



COUN 610. 51E
Advance Counseling Theories and Techniques

Course Syllabus:
Summer 2023
June 5th – August 10th – 2023
Tuesday 5:00pm – 9:00pm
CHEC

INSTRUCTOR INFORMATION

Instructor: Azadeh Mansour, Ph.D.
Office Location: Binnion 219
Office Hours: By Appointment
University Email Address: azadeh.mansour@tamuc.edu
Preferred Method of Communication: Email / Schedule An Appointment
Communication Response Time: 24-48 hours, Monday – Friday

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Reading

Required Textbook

Wedding, D., & Corsini, R. J. (2019). *Current psychotherapies* (11th ed.). Cengage Learning.
ISBN- 9798415894857

Supplemental Recommended Textbooks

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

Rychlak, J. (1981). *Introduction to personality and psychotherapy* (2nd ed.). Houghton Mifflin.

Wedding, D. & Corsini, R. J., (2001). *Case Studies in Psychotherapy* (7th ed.). Cengage Learning.

Supplemental Reading List

Ivey, A. (2000). *Developmental Therapy*. Microtraining Associate, Inc.

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

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

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- Barclay, J. (1968). *Counseling and philosophy: A theoretical exposition*. Houghton Mifflin.
- Adler, A. (1930). *Problems of Neurosis*. Capricorn.
- Adler, A. (1930). *What Life Should Mean to You*. Capricorn.
- Ansbacher, H. L., & Ansbacher, R. R. (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, M. (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*. W. W. Norton & Company.

Additional Recommended Textbook

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

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

2016 CACREP Standards Addressed in COUN 610

Doctoral Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
6.B.1.a. scholarly examination of theories relevant to counseling	<ul style="list-style-type: none"> • Lecture (Ch. 1-15) • https://adler-iaip.net/ • https://iaap.org/ 	1. Quizzes 1-10 2. In-class Presentation	1. Quizzes rubric 2. In-class presentation rubric	1. $\geq 80\%$ will score $\geq 80\%$ on knowledge quizzes 1-10 2. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
6.B.1.b. integration of theories relevant to counseling	<ul style="list-style-type: none"> • Lecture (Ch.1-15) • In-class demonstration • In-class presentation 	1. Quizzes 1-10 2. In-class presentation	1. Quizzes rubric 2. In-class presentation rubric	1. $\geq 80\%$ will score $\geq 80\%$ on knowledge quizzes 1-10 2. $\geq 80\%$ of average rubric scores will

	<ul style="list-style-type: none"> • In-class discussion • https://apsa.org/ • https://www.pce-world.org/ • https://aagt.org/orig-ins-of-gestalt-therapy/ 			either meet (2) or exceed (3) expectation
6.B.1.c. conceptualization of clients from multiple theoretical perspectives	<ul style="list-style-type: none"> • Lecture (Ch.1-15) • In-class demonstration • In-class presentation • In-class discussion 	In-class presentation	1 st Exam 2 nd Exam	≥ 80% will score ≥ 80% on knowledge quizzes 1-10
6.B.1.d. evidence-based counseling practices	<ul style="list-style-type: none"> • Theory base case conceptualization 	1. Theory Cross Comparison	1. n/a	Completion of assignment
6.B.1.e. methods for evaluating counseling effectiveness	<ul style="list-style-type: none"> • Lecture (Ch.1-15) • In-class demonstration • In-class presentation • In-class discussion 	In-class presentation	1 st Exam 2 nd Exam	≥ 80% will score ≥ 80% on knowledge quizzes 1-10
6.B.1.f. ethical and culturally relevant counseling in multiple settings	<ul style="list-style-type: none"> • Lecture (Ch.1-15) • https://multiculturalcounselingdevelopment.org/ • In-class demonstration • In-class presentation • In-class discussion 	1. Quizzes 1-10 2. In-class presentation	1. Quizzes rubric 2. In-class presentation rubric	1. ≥ 80% will score ≥ 80% on knowledge quizzes 1-10 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

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

The Syllabus/Schedule are Subject to Change

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 lectures, 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 6th 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. Final Exams (100 points): The Exams will consist of multiple-choice and/or true/false questions. The goal of the exam is to test your knowledge on various concepts of the main theories of counseling studied in class.

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 90% correct on all exam items

2. Class Participation, Presentation and Cross Comparison (Appendix A; 100 points): Each student will participate and facilitate a presentation of one of the major theories that are studied in this class.

Class Presentation and Cross Comparison Rubric

	1 – Does Not Meet Expectation (0-79 Points)	2 – Meets Expectation (80-89 points)	3 – Exceeds Expectations (90-100 points)
Presentation Qualities 100 points	Presentation with no visual aid, not presented in a clear manner OR is missing critical components of the theory OR is presented in an illogical/inconsistent manner. Presentation is Not Consistent with Graduate Level Work.	Presentation has visual aid such as power points most elements of the Appendix A, and supplemental chart Presentation Evident of Graduate Level Work	Presentation has visual aid and covers all elements of Appendix A thoroughly and clearly. Presentation Evident of Graduate Level Work.

