



Counseling 610.01, Advance Counseling Theories and Techniques
Course Syllabus: *Spring 2025*
Independent study

INSTRUCTOR INFORMATION

Instructor: Ajitha Chandrika Prasanna Kumaran, PhD, NCC University
Email Address: Ajitha.Kumaran@tamuc.edu
Preferred Form of Communication: E-mail Communication Response
Time: 24 hours, Monday – Friday
Main Office Location: Commerce

Thursday: Mesquite Location
Virtual

Email for appointment

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Reading

Required Text Books:

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

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* (10th 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.

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.

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.

Student Learning Outcomes (SLOs):

Measurement 1 (Knowledge):

I. Final Position Paper. Students will demonstrate comprehensive knowledge of personal approach to counseling including an exploration of the impact of personality, values, and theory on their approach to clinical practice.

*All SLOs address the respective CACREP Standards evident in the syllabus.

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/ | Theory paper: research and practice | Theory paper: research and practice | 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 •In-class discussion •https://apsa.org/ •https://www.pce-world.org/ •https://aagt.org/origins-of-gestalt-therapy/ | Theory paper: research and practice | Theory paper: research and practice | 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.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 | Theory paper: research and practice | Theory paper: research and practice | $\geq 80\%$ will score $\geq 80\%$ on knowledge quizzes 1-10 |
| 6.B.1.d. evidence-based counseling practices | <ul style="list-style-type: none"> •Theory base case conceptualization | Theory paper: research and practice | Theory paper: research and practice | 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 | Theory paper: research and practice | Theory paper: research and practice | $\geq 80\%$ will score $\geq 80\%$ 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 | Theory paper: research and practice | Theory paper: research and practice | 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 |

Content Areas include, but are not limited to, the following:

- I. Psychodynamic
- II. Behavioral
- III. Cognitive
- IV. Reality Therapy
- V. Adlerian

- VI. Person-Centered
- VII. Existential
- VIII. Gestalt
- IX. Systems
- X. Postmodern
- XI. Other contemporary approaches

COURSE REQUIREMENTS

Minimal Technical Skills Needed

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

Instructional Methods

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

Theory paper: research and practice (100 Points)

The student will select a minimum of five theories from the syllabus and read the seminal works associated with each theorist. Students are encouraged to choose theories that are either new to them or with which they have limited knowledge or experience. For each theory, the student will submit a five-page (exclude title and reference page) paper that includes:

1. Key highlights from the theorist's seminal work.
2. A review of recent research related to the theory.
3. Insights from an interview with a community practitioner who utilizes the theory.

Each paper will be worth 20 points, for a total of 100 points across all five papers.

1. Content and Comprehension (10 points)

- **9-10 points:** Demonstrates a thorough understanding of the seminal work, integrates recent research, and provides a well-rounded summary of key concepts. The discussion is clear, detailed, and directly related to the theory.
- **7-8 points:** Provides a solid understanding of the seminal work with some integration of recent research. Minor gaps in clarity or depth of discussion.
- **5-6 points:** Shows a basic understanding of the seminal work but lacks depth or adequate integration of recent research.
- **0-4 points:** Limited or unclear understanding of the seminal work; minimal or no integration of recent research.

2. Practitioner Interview (5 points)

- **5 points:** Includes a detailed and insightful interview with a practitioner, clearly linking their experiences and perspectives to the theory.
- **4 points:** Includes a well-conducted interview with relevant insights, but connections to the theory could be stronger.
- **2-3 points:** The interview lacks depth or fails to clearly connect to the theory.
- **0-1 point:** No interview provided or interview content is irrelevant.

3. Organization and Writing (3 points)

- **3 points:** The paper is well-organized, with clear headings and logical flow. Writing is polished, with minimal grammar or spelling errors.
- **2 points:** The paper is generally organized but could use improvements in flow or clarity. Some grammar or spelling errors are present.
- **1 point:** The paper lacks organization, making it difficult to follow. Frequent grammar or spelling errors.
- **0 points:** Paper is poorly organized and difficult to read due to numerous errors.

4. Citation and Formatting (2 points)

- **2 points:** Sources are properly cited in the required format (e.g., APA), and the paper meets all formatting guidelines (e.g., length, font, spacing).
- **1 point:** Sources are cited, but there are some formatting or citation errors.
- **0 points:** Sources are not cited, or the paper does not adhere to formatting guidelines.

