



Counseling

EAST TEXAS A&M

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Counseling 510: Counseling Theories & Techniques

Course Syllabus

Spring 2026

1/29/2026 – 5/08/2026, Thursdays from 7:20 p.m.–10:10 p.m., Mesquite Metroplex, Room 218

INSTRUCTOR INFORMATION

Instructor: Dr. Carrie Jones, PhD, LPC

University Email Address: Carrie.Jones@etamu.edu

Preferred Form of Communication: University Email

Communication Response Time: 24-48 hours, Monday through Friday; emails received after 4:00 p.m. on a Friday will be answered the following Monday

Office Location & Hours: TBD

COURSE INFORMATION

Textbook(s) Required:

Corey, G. (2021). *Theory and practice of counseling and psychotherapy* (11th edition). Cengage, CA: USA.

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.

Recommended Text 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

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before practicum (COUN 551).

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

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	<ul style="list-style-type: none">• Reading (Corey, 2021)• Additional resources related to nature of the human, normal and abnormal behavior according to specific theory	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
2.F.5.a. theories and models of counseling	<ul style="list-style-type: none">• Reading (Corey, 2021)• Discussion post questions• Additional resources related to specific theory	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
2.F.5.b. a systems approach to conceptualizing clients	<ul style="list-style-type: none">• Reading (Corey, 2021)• Additional resources related to the role of the counselor	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
2.F.5.n. processes for aiding students in developing a personal model of counseling	<ul style="list-style-type: none">• Reading (Corey, 2021)• Discussion post questions• Additional resources related to personal values and worldview	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

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CONTENT AREAS 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.

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

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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 7th 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.



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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.

Discussion Board Rubric

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

2. Quizzes (3 points for each Quiz; 30 points total). You will complete a weekly quiz of 10 questions covering the subject matter of the week. 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 with 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.

3. CACREP KPI: Theory Comparison Research Paper (30 points): Using the structure in Appendix B, complete a theory comparison paper. The first section of this paper will include answering three questions about your own personal worldview: 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



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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) 7th edition guidelines 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.

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 representative of graduate level work (0-7.9 pts)	Three theory questions are discussed at a basic level. Self-exploration present, missing one or two key points; representative of graduate level work (8-8.9 pts)	Three theory questions are covered at an in-depth level. Self-awareness is demonstrated; representative of graduate level work (9-10 pts)
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 synthetization across multiple sources; did not address fit; not representative of graduate level work (0-11.9 pts)	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 pts)	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 pts)
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 pts)	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 pts)	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 pts)

4. Final Exam (10 points). You will complete a final exam reviewing some of the information you will need to know for the Theories section of your NCE. The exam will be cumulative, multiple-choice, multiple-answer, and/or true-false questions. These questions will be formulated from Rosenthal's (2017) *Encyclopedia of Counseling*. Though this exam will count for a grade, the primary purpose of this test is to help prepare you for your future comprehensive and licensing exams.

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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

Assignment/Assessment	Point Value
5 Discussion Questions (6 points each)	30
10 Theory/Chapter Quiz (3 point each)	30
CACREP KPI: Theory Comparison Research Paper	30
Final Exam	10
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

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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@etamu.edu.

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Note: Personal computer and internet connection problems do not excuse the requirement to complete all coursework 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, an ETAMU campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor at Michael.Schmit@etamu.edu.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

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

Interaction with Instructor Statement

Effective communication with your professors is crucial to your professional growth. I am here to support and guide you along your academic journey. I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Since I teach at various locations and online, email is the most effective way to reach me. I will attempt to answer all emails within 48 hours, Monday through Friday, but may need up to 72 hours to do so at times. Emails transmitted on Fridays after 4 p.m. will be responded to the following Monday. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedure/Policies

Late Assignments

Written assignments are due on the day noted in the syllabus. Assignments due on the day of class must be submitted before the start of class. Late papers will have 10% deduction per day late from the final score. After three days being late, assignments may not be accepted.

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.

