



## **Counseling 610.01, Advance Counseling Theories and Techniques**

Course Syllabus: Fall 2019

*Mondays 4:30 to 7:10pm, CHEC Rm# TBD*

### **INSTRUCTOR INFORMATION**

**Instructor:** Amir Abbassi, Ph.D., LPCS, LMFTS  
**Office Location:** McKinney and Commerce, by appointment  
**Office Hours:** McKinney, Mondays 1-4,  
**University Email Address:** Amir.Abbassi@tamuc.edu  
**Preferred Method of Communication:** Email  
**Communication Response Time:** 24-48 hours

### **COURSE INFORMATION**

#### **Materials – Textbooks, Readings, Supplementary Reading**

##### **Required Text Books:**

Wedding, D., & Corsini, R.J.,(2013). *Current psychotherapies* (10<sup>th</sup>, ed.). Cengage Learning.

Ellenberger, H. (1981). *The Discovery of The Unconscious: The History and Evolution of Dynamic Psychiatry*. New York. Basic books.

Rychlak, J. (1981). *Introduction to personality and psychotherapy* (2<sup>nd</sup> ed.). Boston: Houghton Mifflin.

Wedding, D. & Corsini, R.J., (2001). *Case Studies in Psychotherapy* (10<sup>th</sup>, ed.).Cengage Learning.

##### **Supplemental Reading List**

Ivey, A. (2000). *Developmental Therapy*. North Amherst, MA: Microtraining Associate, Inc.

Maddi, S. (1980). *Personality theories: A comparative analysis*. Homewood, IL: Dorsey Press.

Barclay, J. (1971). *Foundations of counseling strategies*. New York: Wiley.

Barclay, J. (1968). *Counseling and philosophy: A theoretical exposition*. Boston: Houghton Mifflin.

Adler, A (1930) *Problems of Neurosis*. Capricorn

Adler, A (1930) *What Life Should Mean to You*. Capricorn

Ansbacher & Ansbacher (1964) *Individual psychology of Alfred Adler*. Harper Perennial

- Bandura, A. (1977). *Social Learning Theory*. Prentice Hall
- Skinner, B. (1957) *Science and Human Behavior*. Macmillan
- Barlow, D. (2002) *Anxiety and its Disorder*. Guilford Press
- Beck, A. (1976). *Cognitive Therapy and Emotional Disorders*. Meridian
- Beck, A, Rush, J. Shaw, B. & Emery, G. (1987) *Cognitive Therapy of Depression*. Guilford Press
- Beck, J. (1995), *Cognitive Therapy Basics and Beyond*. Guilford Press.
- Bowen, M. (1978) *Family Therapy in Clinical Practice*. Janson Aronson
- Frankl, V. ( 1967) *The Doctor and the Soul*. Bantam
- Freud, S. (1949) *An Outline of Psychoanalysis* (J. Strachey Trans) Oxford Press
- Haley, J (1987). *Problem Solving Therapy*. Josey Bass
- Hall, C. (1999) *Primer of Freudian Psychology*. Meridian
- Kohut, H. (1977). *The Restoration of Self*. International University Press
- Kohut, H. (1971). *The Analysis of Self*. International University Press
- Minuchin, S (1974) *Families and Family Therapy*. Harvard University Press
- May, R (1961) *Existential Psychology*. Random House
- May, R (1950/1977) *The Meaning of Anxiety*. Norton
- Perls, F. (1992) *Gestalt verbatim Real People*
- Rogers, C (1989) *The Carl Rogers Reader*. Mariner Books
- Rogers, C. (1977) *On Personal Power* Delacorte Press
- Rogers, C. (1961) *On Becoming a Person*. Houghton Mifflin
- Yalom, I. (1980) *Existential psychotherapy*. Basic Books
- St Clair (2003) *Object Relations & Self psychology*. Brooks/Cole
- Watzlawick, P. Beavin, J. & Jackson, D. (1967). *The Pragmatics of Human Communication: A*

## COURSE DESCRIPTION

### Catalog Description of the Course

610. *Advanced Counseling Theories and Techniques*. Three semester hours.