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 |
|-------------------------------------|-------------|
| Theory paper: research and practice | 100 |

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

TECHNOLOGY REQUIREMENTS

Browser support

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

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

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

Note the following:

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

Desktop Support

| Browser | Supported Browser Version(s) | Maintenance Browser Version(s) |
|-------------------------------|------------------------------|--------------------------------|
| Microsoft® Edge | Latest | N/A |
| Microsoft® Internet Explorer® | N/A | 11 |
| 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](https://get.adobe.com/flashplayer/) (version 17 or later) <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.

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 **Chat** or click on the words “click here” to submit an issue via email.



System Maintenance

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

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

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

University Specific Procedures

Student Conduct

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

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

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

TAMUC Attendance

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

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

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

Academic Integrity

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

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

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

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

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

ADA Statement

Students with Disabilities

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

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

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

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

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

Nondiscrimination Notice

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

Campus Concealed Carry Statement

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

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

Web url:

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

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

COURSE OUTLINE / CALENDAR

| Date | Topic | CACREP Standard(s) | Readings |
|-------------|---|--|---|
| Week 1 | Introductions, Course Overview and Expectations | | |
| Week 2 | Psychoanalysis | 6.B.1.a. 6.B.1.b. 6.B.1.d. 6.B.1.e. 6.B.1.f. | -Rychlak (1981) Chapters 1 & 4 -Ellenberger (1981) Chapter 7 |

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|---------|-------------------------------------|--|---|
| Week 3 | Individual Psychology | 6.B.1.a. 6.B.1.b. 6.B.1.d. 6.B.1.e 6.B.1.f. | -Wedding & Corsini (2013) Chapter 3 -Rychlak (1981) Chapter 2 -Ellenberger (1981) Chapter 8 |
| Week 4 | Analytical Psychology | 6.B.1.a. 6.B.1.b. 6.B.1.d. 6.B.1.e. 6.B.1.f. | -Wedding & Corsini (2013) Chapter 2 -Rychlak (1981) Chapter 3 -Ellenberger (1981) Chapter 9 |
| Week 5 | 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 (2013) Chapter 4 -Rychlak (1981) Chapter 9 |
| Week 6 | Gestalt Therapy | 6.B.1.a. 6.B.1.b. 6.B.1.d. 6.B.1.e. 6.B.1.f. | -Wedding & Corsini (2013) Chapter 9 -Rychlak (1981) Chapter 12 |
| Week 7 | Existential Therapy | 6.B.1.a. 6.B.1.b. 6.B.1.d. 6.B.1.e. 6.B.1.f. | -Wedding & Corsini (2013) Chapter 8 -Rychlak (1981) Chapter 10 |
| Week 8 | Midterm Exam | | In Class Midterm Exam |
| Week 9 | Behavioral Therapy | 6.B.1.a. 6.B.1.b. 6.B.1.d. 6.B.1.e. 6.B.1.f. | -Wedding & Corsini (2013) Chapter 6 -Rychlak (1981) Chapter 6 & 7 |
| Week 10 | Cognitive Therapy | 6.B.1.a. 6.B.1.b. 6.B.1.d. 6.B.1.e. 6.B.1.f. | -Wedding & Corsini (2013) Chapter 7 |
| Week 11 | Rational Emotive Behavioral Therapy | 6.B.1.a. 6.B.1.b. 6.B.1.d. 6.B.1.e. 6.B.1.f. | -Wedding & Corsini (2013) Chapter 5 |
| | Reality Therapy | 6.B.1.a. | Supplemental Reading |



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|---------|---|---|--|
| Week 12 | | 6.B.1.b. 6.B.1.d. 6.B.1.e. 6.B.1.f. | Researched Articles |
| Week 13 | System Theory Approach | | -Wedding & Corsini (2013) Chapter 11 -Supplemental Reading -Researched Articles |
| Week 14 | Contemplative Psychotherapies Cross Comparison of all therapies | 6.B.1.a. 6.B.1.b. 6.B.1.d. 6.B.1.e. 6.B.1.f | -Wedding & Corsini (2013) Chapter 12 -Supplemental Reading -Research Articles Individual forms on each theory |
| Week 15 | Final Exam | | In-Class Final Exam |

nature and behavior change.