COUN 510 W: Counseling Theories & Techniques
Course Syllabus: *Summer I, 2022*
Online

INSTRUCTOR INFORMATION

Instructor: James M. Devlin, PhD
Office Location: Binnion 223
Office Hours: By Appointment
University Email Address: james.devlin@tamuc.edu
Preferred Method of Communication: Email
Communication Response Time: 24 hours

COURSE INFORMATION
Materials – Textbooks, Readings, Supplementary Readings

Required Textbooks:

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th edition).
Cengage, CA: USA.

Corey, G. (2017). *Student manual for theory and practice of counseling and psychotherapy*
(10th edition). Cengage Learning.

Suggested Textbook:

American Psychological Association. (2011). *Publication manual of the American
Psychological Association.* (6th ed.). Washington, D.C.: Author.

Required Supplemental Readings

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

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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*. Gilford 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

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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 Study of Interactional Patterns, Pathologies, and Paradoxes.*

COURSE DESCRIPTION

Catalog Description of the Course
510. *Counseling Theories and Techniques.* Three semester hours.
A study of the philosophical and theoretical bases of the helping process. Includes study of major counseling theories, basic helping skills, and applications to diverse populations. Also includes professional issues related specifically to the counseling process.

General Course Information
      This course, along with COUN 501, serves as one of the basic introductory courses in the Counseling Department. It is a requirement for all degree options, and should be taken early in the student's preparation. A grade of "B" or higher must be earned in COUN 501, 510, 528, and 516 (or its equivalent for those seeking school counselor certification only), which is required before practicum (COUN 551).

Master Student Learning Outcomes

2016 CACREP Standards Addressed in COUN 510

Masters Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
2.F.3.c. theories of normal and abnormal personality development	Lectures (week 1-4) on Nature of human, normal and abnormal behavior according to theory of the week Corey's 2017	Chapters (1-4 turned in reviews	Covering all 5 questions asked by the instructor on the review that is assigned based on the chapter studied for the week Exam (ch.1-4)	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.5.a. theories and models of counseling	Lectures (week 1-12) Corey's 2017	Chapters (5-8) turned in reviews	Covering all 5 questions asked by the instructor on the review that is assigned based on the	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

			chapter studied for the week Exam (ch. 5-8)	
2.F.5.b. a systems approach to conceptualizing clients	Lectures (week 1-12) Role of a counselor in therapy	Chapters (9-14) turned in reviews	Covering all 5 questions asked by the instructor on the review that is assigned based on the chapter studied for the week	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.5.n. processes for aiding students in developing a personal model of counseling	Lectures (week 1-12). Looking on personal value and own conviction about human. Corey's 2017	Chapters (9-14 turned in reviews	Covering all 5 questions asked by the instructor on the review that is assigned based on the chapter studied for the week	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
		Comparison term Paper	Compare and contrast two theories from the text Exam (ch. 9-14(	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

Course Objectives include, but are not limited to, the following:

1. The student will identify, explain, and/or describe generally accepted characteristics of effective helpers.
2. Students will differentiate counseling from traditional interpretations of guidance, psychotherapy, and consultation via explanation, description, or the identification of descriptive statements.
3. Students will distinguish between the outcome and process goals of counseling and consultation via explanation, description, or the identification of descriptive statements.
4. Students will identify, generate responses, and/or demonstrate appropriate behaviors which are consistent with the Ethical Standards and Standards of Practice of the American Counseling Association, including differentiating between ethical and legal issues.
5. Students will identify, explain, and/or describe characteristics and behaviors that influence helping processes, including, but not limited to age, gender, ethnicity, culture, race, lifestyle, verbal and nonverbal communication styles, personal characteristics, traits, capabilities and life circumstances.
6. Students will identify, describe, and/or apply appropriate counseling skills to client/consultees who are different from the counselor in terms of race, cultural background, gender, age, physical abilities, lifestyle, and/or other criteria.

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7. Students will identify, describe, and/or apply appropriate counseling skills to clients who are reluctant or resistant.
8. Students will identify, describe, and/or apply appropriate counseling skills to clients who are suicidal.
9. Students will identify and/or list and describe the typical stages of counseling initial interview through termination.
10. Students will identify, explain, apply, and/or evaluate hypothetical examples of basic listening, empathy, genuineness, unconditional positive regard, concreteness, immediacy, confrontation, self-disclosure, structuring, use of silence, nonverbal communication, and communication leads such as interpretation, probes, reassurances, questions, and restatements and reflections.
11. Students will identify, explain, or demonstrate behaviors congruent with currently accepted, psychodynamic, cognitive-behavioral and affective counseling theories, techniques, and practices, including, but not limited to Psychoanalytic, Adlerian, Existential, Person-centered, Gestalt, Behavioral, Cognitive-behavioral, Reality, Family systems, and Solution-focused.

