



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

BIG ORANGE. BIG IDEAS.

**COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING
COUNSELOR EDUCATION PROGRAMS**

**COUN 504 SPECIAL TOPICS
SUMMER 2016**

Course Section: COUN 504 3 credit hours
Course Meetings: Tuesday & Thursday 1:00PM-4:30PM
Course Location: BEC 501

Faculty Instructor: Joel Diambra, EdD, LPC-MHSP, NCC
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COURSE DESCRIPTION

3 CREDIT HOURS

Instructor-initiated course offered at convenience of academic unit on topics of current interest.

Grading Restriction: Letter grade.

Repeatability: May be repeated. Maximum 15 hours.

PURPOSE, FOCUS, & CONTENT

Introduction to Human Sexuality will provide graduate counseling students and professionals with an overview of human sexuality. Through discussion, interactive learning experiences, and course assignments, students will gain knowledge, increased comfort, and personal insight about such topics as: theory, the media, communication, sex research, gender identity and gender roles, sexual orientation, sexual harassment, assault and abuse, family planning and contraception, sexually transmitted infections, HIV/AIDS. Human sexuality will be examined through a number of different lenses (personal, historical, cultural, and public health) and will focus on helping students integrate the physical, emotional, intellectual, and social aspects of sexuality.

STUDENT LEARNING OUTCOMES

SLO	STANDARD	EVALUATION
Demonstrate knowledge of issues of human sexuality related to counseling which influence the counseling process, the ability to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcomes, and successfully terminate the counselor-client relationship.		CLASS DISCUSSION, ROLE PLAY, RESEARCH PAPER
Increase knowledge and self-awareness regarding your own sexuality, preferences, biases, dislikes, social expectations, moral ideology and other influences that affect your own sexuality.		10 QUESTIONS, SECRETS AND FANTASIES ACTIVITY, CLASS ACTIVITIES
Demonstrate an understanding of the importance of self-awareness related to issues of human sexuality in developing a therapeutic relationship with clients and in maintaining appropriate professional boundaries.		CLASS ACTIVITIES, ROLE PLAY
Identify and obtain resources for human sexuality topics through reading, discussion, course projects, and experiential education.		RESEARCH PAPER, ROLE PLAY
Strengthen and apply research skills to the fields of human sexuality and counseling.		RESEARCH PAPER
Build skills and comfort in communicating about sexuality as a counselor.		ROLE PLAY, CLASS ACTIVITIES
Demonstrate an understanding of the ethical and legal ramifications regarding issues of human sexuality when counseling clients.		RESEARCH PAPER, MOVE REACTION PAPER, CLASS DISCUSSION

PROFESSIONAL DISPOSITIONS

The Counselor Education Program has adopted a set of dispositions to be demonstrated by all students. You can use the acronym CORIS (pronounced 'chorus') to help you remember them. The dispositions include:

- ◆ **C**ommitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- ◆ **O**penness to idea, learning, change, giving and receiving feedback, others, and self-development
- ◆ **R**espect to self and others, including honoring diversity, self-care, and wellness
- ◆ **I**ntegrity, including personal responsibility, maturity, honesty, courage, and congruence
- ◆ **S**elf-awareness, including humility, self-reflection, and understanding of place in history

CORIS is a representation of our values. All students, and faculty, should embody these dispositions inside and outside class meetings to the greatest extent possible.

METHODS OF INSTRUCTION

Class sessions will include presentations by the instructors, informed discussions by class members, group assignments, experiential activities, and guest lectures. This class will utilize a variety of instructional methods, including lecture, discussion, individual and group work, audio/visual materials, etc.

REQUIRED TEXTS & MATERIALS

Hyde, J., & DeLamater, J. (2017). Understanding Human Sexuality (13th Ed.).
ISBN-13: 978125944989

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Assignment	Points	Due
Participation (attendance, 10Q&SF and comments)	100	Ongoing
Movie Reaction Paper	100	June 14
Role Play-Counseling Strategy	100	
Research Paper—Special Topic	100	
Grading Scale		
A	93-100	
B+	90-92	
B	83-89	
C+	80-82	
C	73-79	
D	65-72	
F	0-64	

Dear Student,

The purpose of this Campus Syllabus is to provide you with important information that is common across courses at UT. Please observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high quality learning experience.

