



**Counseling 510: Counseling Theories & Techniques  
Course Syllabus, Fall 2023**

**INSTRUCTOR INFORMATION**

**Instructor:** Kimberly Pearson, PhD, LPC-S  
**University Email Address:** [Kimberly.Pearson@tamuc.edu](mailto:Kimberly.Pearson@tamuc.edu)  
**Preferred Form of Communication:** E-mail  
**Communication Response Time:** 24 hours, Monday – Friday  
**Main Office Location:** Online  
**Office Hours:** ***Email for appointment***

**COURSE INFORMATION**

**Textbook(s) Required:**

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (11th edition). Cengage, CA: USA.

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

Rosenthal, H. (2017). *Encyclopedia of counseling: master review and tutorial for the National Counselor Examination, state counseling exams, and the Counselor Preparation Comprehensive Examination*. 4th ed. New York, Routledge.

Note: This course will use D2L as a Learning Management System

**Optional Texts and/or Materials:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7th ed.). <https://doi.org/10.1037/0000165-000>

**Course Description**

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).

## Student Learning Outcomes

### 2016 CACREP Standards Addressed in COUN 510

<b>Masters Standard</b>	<b>Learning Activity</b>	<b>Assignment</b>	<b>Assessment Rubric</b>	<b>Benchmark</b>
<b>2.F.3.c.</b> theories of normal and abnormal personality development	<ul style="list-style-type: none"> <li>• Reading (Corey, 2017)</li> <li>• Additional resources related to nature of the human, normal and abnormal behavior according to specific theory</li> </ul>	Chapters reviews (1-4)	Covering all 5 questions asked by the instructor on the theory chapter review	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>2.F.5.a.</b> theories and models of counseling	<ul style="list-style-type: none"> <li>• Reading (Corey, 2017)</li> <li>• Discussion post questions</li> <li>• Additional resources related to specific theory</li> </ul>	Chapters reviews (5-8)	Covering all 5 questions asked by the instructor on the theory chapter review	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>2.F.5.b.</b> a systems approach to conceptualizing clients	<ul style="list-style-type: none"> <li>• Reading (Corey, 2017)</li> <li>• Additional resources related to the role of the counselor</li> </ul>	Chapter reviews (9-14)	Covering all 5 questions asked by the instructor on the theory chapter review	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>2.F.5.n.</b> processes for aiding students in developing a personal model of counseling	<ul style="list-style-type: none"> <li>• Reading (Corey, 2017)</li> <li>• Discussion post questions</li> <li>• Additional resources related to personal values and worldview</li> </ul>	Chapter reviews (9-14)  Theory comparison paper	Covering all 5 questions asked by the instructor on the theory chapter review  Compare and contrast two counseling theories	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation  ≥ 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.
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.

**TE<sub>x</sub>ES 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 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 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 7<sup>th</sup> 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.

## COURSE ASSIGNMENTS/ASSESSMENTS

1. **D2L Discussion Boards (10 points for each discussion; 40 points total).** You will participate in a total of four discussion boards during the semester. You are expected to give a thorough and thoughtful response to each prompt. These discussions are geared towards helping you begin the process of finding the theory that fits you best, and they will help you on your comparison paper. As a future professional and counselor-in-training, engagement in these threaded discussions will enhance your knowledge and understanding of various counseling theories and support the formation of your professional counselor identity. In addition to the initial discussion, you will also respond to two of your classmate's discussion posts. The rubrics for the discussions are below. For the weeks with discussion posts, they will open on Monday and close the following Sunday night. The initial post is due by Thursday at midnight, and the peer responses are due by Sunday at midnight. However, feel free to post earlier than Thursday. Please note that late postings will not be accepted.

<b>Discussion Board Rubric</b>	1 – Does Not Meet Expectation (0-7.9 points)	2 – Meets Expectation (8.0-8.9 points)	3 – Exceeds Expectations (9-10 points)
	Post is not complete, not written in a clear manner OR post is missing critical components of the question.	Post presents most elements of the question OR all elements discussed in a brief manner.	Post presents all elements of the question(s) discussed thoroughly and clearly. Responses present all elements required
(10 points)	Responses to classmates are not complete, missing critical	Responses to classmates present most	Responses to classmates present thoroughly and clearly.
	components OR feedback is not thoughtful. Initial post is not completed prior to Thursday at 11:59PM.	elements in a brief manner. Initial post is completed prior to Thursday at 11:59PM.	Provided thoughtful feedback to peer. Initial post is completed prior to Thursday at 11:59PM.