TExES COMPETENCIES

Competency 004 (Program Management)
The school counselor understands how to plan, implement and evaluate a developmental guidance program, including counseling services, that promotes all students' success

Competency 006 (Counseling)
The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 010 (Professionalism)
The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

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

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 of 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 6th edition.
7. Regularly check your University email. My suggestion is to check this 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:

Chapter Reviews (20 points): Using the structure in Appendix A, students will be required to complete a theory review on each theory prior to covering the theory (please see course calendar in this syllabus for more info.). ***This review needs to be dropped to the appropriate Drop Box for the week on the D2L by midnight on the day that is due in order to receive the two-point credit***. Please see the tentative course Calendar for the due dates. Please note that I will give no credit to those theory reviews which are uploaded after the due date. You will do a total of 11 theory reviews for a total of 20 points. I will drop the lowest mark on one theory. That means you get to drop the lowest mark or skip a theory review and still receive the full 20 % credit. All your review must be uploaded in Microsoft Word format (MSWord). If you do not have the software on your computer, you need to obtain a copy of it.

Chapter Reviews Rubric

	1 – Does Not Meet Expectation (0-.9 points)	2 – Meets Expectation (1-1.4points)	3 – Exceeds Expectation (1.5-2.0 points)
Review of the assigned chapter in the text	Missed basic concept concepts. Writing is shallow and no in-depth exploration of	Most basic concepts are covered, evidence of possessing	All basic concepts are covered. In depth review of related concepts. evidence of

	theories. Not representative of graduate level work	knowledge about the theories but missing one or two key points; representative of graduate level work	possessing knowledge about topic without missing key information; representative of graduate level work

Exams (20 points each): There will be three multiple-choice exams. The exams will cover your readings and lecture material. The exams will be online and timed. ***If you think you are going to have problem with taking a time limited exam online, you may want to switch this from an online class to regular 510.*** 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. There will be no make up test on any of the exams.

Exam Rubric

	1 – Does Not Meet Expectation (0-39 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

Comparison Research Paper: Choose two theories of most interest to you from the list of theories studied during this class. Using your Text book and 4 original sources for each of the theory, write a compare/contrast paper. Topics to compare and contrast should include the following: nature of person, personality development, emotional maladjustment, counselor/client relationship, techniques, therapeutic goals, Multicultural consideration and treatment outcome (see Appendix A). Research paper must follow American Psychological Association (APA) guidelines (see Appendix B) and should not exceed 12 pages (including cover and reference page, no Abstract is necessary). You will be graded according to <u>APA style</u>, writing and organization, content, and references. Original source is defined as journal article or book authored or co-authored by a major contributor of that particular theory. *This research paper needs to be dropped in the appropriate drop box on the D2L by the due date at the end of the semester in order to receive credit.* This paper needs to be in the MSWord format as well.

Comparison Research Paper Rubric

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation

	(0-39 points)	(40-44 points)	(45-50 points)
Compare and contrast two original theories from the one studied in this class 50 points	Did not select theories 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	Theories were selected from the one that was discussed in class, most basic concepts are covered, evidence of possessing knowledge about the theories 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 Reference page 50 points	Did not follow APA format in cover page, body of the paper and the reference page. Did not use four original sources for each theory selected. 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
3 Exams (20 points each)	60
Professional Paper	20
Theory Review Paper	20

Total	100

Grading: An instructor does not give grades. Students earn grades. If you approach your class with this understanding, it is the beginning of taking responsibility for your education and being a great student.

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 Bright space 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 **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports 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:

- o Sound card, which is usually integrated into your desktop or laptop computer
- o Speakers or headphones.
- o *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:
- o Adobe Reader https://get.adobe.com/reader/
- o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
- o Adobe Shockwave Player https://get.adobe.com/shockwave/
- o Apple Quick Time 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.

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, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live 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.

Interaction with Instructor Statement

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies
Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

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.