I wish you the best for a successful and productive semester.

Provost Susan Martin



UNIVERSITY CIVILITY STATEMENT

Civility is genuine respect and regard for others; politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

ACADEMIC INTEGRITY

"An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity."

DISABILITIES THAT CONSTRAIN LEARNING

"Any student who feels she or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 2227 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities."

YOUR ROLE IN IMPROVING TEACHING AND LEARNING THROUGH COURSE ASSESSMENT

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

KEY RESOURCES FOR STUDENTS:

- ∨ Undergraduate Catalogs: <http://catalog.utk.edu/> (Listing of academic programs, courses, and policies)
- ∨ Graduate Catalog: <http://catalog.utk.edu/index.php?catoid=2>
- ∨ Hilltopics: <http://dos.utk.edu/hilltopics> (Campus and academic policies, procedures and standards of conduct)
- ∨ Course Timetable: https://banner.ssb.utk.edu/kbanpr/bwckschd.p_disp_dyn_sched (Schedule of classes)
- ∨ Academic Planning: <http://www.utk.edu/advising> (Advising resources, course requirements, and major guides)
- ∨ Student Success Center: <http://studentsuccess.utk.edu/> (Academic support resources)
- ∨ Library: <http://www.lib.utk.edu/> (Access to library resources, databases, course reserves, and services)
- ∨ Career Services: <http://career.utk.edu/> (Career counseling and resources, HIRE-A-VOL job search system)

INSTRUCTOR POLICIES

CONFIDENTIALITY INFORMATION: In this course, we will be discussing sensitive and sometimes controversial topics. We may have and take strong stances on certain topics. We won't always agree, but we will agree to respect one another, especially when we don't agree. We will also likely disclose personal stories, experiences, hopes, fears, opinions, etc. Naturally, in the course of discussion, it is possible for a student or the instructor to share something personally important and confidential.

Because of the nature of group, confidentiality cannot be guaranteed, but it is your ethical duty to maintain confidentiality and not share this information outside of class. We are mutually bound in trust to maintain confidentiality. Maintaining confidentiality goes a long way toward creating a trusting, cohesive, and productive classroom environment. In the event someone shares something that poses imminent harm toward self or others, confidentiality will be breached to protect those in danger.

CODE OF ETHICAL BEHAVIOR: The standards of ethical behavior include behavior in completing class assignments as well as the behavior of class members in their own small groups. All participants in this course will be held accountable for knowing and following the Ethical Guidelines presented in the textbook or through appropriate ethical statements in counseling, such as American Counseling Association (ACA) or American School Counseling Association (ASCA).

PERSONAL STATEMENT: In Spring of 2012, a student approached me about teaching this course in order to meet an LPC requirement in another state (FL). I initially agreed to do an independent study, but then realized there may be enough student interest to generate a course. In Summer of 2012 I offered the course for the first time. During the summer of 2016 Sherrie Bruner and I will co-teach the course, providing two different perspectives (e.g., gender, age, counseling experiences, etc.). We are not experts in this subject; however, we are willing and able to identify readings, facilitate discussion, create assignments, and evaluate your demonstrated learning.

This is a sensitive subject, both at individual and societal levels. Although sexuality is universal to the human condition, we bring diverse perceptions, ideas, thoughts, experiences, etc. with us about this subject to class. These differences will likely clash at times. It is our intent to create a safe and respectful environment where we feel comfortable speaking openly and honestly, knowing that not everyone will agree with all of our ideologies, stances, or ideas. Use this class exposure/experience and discussion (of our differences and similarities) to help inform you in your development as an effective counselor. We are confident that we will all experience a range of emotions during this course (e.g., fear, excitement, confusion, joy, insult, happiness, anger, empathy, frustration, sympathy, disappointment, giddiness, etc.). Please reflect on these emotional experiences, as you do the subject matter, using a counselor-client relationship lens (e.g., what emotions are my clients experiencing related to this issue?). It is our hope that you will leave this course better informed about the subject matter, with a greater awareness of your own sexuality, and with increased comfort hearing others share about their sexuality: a more effective counselor.