Advanced study of various theories of counseling approaches with opportunities for demonstration and evaluation of each student's counseling skills. Prerequisite: Doctoral status or consent of the instructor.

### General Course Information

This course is designed to provide the student with advanced exploration and analysis of current counseling theories. The student will be expected to demonstrate the ability to analyze, synthesize, critique, and discuss, in verbal and written form, the key concepts of traditional and contemporary counseling theory and practice. In addition, students will be expected to demonstrate understanding of pertaining to the principles and practice of counseling and systems theories.

### Doctoral Student Learning Outcomes

#### CACREP Standards Addressed in COUN 610

Doctoral Standard	Learning Activity or Assignment	Assessment
4.G.1. Knows the major counseling theories, including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations and ethical/legal considerations.	Discussion on Multicultural aspect of each assigned theory for the week	Class presentation; Weekly quizzes; Exam
4.G.2. Understands various methods for evaluating counseling effectiveness.	Assigned reading Chapters 4-12 (Corsini, R.J. & Wedding, D. 2000), Use 3 separate text book and different printed articles Associated with counseling theories and systemic approach to crisis issues (Ellenberger 1981, Rychlak 1981); <b>Key assignment 18: Final Exam</b>	Weekly quizzes; Class presentation; Midterm Exam; <b>Key Assessment 18: Final Exam Rubric</b>
4.G.3. Understands the research base for existing counseling theories.	Cross comparison on different theories in class, <b>Key Assessment 18: Final Exam</b>	Weekly quiz; Cross comparison; Final position paper; Midterm Exam; <b>Key Assessment 18: Final Exam Rubric</b>

4.G.4. Understands the effectiveness of models and treatment strategies of crises, disasters, and other trauma-causing events.	Supplemental articles, Class Discussion, <b>Key Assignment 18: Final Exam</b>	Weekly quiz, Midterm Exam <b>Key Assessment 18: Final Exam Rubric</b>
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**Content Areas include, but are not limited to, the following:**

- I. Psychodynamic
- II. Behavioral
- III. Cognitive
- IV. Reality Therapy
- V. Adlerian
- VI. Person-Centered
- VII. Existential
- VIII. Gestalt
- IX. Systems
- X. Postmodern
- XI. Other contemporary approaches

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

### **Instructional Methods**

This course consists of lecture and didactic learning methods, small group discussions, and in-class assignments, coupled with experiential learning and practical application. When we are not meeting face to face, you will be expected to participate and complete all online tasks via D2L. In addition to this, small lecture, discussion, activities, and workshops may be utilized during this course.

### **Student Responsibilities or Tips for Success in the Course**

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful to your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.

5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 6<sup>th</sup> edition.
7. Regularly check your University email. My suggestion is to check it at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

### Assignments/Assessments

1. **Key Assignment 18: Final Exam (100 points):** The Final Exam will consist of 50 multiple-choice, true/false questions. This is a timed exam. A review of the exam will be provided two weeks prior. The goal of the exam is to test your knowledge on various concepts of the main theories of counseling that we study in this class, as well as apply that knowledge to practice.

#### Key Assessment 18: Final Exam Rubric (Doctoral Standards 4.G.1; 4.G.2; 4.G.3; 4.G.4)

	1 – Does Not Meet Expectation (0-43 points)	2 – Meets Expectation (40-44 points)	3 – Exceeds Expectation (45-50 points)
Grade Percentage on Exam	Less than 80% correct on all exam items	Between 80% and 89% correct on all exam items	Greater than 89% correct on all exam items

2. **Class presentation (25 points):** Each student will facilitate a presentation of one of the major theory that is studied in this class.

#### Class Presentation and Cross comparison Rubric

	1 – Does Not Meet Expectation (0-15 points)	2 – Meets Expectation (16-20 points)	3 – Exceeds Expectations (20-25 points)
Presentation Qualities  25 points	Presentation with no visual aid, not presented in a clear manner OR is missing critical components of the theory OR is	Presents has visual aid such as power points most elements of the Appendix A. and supplemental chart Presentation evident	Presentation has visual aid and covers all elements of Appendix A thoroughly and clearly. Post is evident of graduate level work.

	presented in an illogical/inconsistent manner. not consistent with graduate level work	of graduate level work	
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- 3. Quiz (100 points):** The total of 10 quizzes to be taken prior to weekly discussion in class. They consist of 10 multiple-choice, true/false, and matching questions. The daily quiz will be administered right at the beginning of the class prior to presentation and discussion of the material. You will have 15 minutes to take the 10 item quiz.