2. **D2L Weekly Quiz (2 points for each Quiz; 10 points total).** You will complete a weekly quiz of 10 questions covering the subject's content of the week. While there will be 11 quizzes total, the Quiz with the lowest grade will be dropped. You are expected to give a thorough and thoughtful response to each prompt. These quizzes are geared toward helping you begin the process of finding the theory that fits you best, and they will help you on your comparison paper. As a future professional and counselor-in-training, understanding all theories will enhance your knowledge and support the formation of your professional counselor identity. **The initial Quiz is a bonus quiz that allows you to earn 5 points toward your overall grade. Quiz grades must be posted Sunday at midnight.** Quizzes will be activated seven days before the in-class discussion and deactivated at 12:00 am on the Sunday before the in-class discussion week.
3. **Group Presentation on a Theoretical Concept (10 points):** This project consists of an approximately 20-30 minute presentation. Students will be assigned to small groups and provided with a counseling theoretical concept to explore and present. Each group will be given adequate time to prepare and present their findings, analysis, and practical applications to the class. Be sure to watch your time, as time management is important to

the counseling process (you get to decide how to manage it, what to skip, enhance, etc.) Going too short or over time may be penalized in your grade. Prepare for this as if your audience knows nothing about teaching this topic.

Presentation Guidelines:

- I. Do not just read from slides. Instead, know your material well enough to extemporaneously talk on it based on the slides. Slides are merely cues for you and visual stimuli for the audience/students.
- II. Be **creative** with your slides, do not put on too much information, make slides informationally and visually entertaining and clear as needed.
- III. Be certain to reference material correctly in slides and References list at end of slides.

<b>Rubric for Grading:</b>
Evidence of strong preparation.
Overall thoroughness of topic coverage.
Review/description of the Theoretical Concept.
Creativity in presentation
Presentation skills
Time management

**\*\*Presentation schedule may be adjusted due to size of class\*\***

4. **Comparison Research Paper (40 points):** Using the structure in Appendix C, complete a theory comparison paper. The first section of this paper will include answering three questions about your own personal world view: 1. What do you believe about human nature? (Are people basically good or bad? How much free will do people have? What kinds of inherent capacities do people possess?) 2. How do people become maladjusted? 3. How do people change? Next, choose two theories of most interest to you from the list of theories studied during this class. Using your textbook and four original sources for each 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 considerations, and treatment outcomes (see Appendix A). Either as the closure for the paper or throughout the comparison, discuss how the theories and their parts align with your own personal views. This 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 APA style, writing and organization, content, and references. Original source is defined as a journal article or book authored or co-authored by a major contributor of that particular theory. ***This research paper needs to be submitted to the appropriate drop box in D2L by midnight on the due date in order to receive credit.*** The due date is before the end of the semester to give the instructor time to provide feedback. This paper must be submitted in Microsoft Word format.

### Comparison Research Paper Rubric

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
Answer the three theory questions about yourself. (10 points)	Did not answer the three theory questions, or only answered some of the questions. Writing is shallow and lacks in-depth exploration of self. Not	Three theory questions are discussed at a basic level. Self-exploration present, missing one or two key points; representative of	Three theory questions are covered at an in-depth level. Self-awareness is demonstrated; representative of graduate level work (9-10 points)

	representative of graduate level work (0-7.9 points)	graduate level work (8-8.9 points)	
Compare and contrast two original theories from the ones studied in this class; describe fit for you at this point (15 points)	Did not select theories from the list of those that we studied in this class. Missed basic concepts. Writing is shallow and lacks in-depth exploration of theories. No evidence of synthesization across multiple sources; did not address fit; not representative of graduate level work (0-11.9 points)	Theories were selected from the ones that were discussed in class, most basic concepts are covered, evidence of possessing knowledge about the theories but missing one or two key points; minimally reflected as to personal fit; representative of graduate level work (12-13.4 points)	All basic concepts are covered. In-depth review of related concepts, evidence of possessing knowledge about topic without missing key information; increased self-awareness included in personal fit; representative of graduate level work (13.5-15 points)
APA format Reference page (5 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 (0-3.9 points)	APA format was followed with one or two minor errors. Mostly original sources were used. Sources are related to the selected theories (4-4.4 points)	APA format was followed with no errors on cover page, in body of the paper or reference page. All four original sources were used (4.5-5 points)

### GRADING

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

- 90% - 100% A
- 80% < 90% B
- 70% < 80% C
- 60% < 70% D
- < 60% F

<b>Assignment/Assessment</b>	<b>Point Value</b>
4 Discussion Questions (10 points each)	40
10 Theory/Chapter Quiz (1 point each)	10
Group Presentation (10 points)	10
Comparison Research Paper	40
<b>Total</b>	<b>100</b>

**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.



## COMMUNICATION AND SUPPORT

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 reach out 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. When emailing, please use your university email.