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

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

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/34Safet yOfEmployeesAndStudents/34.06.02.R1.pdf

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COURSE OUTLINE / CALENDAR

Course Calendar

Date	Topic	CACREP Standard(s)	Reading	Assignment
Week 1 6/1	Course expectation Introduction and overview	*2.F.3.c.,* *2.F.5.a.,* *2.F.5.b.*	Go over the syllabus	Discussion post # 1
6/4	The Counselor: Person and Professional ACA Code of Ethics		Corey, (Chapter 1) Corey, (Chapter 2) Manual (Chapter 2) Corey, (Chapter 3) ACA website: www.counseling.org	Discussion post # 2
Week 2 6/8	Psychoanalytic Therapy	2.F.3.c., 2.F.5.a., 2.F.5.b.	Corey, (Chapter 4) Manual (Chapter 4) Adlerian Therapy	Discussion post # 3 *Chapter 4 Review Due*
6/11	Adlerian Therapy		Corey, (Chapter 5) Manual (Chapter 5)	*Chapter 5 Review Due*
Week 3 6/15	Existential Therapy Person-Centered Therapy Gestalt Therapy	2.F.3.c., 2.F.5.a., 2.F.5.b.	Corey, (Chapter 6) Manual (Chapter 6) Corey, (Chapter 7) Manual (Chapter 7) Corey, (Chapter 8) Manual (Chapter 8)	***FIRST EXAM (chapters 1-4)*** *Chapter 6 Review Due* *Chapter 7 Review Due* *Chapter 8 Review Due*
6/18				
Week 4		2.F.3.c., 2.F.5.a.,		***SECOND EXAM (chapters 5-9)***

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6/22	Behavior Therapy	2.F.5.b.	Corey, (Chapter 9) Manual (Chapter 9)	*Chapter 9Review Due*
6/25	Cognitive-Behavior Therapy Rational Emotive Behavior Therapy		Corey, (Chapter 10) Manual (Chapter 10)	*Chapter 10 Review Due*
Week 5 6/29	Reality Therapy	2.F.3.c., 2.F.5.a., 2.F.5.b.	Corey, (Chapter 11) Manual (Chapter 11)	*Chapter 11 Review Due*
	Feminist Therapy	2.F.5.n	Corey, (Chapter 12) *Manual (Chapter 12)*	*Chapter 12 Review Due*
7/7	Post Modern Approaches		Corey, (Chapter 13) Manual (Chapter 13)	*Chapter 13 Review Due*
	Family Systems Therapy		Corey, (Chapter 14) Manual (Chapter 14)	*Chapter 14 Review Due*
				Comparison Research PAPERS DUE
	THRID EXAM		***THRID EXAM***	***THRID EXAM*** *(chapters 10-14*

Appendix A

THEORY REVIEW AND TERM PAPER WRITE-UP

Points to cover in the theory review write-up and the final position paper on a selected theory (the following points need to be included as a minimum in your final paper).

1. Founder(s) of the theory.
2. Nature of the person including innate capacities and/or capabilities, if any, and motivational constructs according to the theory.
3. Nature of maladjustment (how do people develop mental illness) according to the theory.
4. Goals of counseling therapy according to the theory.
5. Role and activity of the counselor, including:
   a. major techniques used in the therapy

b. diagnosis and appraisal devices
c. evaluation of client progress in therapy

Appendix B

APA Pet Peeves

pp. 67-68, 3.08, Economy of Expression
p. 69, 3.09, Editorial "we"—"we" only refers to authors—also refers to "us," "our," etc.
pp. 77-78, 3.18, Use the past tense
pp. 79, 3.20, a pronoun must agree in number
pp. 81-82, 3.21, misplaced and dangling modifiers
pp. 84-86, 3.23, parallel construction
pp.73-74, 3.12, gender (use plural pronouns)
p.76, 3.15, disabilities (people before disabling condition)
pp. 88-89, 4.03, use a comma between elements
pp. 91-92, 4.07, quotation marks—do not hedge
pp.62-63, 3.02-3.03, headings
pp. 63-64, 3.04, seriation
pp. 170-171, 6.03, quotation of sources
pp.111-112, 4.31 a, b, and especially 112 e—numbers
p. 118, 4.45, use symbol for percent when it is preceded by a number
pp. 174-179, 6.11-6.21, Reference citations in text
p. 198, 7.01, general form of citation for a periodical (examples p. 198, 7.01)

Other important notes:
Do not use contractions
Do not objectify people—use participants instead of subjects
Do not overuse direct quotations
Avoid secondary citations
Avoid anthropomorphism
Avoid linear literature reviews (study by study)
Italicize technical or key terms
Italicize Likert scale descriptors—e.g. *totally disagree* (1)…*highly agree* (5)
For 3 to 6 authors, cite all authors first time and then use et al. e.g.—Brown et al. (1998) Numbers—
if under ten, write it out unless it is modifying—e.g. 3%
References to time use numbers
When comparing numbers below ten to above 10, use numbers instead of writing it out