, if you had them.
7. Discuss follow up and referral services.
8. Evaluate your personal effectiveness in theoretical application, of technique. What worked, what didn’t work and what you would do differently next time. The evaluation of this critique is designed for honest self inquiry, not perfection. Even if this was a terrible experience your self evaluation, not the outcome is what is important.
9. Discuss applicable policy issues at the local, state and national level.
10. Discuss applicable ethical and legal issues.
11. What did you learn about yourself from this experience?
12. Did your selected theory meet your expectation and clinical goals. Would another theory application have attained more beneficial results?

Evaluation Criteria: 150 points/ 15 points each, questions 3 – 12

Individual Grade

**Standards Matrix**