ATTENDANCE AND PARTICIPATION REQUIREMENTS

ATTENDANCE: Attendance at all class meetings is expected and is of the utmost importance in a class of this nature. Students are allowed to miss one class; **for each subsequent absence the student will receive one grade less than is earned in the course.** You are responsible for making sure you receive the necessary assignments and class notes you miss.

PARTICIPATION: Student participation and interaction will be a major focus of this class. **Students must submit 10 Questions, 5 Secrets and 5 Fantasies during the FIRST class period.** Bring these

these lists to the first class (you must prepare these in advance). Active participation in all discussions/activities/clicker polls is expected and necessary for successful completion of the course. Preparation for class should include reading, reflecting, and **writing one quality question for each chapter of the course text and bringing in the question in written format for each class (i.e., if 3 chapters are due the upcoming class period, you must bring 1 question from each chapter, for a total of 3 questions that class period)**. Your insights and reactions to the course material are a vital aspect of the learning process, and articulate presentation of these is expected. Your respect for and openness to others' perspectives, as well as a willingness to examine your own, will be valuable to your learning and growth.

COURSE ASSIGNMENTS

PARTICIPATION (100 POINTS, DUE - ONGOING)

A. Questions & Secrets & Fantasies

In the spirit of normalizing human sexuality and having open discussions about our real questions and real experiences (we represent a sample of the human experience) while respecting everyone's privacy (not having to self-identify individually) I'm asking you to begin creating three lists (don't be inhibited):

10 real questions you have about human sexuality (you don't know the answer and you want to know the answer) and

5 sexual secrets that you may have that you do not typically share with others, or is completely unknown to anyone (an experience you have had or a fact about yourself).

5 sexual fantasies (sexual desires, whims, daydreams, imaginations, hopes you look forward to doing, something that you feel is not within your personal norm or comfort zoned that you would like to do).

These 10 secrets and fantasies shouldn't be readily known by others about you.

Write these so you do not self-identify - write these in a manner as to not denote gender. For example, if there are only two male students and one male instructor, the process of elimination could be easily accomplished, this also goes for female students. Although you may be comfortable self-disclosing, outing yourself may unintentionally out a classmate.

As you reflect and consider these two prompts, create two different lists. Type these in Roman 12 point font. Leave space between each item. Print on white paper. Bring to our first class. I will collect and cut these into separate items/strips of paper. Later we will blindly pick items for class discussion, personal reactions, our counselor perspective, and related issues.

Using ourselves as "source" will help us see how many questions and thoughts/feelings/experiences even a small group of adults have regarding sexuality. My guess is that we will all be surprised at times, experience some comfort through universality, and almost assuredly we'll all be offended at some level at some time (this can be a sensitive topic). I think this all goes with the territory. My hope is that these discussions will also make us more knowledgeable and comfortable with various sexuality topics and continue to prepare you as counselors to be "more ready and comfortable" counseling clients with these types of issues.

B. Preparation for class should include reading, reflecting, and **writing one quality question for each chapter of the course text and bringing in the question in written format for each class (i.e., if 3 chapters are due the upcoming class period, you must bring 1 question from each chapter for a total of 3 questions that class period)**.

C. Participate in class discussions regularly

MOVIE REACTION PAPER: 100 POINTS, DUE JUNE 11TH.

Students will review a movie from popular media that demonstrates a counselor-client sexual interaction. Some movie choices are offered below, but students may select a different movie. If you choose a movie not included below, **the movie must be approved by the instructor prior to review.** Movies that depict counselor and client having sexual relationships include *Basic Instinct*, *Bliss*, and *Mr. Jones*. The theme of counselor-client sex is also depicted in the following movies: *12 Monkeys*, *Tin Cup*, *Silver Linings Playbook*, *The First Wives' Club*, *The Sessions*, *Deconstructing Harry*, *Beyond Therapy*, and *The Butcher's Wife*. A social sexual relationship between counselor and client's brother is depicted in *Prince of Tides*.

Sexual relationships between therapists and current or recently (5 years) terminated clients are always unethical and often illegal, yet some of these movies depict the sexual relationships as effective in promoting health and healing.