3. Quiz (100 points – 20 points per quiz): The total of 5 quizzes to be taken during class. They may consist of multiple-choice, true/false, and matching questions. The quizzes will be administered right at the beginning of the class prior to presentation and discussion of the material. Each quiz is a maximum of 20 points (10-item quiz, 2 points each).

Quizzes Rubric

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
Grade on Quiz 20 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. 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 areas stated in Appendix A. **For this paper you must demonstrate:**

- A. 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.
- B. An understanding of your values, personal convictions about human beings, and mode of interactions with others.
- C. 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 theory 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 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

The Syllabus/Schedule are Subject to Change

Assignments/Assessments	Points Value
Class Participation Presentations	100
Quizzes	100
Final Exam	100
Final Paper	100

Total points possible = 400. Your Final Grade is determined adding the point values earned from each assignment and then dividing by 400. The resulting value is multiplied by 100 to yield a percentage. For example: $(375 \text{ [points earned]}/400) \times 100 = 93.8\%$

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
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, 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.

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.



TEXAS A&M UNIVERSITY

COMMERCE

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 submit an issue via email. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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

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

Assignments are due on the day noted in the syllabus. Late paperwork will not be accepted. Unless noted otherwise, all assignments are due in D2L by 11:59PM on the day noted. Late assignments will have 10% deducted per day late from the final score if and when accepted with an excuse.

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)

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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:

[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.

The Syllabus/Schedule are Subject to Change



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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

FLEXIBLE COURSE OUTLINE / CALENDAR

Summer 2023 Semester: June 5th – August 10th – 2023

The Schedule/Syllabus are Subject to Change at the Discretion of Instructor

Date	Topic	CACREP Standard(s)	Required/Supplemental Readings	Assignments
Week 1 6/6	Introductions, Course Overview and Expectations	6.B.1.a. 6.B.1.b. 6.B.1.d. 6.B.1.e. 6.B.1.f.		Review Syllabus
Week 2 6/13	Psychodynamic Psychotherapies	6.B.1.a. 6.B.1.b. 6.B.1.d. 6.B.1.e. 6.B.1.f.	-Wedding & Corsini (2019) Chapters 2 & 3	Class Presentation
Week 3 6/20	Client-Center Therapy	6.B.1.a. 6.B.1.b. 6.B.1.d. 6.B.1.e. 6.B.1.f.	-Wedding & Corsini (2019) Chapter 4	Quiz 1 Class Presentation
Week 4 6/27	Gestalt Therapy; Existential Therapy	6.B.1.a. 6.B.1.b. 6.B.1.d. 6.B.1.e. 6.B.1.f.	-Wedding & Corsini (2019) Chapters 8 & 9	Quiz 2 Class Presentation Class Presentation

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Week 5 7/4 Holiday	Evidenced Based Practice and Research <i>Happy 4th of July</i> Holiday No Class Meeting		Empirical Evidence, Application Strategies and Considerations TBD	
Week 6 7/11	Behavior Therapy Cognitive Therapy	6.B.1.a. 6.B.1.b. 6.B.1.d. 6.B.1.e. 6.B.1.f. 6.B.1.a. 6.B.1.b. 6.B.1.d. 6.B.1.e. 6.B.1.f.	-Wedding & Corsini (2019) Chapter 6 -Wedding & Corsini (2019) Chapter 7	Quiz 3 Class Presentation
Week 7 7/18	Rational Emotive Behavior Therapy	6.B.1.a. 6.B.1.b. 6.B.1.d. 6.B.1.e. 6.B.1.f.	-Wedding & Corsini (2019) Chapter 5	Quiz 4 Class Presentation
Week 8 7/25	Reality Therapy	6.B.1.a. 6.B.1.b. 6.B.1.d. 6.B.1.e. 6.B.1.f.	-Supplemental Reading	Quiz 5 Class Presentation
Week 9 8/1	Family Therapy	6.B.1.a. 6.B.1.b. 6.B.1.d. 6.B.1.e. 6.B.1.f.	-Wedding & Corsini (2019) Chapter 11 -Supplemental Reading -Research Article/s	Final Paper Due (D2L)
Week 10 8/8	Mindfulness and Contemplative Therapies Cross Comparison of Therapies	6.B.1.a. 6.B.1.b. 6.B.1.d. 6.B.1.e. 6.B.1.f.	-Wedding & Corsini (2019) Chapter 12 -Supplemental Reading -Research Article/s Individual Forms on Each Theory	Final Comprehensive Examination

The Syllabus/Schedule are Subject to Change

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 the selected counseling approach and your own personality, values and basic beliefs about human nature and behavior change.