## 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 <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

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](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/) o [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, 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.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### ***University-Specific Procedures***

#### **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:

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

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

### **Attendance**

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

### **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](#).

### **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.

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.

**FLEXIBLE COURSE CALENDAR**  
(subject to change at the discretion of the instructor)

<b>Week/Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment</b>
Week 1	Course Overview/Syllabus  Introductions/ Wellness Check-in	Corey Chapter 1	Complete <b>Student Information Google Form</b> (link will be provided)  <b>Bonus Quiz 1</b>
Week 2	The Counselor: Person and Professional	Corey Chapter 2 Manual Chapter 2	
Week 3	ACA Code of Ethics	Corey Chapter 3 ACA website: www.counseling.org	
<b>PSYCHODYNAMIC APPROACH</b>			
Week 4	Psychoanalytic Therapy	Corey Chapter 4 Manual Chapter 4	<b>Theory/Chapter Quiz 1</b>
Week 5	Adlerian Therapy	Corey Chapter 5 Manual Chapter 5	<b>Theory/Chapter Quiz 2</b> <b>Discussion 1</b>
<b>RELATIONSHIP-ORIENTED APPROACH</b>			
Week 6	Existential Therapy	Corey Chapter 6 Manual Chapter 6	<b>Theory/Chapter Quiz 3</b>
Week 7	Person-Centered Therapy	Corey Chapter 7 Manual Chapter 7	<b>Theory/Chapter Quiz 4</b>
Week 8	Gestalt Therapy	Corey Chapter 8 Manual Chapter 8	<b>Theory/Chapter Quiz 5</b> <b>Discussion 2</b>

<b>COGNITIVE/BEHAVIORAL APPROACH</b>			
Week 9	Behavior Therapy	Corey Chapter 9 Manual Chapter 9	<b>Theory/Chapter Quiz 6</b>
Week 10	Cognitive-Behavioral Therapy; Rational Emotive Behavior Therapy	Corey Chapter 10 Manual Chapter 10	<b>Theory/Chapter Quiz 7</b>
Week 11	Reality Therapy	Corey Chapter 11 Manual Chapter 11	<b>Theory/Chapter Quiz 8 Discussion 3</b>
<b>SYSTEMS-ORIENTED APPROACH</b>			
Week 12	Feminist Therapy	Corey Chapter 12 Manual Chapter 12	<b>Theory/Chapter Quiz 9</b>
Week 13	Postmodern Approaches	Corey Chapter 13 Manual Chapter 13	<b>Theory/Chapter Quiz 10</b>
Week 14	Family Systems Therapy	Corey Chapter 14 Manual Chapter 14	<b>Theory/Chapter Quiz 11 Discussion 4</b>
Week 15			<b>Comparison Research Paper due</b>

**Appendix A**  
**THEORY REVIEW AND COMPARISON PAPER WRITE-UP**

Points to cover in the theory review write-ups (the following points need to be included as a minimum in your reviews and final comparison 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
6. Fit for you at this point. How might this approach resonate with you for personal fit in working with your future clients?

And, for the final comparison position paper, reflect from the theories presented this semester, select two, include the above and also describe how at the end of the semester and review of theories presented, the one(s) you selected fit best at this time for you personally.



## Appendix B APA Pet Peeves (6<sup>th</sup> Edition)

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

## Appendix C

### COMPARISON RESEARCH PAPER

Points to cover in the comparison research paper:

First section: Your personal world view

1. **What do you believe about human nature?** Are people basically good or bad? How much free will do people have? What kinds of inherent capacities do people possess? These are a few questions that address the inherent nature people have at birth. What do you believe?
2. **How do people become maladjusted?** Why do they develop problems? How does it happen?
3. **How do people change?** What needs to happen for change to occur?

Second section: Comparison of two theories

Choose two theories of most interest to you from the list of theories studied during this class.

Using your textbook and 4 original sources for each theory, write a compare/contrast paper.

Topics to compare and contrast should include the following:

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 problems/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
6. Fit for you at this point. How might this approach resonate with you for personal fit in working with your future clients?

Either as the closure for the paper or throughout the comparison, discuss how the theories and their parts align with your own personal views. 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 APA style, writing and organization, content, and references. Original source is defined as a journal article or book authored or co-authored by a major contributor of that particular theory. ***This research paper needs to be submitted to the appropriate drop box in D2L by midnight on the due date in order to receive credit.*** This paper must be submitted in Microsoft Word format.