Students will evaluate the ethical issues, therapeutic qualities, and unhealthy attributes of the relationship depicted in the movie watched and submit a 4-6 page reaction paper based on their impressions. Please use the following five items/questions as subheadings in your paper.

1. **Movie Summary** - Provide a one-paragraph description of the movie, including name and principle characters. Build context. Assume I haven't watched the movie.
2. **Healthy Aspects** - Describe healthy aspects of the relationship (how it develops, strategies the counselor uses to build relationship, efforts to establish professional boundary) between the counselor and client in the movie. Provide at least 2 examples from the movie to support healthy, professional strategies.
3. **Boundary Crossed** - How is the professional-client boundary crossed? What happens? Who initiates? Who is responsible? What efforts, if any, were taken to maintain a healthy professional relationship? Identify, site, and couch your response related to ACA relevant ethical codes.
4. **Emulate & Separate** - If you were the counselor and you had to work with this client, what would you do in the same way? What would you do differently? Describe similar tactics or different tactics you would use.
5. **Consultation/Supervision** - How would you consult with this counselor if s/he called you for consultation? How would you supervise or consult him/her to handle the situation differently? Be specific.

ROLE PLAY: 100 POINTS, DUE JUNE 14TH – JUNE 23RD.

The purpose of the following assignment is to further enhance your working practice and knowledge regarding the treatment of sexual dysfunction or problems associated with sexuality. Each role play will take no more than 20 minutes. For this assignment, the student will focus on two components of treatment:

1. Diagnosis
2. Demonstrating a single technique used to treat the presenting problem (in a 10-15 minute mock counseling session/role play)

You will need the following for this assignment:

- DSM 5
- A partner to serve as your "client" from our class
- A 2 page paper of the research regarding the disorder/technique/efficacy of technique (see explanation below)

PART I—TOPIC CHOICE & PAPER:

- Think of a potential client issue regarding sexuality. Think in terms of the new DSM. What are the disorders specific to sexuality? Pick **one disorder** to serve as the basis for the utilization of a technique you wish to role-play for the class.
- What treatment modality is appropriate for this specific issue? How would you introduce this technique to the client and gain their consent prior to utilization? What would this process look like in an actual session? Be sure to include these pieces in your role-play exercise script. You will formulate a script for the purpose of the role-play.
- Once you have chosen a specific technique, you must communicate your desire to use this technique for the assignment with the course instructors and gain approval. The technique **MUST** follow the ACA code of ethics.
- After gaining instructor approval, research the technique in depth, including efficacy as a treatment modality. Who created the technique? Why was it created initially? Is it a mainstream technique? How can a client potentially benefit from the technique (in other words, what are the evidence based expected outcomes and research supporting the technique).
- **2 page paper summarizing the research found.** Explain the disorder first, site prevalence, and then discuss the technique and its efficacy. Build context and assume the reader knows NOTHING about this specific technique. This summary will provide an outline for the role play exercise script (PART II).

PART II—SCRIPT, ROLE PLAY & DISCUSSION: The following process outlines how the student will demonstrate the use of diagnosis and treatment methods utilizing an in-class role-play exercise (20 minutes total).

1. Introduce the issue/topic (briefly) and technique - (5 min.)
2. Role Play a counseling session (script will guide role play, but you should do more than just read a script. Try to make the role play as realistic as possible) - (10 min.)
3. Process Content with class after completing the role play - (5 min.)

Develop a counseling script for the role play exercise. The script must contain three parts:

- A. **Content Building:** The counselor will gather pertinent information. The counselor will successfully and clearly identify the issue and discuss the diagnosis with the client.
- B. **Processing:** The counselor will use effective counseling skills including processing with the client: determining the best treatment method for the presenting symptoms. Convey and acquire consent to treatment, specific to using this method.
- C. **Technique Implementation:** The student will use/demonstrate the technique with their “client” (their selected class partner).
- D. **Discussion:** After the roleplay, facilitate a discussion with the audience regarding the disorder, diagnosis, technique used, and result of the session.

RESEARCH PAPER or POSTER PRESENTATION (must submit poster proposal to TCA or other conference): 100 POINTS, DUE June 30th.