**Quizzes Rubric**

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
Grade on Quiz 10 Points	Less than 8 correct on all quiz items	Between 8 and 9 correct on all quiz items	Greater than 9 correct on all quiz items

- 4. Midterm and Exam (100 points):** The Midterm exam will consist of 100 multiple-choice, true/false, and matching questions. You will have the entire class period to complete the exam. Generally speaking, multiple-choice, true/false, or matching items test your content knowledge, and ability to apply content knowledge to practice.

**Midterm Exam Rubric**

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
Grade on Exam 30 Points	Less than 80% correct on all quiz items	Between 80% and 89% correct on all quiz items	Greater than 89% correct on all quiz items

- 5. Final Position Paper (100 points)** is a comprehensive paper of your theory of practice. Written statement of your personal mode of counseling (based primarily on one of the major counseling models we study in this class) and how your mode of counseling is related to your own personality, values, and basic beliefs. This paper is in APA format and will have to cover all area of stated in Appendix A. **For this paper you must demonstrate:**

1. An understanding of the writings and ideas of selected counseling theory, theorist philosophical orientations and basic beliefs about the nature of the person and clients in counseling.

2. An understanding of your values, personal convictions about human beings, and mode of interactions with others.
3. An understanding of the relationship between the philosophical base of selected counseling approach and your own personality, values and basic beliefs about human nature and behavior change.

**Final Paper Rubric**

	1 – Does Not Meet Expectation (0-39 points)	2 – Meets Expectation (40-44 points)	3 – Exceeds Expectation (45-50 points)
Write a position paper on an original theories from the list of the ones studied in this class  50 points	Did not select the theory from the list of those that we studied in this class. Missed basic concept concepts. Writing is shallow and no in-depth exploration of theories. no evidence of synthetization across multiple sources; not representative of graduate level work	Theory was selected from the one that was discussed in class, most basic concepts are covered, evidence of possessing knowledge about the theory but missing one or two key points; representative of graduate level work	All basic concepts are covered. In depth review of related concepts. evidence of possessing knowledge about topic without missing key information; representative of graduate level work
APA format and Reference page  50 points	Did not follow APA format in cover page, body of the paper and the reference page Sources are not related to the topic of paper	APA format was followed with one or two minor errors Mostly original sources were used. Sources are related to the selected theories	APA format was followed with no errors on cover page, in body of the paper or reference page. All four original sources were used

**GRADING**

Final grades in this course will be based on the following scale:

- 90%-100%    A
- 80%-89%    B
- 70%-79%    C
- 60%-69%    D
- < 59%        F

Assignment/Assessment	Point Value
Class Presentations/participation /Cross Comparison	25
Quizzes	100
Midterm	100
Final exam	100
Final Paper	100

Total points possible = 425. Your Final Grade is determined adding the point values earned from each assignment and then dividing by 425. The resulting value is multiplied by 100 to yield a percentage. For example:  $(385 \text{ [points earned]}/425) \times 100 = 90.5\%$

## TECHNOLOGY REQUIREMENTS

### Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11



Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.

- \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site  
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
  - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
  - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
  - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.



## COMMUNICATION AND SUPPORT

### Brightspace Support

#### Need Help?

#### Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

#### Technical Support

If you are having technical difficulty with any part of Brightspace, contact Brightspace Technical Support at 1-877-325-7778 or click on the **Chat** or click on the words “click here” to submit an issue via email.