Classroom Recording in Practicum/Internship Policy

To protect client confidentiality, uphold ethical and legal standards, and foster a safe learning environment, audio or video recording of any portion of group supervision, class discussion, or peer case presentation is strictly prohibited in practicum (COUN 551) and internship (COUN 552) courses. An unauthorized recording constitutes a breach of confidentiality and jeopardizes clients' right to privacy, which is a clear violation of the ACA Code of

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Ethics, the CACREP Standards, and the department's policy regarding professional conduct. Students found in violation may face disciplinary action, which may include removal from the course, formal remediation, referral to the Departmental Retention and Dismissal Committee, or dismissal from the program.

By enrolling in this course, students acknowledge the following:

- I will not record, photograph, or capture any supervision sessions, client-related discussions, or classroom activities in any format.
- I understand that all supervision and clinical discussions are confidential and must remain within the professional training context (e.g., classroom, field site).
- I agree to maintain confidentiality and uphold the privacy of clients, peers, and supervisors in accordance with the ACA Code of Ethics, the CACREP Standards, and the department's policy regarding professional conduct.
- Lastly, if I am found to have recorded, or have had recorded, any portion of group supervision, class discussion, or peer case presentation, I will immediately delete all recordings and provide the instructor, site supervisor, and/or administrator access for verification of permanent deletion from any device, platform, or backup system to ensure full compliance with department's policy.

University Specific Procedures/Policies

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.

<https://inside.etamu.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: <https://www.britannica.com/topic/netiquette>

ETAMU Attendance

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

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

Academic Integrity

Students at East Texas A&M University 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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03>

[UndergraduateStudentAcademicDishonestyForm.pdf](#)

Graduate Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty Form](#)

<https://inside.etamu.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.9>

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[9.99.R0.10.pdf](#)

Students with Disabilities-- ADA Statement

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

East Texas A&M University Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Student Disability Services](#)

<https://www.etamu.edu/student-disability-services/>

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

East Texas A&M University Supports Students' Mental Health

The Counseling Center at East Texas A&M University, 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.etamu.edu/counsel

Mental Health and Well-Being

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The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



<http://telusproduction.com/app/5108.html>

AI use policy [Draft 2, May 25, 2023]

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that have the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

COURSE CALENDAR

(subject to change at the discretion of the instructor)

Week/Date	Topic	Reading	Assignment
Week 1	Course Overview Intro & Check-ins The Counselor: Person & Professional	Corey Chapter 1 & 2 Manual Chapter 2	Discussion 1

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Week 2	ACA Code of Ethics	Corey Chapter 3 & 4 Manual Chapter 4 ACA website: www.counseling.org	Quiz 1
Week 3	Adlerian Therapy	Corey Chapter 5 Manual Chapter 5	Discussion 2
Week 4	Existential Therapy	Corey Chapter 6 Manual Chapter 6	Quiz 2
Week 5	Person-Centered Therapy	Corey Chapter 7 Manual Chapter 7	Quiz 3
Week 6	Gestalt Therapy	Corey Chapter 8 Manual Chapter 8	Quiz 4 Discussion 3
Week 7	Spring Break		
Week 8	Behavior Therapy	Corey Chapter 9 Manual Chapter 9	Quiz 5

Week 9	Cognitive-Behavioral Therapy; Rational Emotive Behavior Therapy	Corey Chapter 10 Manual Chapter 10	Quiz 6
Week 10	Reality Therapy	Corey Chapter 11 Manual Chapter 11	Quiz 7 Discussion 4
Week 11	Feminist Therapy	Corey Chapter 12 Manual Chapter 12	Quiz 8
Week 12	Postmodern Approaches	Corey Chapter 13 Manual Chapter 13	Quiz 9
Week 13	Family Systems Therapy	Corey Chapter 14 Manual Chapter 14	Quiz 10 Discussion 5

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Week 14	Finals Week	Comparison Research Paper due
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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

COMPARISON RESEARCH PAPER

Points to cover in the comparison research paper:

First section: Your personal worldview

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) 7th edition guidelines 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 must be submitted to the appropriate drop box in D2L by midnight on the due date to receive credit.*** This paper must be submitted in Microsoft Word format.