Paper: Write a 10-12 page research paper on a topic of their choice related to course content.

Topics must be discussed and approved by instructors. Papers must follow APA format (6th Edition). Each major portion of the paper (left justified bullets below) count as 10 points except for Body, which counts as 20 points. Papers will include:

Introduction of topic

Justification that the topic is worthy of discussion

- Statistics that demonstrate prevalence, importance, etc.

Rationale for the topic with counseling profession

- Connect topic to counseling profession
- Tell reader why this is a relevant topic for today

Literature review

- Cite and briefly review minimum of 6 research articles directly related to the topic

Problem & purpose statements

- Problem might be inadequate research on topic, conflicting research findings on topic, lack of counseling interventions for issue or population, no clear ethical guidance on how to address this issue, unclear how issue fits within theoretical constructs, etc.
- Provide a one-sentence statement that very clearly describes the purpose of your paper.

Body of this paper is to address the problem and offer research-based solution(s)

- (describe the solution, e.g., provide new research on the topic, analyze the conflicting data and produce a conclusion, propose a counseling intervention based on research, design or adapt ethical guidelines to provide guidance, demonstrate how one theory might explain and provide counseling guidance with topic (case study).

Discussion

- Connect your findings/ideas to literature review presented earlier in the paper
 - Similarities
 - Differences
 - Try to “resolve” any conflicting information. Lots of issues are complicated and require new definitions or ways to understand an issue.

Implications for future research, counseling practice, teaching, etc.

- Be specific, offer ideas for several new studies, talk about treatment approaches that should be tried and evaluated for effectiveness

Discuss limitations of the paper (e.g., specific to small population, not yet empirically tested, etc.)

- Summary

Poster: Create a conference poster using Power Point (I’ll give you a template) and submit your poster presentation to the TCA conference student competition. If your poster is accepted, you will present it at the upcoming fall conference (prize awards are available). You must present your poster to the class where you will receive feedback. Make these improvements to your poster before submitting your proposal, if the time line allows (make these changes to your poster regardless if you are accepted). Poster topic sections follows that of the research paper (somewhat), but information is delivered using succinct written bullet points and you provide verbal commentary when talking to visitors who stop to view your poster. Below are headers to consider:

Title – Include poster title, the conference name & location, your name, and University of Tennessee

Justification – Stats that make a case that this is a worthwhile topic

Rationale for the topic with counseling profession – practical importance for clients and counselors

Literature review - Cite key studies & findings related to counseling practice

Discussion – synergize different ideas and suggest “best practices”

Implications for future counseling practice, teaching, research etc.

- Talk about treatment approaches that should be tried and evaluated for effectiveness

Contact Information – Name, email, University of Tennessee

TENTATIVE COURSE CALENDAR

Date	Topics	Readings & Assignments Due
June 2 nd	Introduction to Human Sexuality, Syllabus Review, Icebreaker and Desensitization Activities	Collect 10 Questions, 5 Secrets and 5 Fantasies
June 7 th	Perspectives and Research on Sexuality	Hyde & DeLamater, Chapters 1-3
June 9 th	Pregnancy, Childbirth, & Infertility <i>Guest Speaker: David Hall</i>	Hyde & DeLamater, Chs. 4, 5 & 6 Taverner & McKee #19 & #20
June 14 th	Contraception, Abortion, Arousal Discuss Movie Reaction Papers	Hyde & DeLamater, Chs. 7 & 8 Taverner & McKee #17 & 18 Role Play Due (2) Movie Reaction Paper Due
June 16 th	Life Span & Attraction, Love & Communication Discuss Research Papers	Hyde & DeLamater, Chs. 9, 10, 11 Taverner & McKee #4 Role Play Due (2) Watch <i>Hope Springs</i>
June 21 st	Orientation, Variation, Gender	Hyde & DeLamater, Chs. 12, 13, 14 Taverner & McKee #7 Role Play Due (2)
June 23 rd	Ethics, Religion, & Law Discuss Research Papers <u><i>Planned Parenthood of East Tennessee: Tory Mills 1:00-3:30</i></u>	Hyde & DeLamater, Chs. 19 & 20 Taverner & McKee #15 Role Play Due (2)
June 28 th	Coercion & Prostitution	Hyde & DeLamater, Chs. 17 & 18 Taverner & McKee #13
June 30 th	Disorders & Therapy <u><i>Brooke Bagley: 1:30-3:30</i></u>	Hyde & DeLamater, Chs. 19 & 20 Taverner & McKee #15 Research Paper Due
July 5 th	Future Wrap-up	Epilogue