#### System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

## COMMUNICATION AND SUPPORT

### Interaction with Instructor Statement

I am available to meet in person or talk on the phone. I do accept text message from students as well. I check my email couple times a day. Please allow 24 hours to get a response back on your emails. If you do not hear from me within 24 hours, please send another email to make sure I have received your email.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### University Specific Procedures

#### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>



Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

### **ADA Statement**

#### **Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>



### Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## COURSE OUTLINE / CALENDAR

### Course Calendar

Date	Topic	Readings	Assignments
8/26 Week 1	Introductions, Course Overview and Expectations		-Review Syllabus
9/02 Week 2	Psychoanalysis	Rychlak, Chapters 1 &4 Ellenberger, Chapter 7	Quiz Class discussion
9/09 Week 3	Individual Psychology	Corsini, Chapter 3 Rychlak, Chapter 2 Ellenberger, Chapter 8	Quiz Class discussion
9/16 Week 4	Analytical Psychology	Corsini, Chapter 2 Rychlak, Chapter 3 Ellenberger, Chapter 9	Quiz Class discussion



9/23 Week 5	Client-Center Therapy	Corsini, Chapter 4 Rychlak, Chapter 9	Quiz Class discussion
9/30 Week 6	Gestalt Therapy	Corsini, Chapter 9 Rychlak, Chapter 12	Quiz Class discussion
10/07 Week 7	Existential Therapy	Corsini Chapter 8 Rychlak Chapter 10	Quiz Class discussion
10/14 Week 8	Midterm Exam	In Class Midterm Exam	In Class Midterm Exam
10/21 Week 9	Behavioral Therapy	Corsini Chapter 6 Rychlak Chapter 6 & 7	Quiz Class discussion
10/28 Week 10	Cognitive Therapy	Corsini Chapter 7	Quiz Class discussion
11/04 Week 11	Rational Emotive Behavioral Therapy	Corsini Chapter 5	Quiz Class discussion
11/11 Week 12	Realty Therapy	Supplemental Reading Researched Articles	Quiz Class discussion
11/18 Week 13	System Theory Approach	Corsini, Chapter 11 Supplemental Reading Researched Articles	Quiz Class discussion
11/25 Week 14	Contemplative Psychotherapies	Corsini, Chapter 12 Supplemental Reading Research Articles	Quiz Class discussion Final Paper Due
12/02 Week 15	Cross Comparison of all therapies	Individual forms on each theory	Class discussion
12/09 Week 16	In-Class Final Exam	In-Class Final Exam	In-Class Final Exam

## Appendix A

### **Elements for Development, construction and Presentation of the Final Theory Position Paper**

1. Introduction: Present a brief description of your family background and development and discuss how they relate to your present beliefs, values and counseling theory.
2. Discuss the system of philosophy that supports your personal beliefs and your theory of counseling and explain their implications for your counseling.
3. What elements of your theory are found in other theories? Explain?
4. Explain how development, personality, learning (or, the theories of choice) are integrated into (or support) your theory. Include a discussion of the nature of the person, innate capacities/capabilities, and the motivation for behavior.
5. Discuss how your theory accounts for the wide variety of individual behavior found in humanity.
6. Discuss how your theory provides for the culturally/socioeconomically different client.
7. Define maladjustment according to your theory.
8. Explain the conditions necessary for constructive personality and/or behavior change to take place according to your theory.
9. Discuss goal setting in counseling according to your theory.
10. Define client improvement according to your theory and goals for counseling.
11. Describe your role as a counselor. Include in discussion: (1) major counseling techniques you use and why you use them; (2) techniques you use with various types of clients (i.e. substance abusers, spouse/child abusers, delinquents, depressives, perfectionists, eating disorders, etc.), and why you use them; and (3) your position on the use of history taking, diagnosis, and appraisal and explain why you take your position.
12. Would you accept for treatment clients whose value systems are opposed to your own? Why? (involuntary clients).

13. Summarize (1) research that supports your theoretical position (include references).

Note: You must have read at least four primary sources and four journal articles related to your theory before completing the paper and those sources must be included on your reference list.

**For this paper student must demonstrate:**

1. An understanding of the writings and ideas of selected counseling theory, theorist philosophical orientations and basic beliefs about the nature of the person and clients in counseling.
2. An understanding of your values, personal convictions about human beings, and mode of interactions with others.
3. An understanding of the relationship between the philosophical base of selected counseling approach and your own personality, values and basic beliefs about human nature and behavior change.