Techniques Role Play Exercise Rubric

COUN 504: Human Sexuality in the Counseling Profession

Name of Student: _____

Instructor: _____ Date: _____

Evaluation Scale

Strong = 20-15 points

Adequate = 14-10 points

Weak = 9-0 points

1. Counseling relationship & comprehensive use of skills (20 pts.)

Strong: Counselor demonstrates strong ability in establishing counseling relationship. Adept in conveying positive regard, respect, warmth, non-judgmental attitude, empathy, authenticity, and congruence. Counselor demonstrates a strong ability to effectively and appropriately utilize a wide range of counseling skills.

Adequate: Counselor demonstrates an ability to develop and deepen the counseling relationship with the client by displaying positive regard, respect, warmth, non-judgmental attitude, empathy, authenticity, and congruence. Counselor demonstrates the use of a range of counseling skills including open ended questions, summarization, clarification, etc.

Weak: Counselor does not sufficiently develop and deepen the counseling relationship by demonstrating the ability to display positive regard, respect, warmth, non-judgmental attitude, empathy, authenticity and congruence. Range of skills used was too narrow and/or skills incorrectly applied.

Comments:

2. Structure and direction of counseling role play (20 pts.)

Strong: Counselor demonstrates strong ability in creating and maintaining clear structure and productive focus over the course of the interview.

Adequate: Counselor demonstrates the ability to maintain structure, focus, and direction of the interview, proceeding through defined stages, and is able to end session effectively.

Weak: Counselor does not demonstrate the ability to maintain structure, focus, and direction of the interview.

Comments:

3. Accurate Attention to affect, content and meaning (20 pts.)

Strong: Counselor demonstrates strong ability in attending to client affect, content, and meaning as demonstrated by accurate and effective reflection, exploration and summarization.

Adequate: Counselor adequately explores and reflects client's expression of affect, content or meaning.

Weak: Counselor does not actively, accurately, and/or sufficiently explore and reflect client's expression of affect, content or meaning.

Comments:

4. Professional Role Skills (20 pts.)

Strong: Counselor demonstrates a sophisticated understanding of professional and ethical behaviors, responsibilities, relationships and/or demeanor.

Adequate: Counselor adequately demonstrates an understanding of professional and ethical behaviors, responsibilities, relationships and/or demeanor.

Weak: Counselor does not demonstrate an understanding of professional and ethical behaviors, responsibilities, relationships and/or demeanor.

Comments:

5. Case Conceptualization Skills (20 pts.)

Strong: Counselor demonstrates a superior ability to formulate a clear understanding of the client's problem integrating cultural, historical, developmental and contextual elements to design a counseling plan to work with the client, and articulate case from a theoretical perspective.

Adequate: Counselor demonstrates the capacity to formulate a clear understanding of the client's problem integrating cultural, historical, developmental and contextual elements to design a counseling plan to work with the client; Can articulate case from a theoretical perspective.

Weak: Counselor does not demonstrate the ability to formulate a clear understanding of the client's problem integrating cultural, historical, developmental and contextual elements to design a counseling plan to work with the client. Cannot articulate case from a theoretical perspective.

Comments:

Movie Reaction Paper Rubric

Movie Reaction Paper Subheading as Outlined Above	Evaluation Scale				
	20	40	60	80	100
1	Unclear and not relevant		Somewhat clear and/or relevant		Clear, relevant, unique insights
2	Unclear and not relevant		Somewhat clear and/or relevant		Clear, relevant, unique insights
3	Unclear and not relevant		Somewhat clear and/or relevant		Clear, relevant, unique insights
4	Unclear and not relevant		Somewhat clear and/or relevant		Clear, relevant, unique insights
5	Unclear and not relevant		Somewhat clear and/or relevant		Clear, relevant, unique insights