

**Youngstown State University
Counseling Program**

**Counseling Theory
COUN 6962 - 01 (3 s.h.)
Spring 2013**

Class Meetings: Thursday, 8:05 - 10:45 p.m. in RM 3407 (BCOE)

Instructor: Kyoung Mi Choi, Ph.D.

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Office Hours: Tuesday: 2 – 4 p.m.
Wednesday: 7 – 8 p.m.
Thursday: 3 – 5 p.m.

Catalog Description:

“Basic principles of counseling in an educational context. Development of procedural bases for counseling educationally oriented counseling theory. Ethics and limitations involved in counseling practice.”

Knowledge Bases Rationale:

The goals of this course are to: promote an understanding of the development, function and criteria of sound theory in general; to provide an socio-historical framework of the evolution of psychotherapy; to develop an understanding of the theory underlying major approaches; to enhance the integration of theoretical assumptions, values, experience and knowledge into coherent models of ethical and culturally relevant practice.

Course Objectives.

A. Knowledge

Candidates will be able to:

- Understand the historical and cultural development of various counseling theories (CACREP Standards for Community Counseling Programs A.1, C.4.; CACREP Standard Section II 5.d.; Conceptual Framework R6, R7);
- Understand the predominant counseling theories (i.e., affective, behavioral, cognitive, micro and macro systems level perspectives) and apply them to case examples (CACREP Standards for Community Counseling Programs C.4.; CACREP Standard Section II 5.d. and II 3.b.; Conceptual Framework R4, R8);

- Understand the importance of life events and developmental factors on human behavior and human changes processes with an emphasis in facilitating optimum human growth and development throughout the lifespan (CACREP Standards for Community Counseling Programs B.2, C.4.; CACREP Standard Section II. 3. a. and II 3.d.; Conceptual Framework R5);
- Understand the relationship between theories of counseling and the complexities of the actual practice of counseling; 3.a. and I 3.d.; Conceptual Framework R4, R8.; CACREP Standards for Community Counseling Programs C.4);
- Develop an understanding of what theories are most appropriate with different presenting concerns and client populations (CACREP Standards for Community Counseling Programs A.5, C.2, C.4.; CACREP Standard Section II 5.d.; Conceptual Framework R1, R8).

B. Skills

Candidates will be able to:

- Develop skills for identifying and resolving ethical issues and dilemmas (CACREP standard section II 1.j.; Conceptual Framework R3, R7; CACREP Standards for Community Counseling Programs A.4);
- Identify counseling techniques consistent with chosen counseling theories (CACREP Standards for Community Counseling Programs C.2, C.4, C.7.; CACREP Standard Section II 5.d.; Conceptual Framework R8);
- Develop skills in identifying what theories work best with varying client presented problems (CACREP Standards for Community Counseling Programs A.1, C.7.; CACREP Standard Section II 5.d.; Conceptual Framework R1, R8);
- Develop writing, presenting, technology, interpersonal, and test-taking skills (Conceptual Framework R1, R3).

C. Dispositions: Attitudes and Values

Candidates will be able to:

- Develop and articulate a personal theory of counseling and develop an appreciation for counselors' continued theory development process (CACREP Standards for Community Counseling Programs B.1.; CACREP Standard Section II 5.d.; Conceptual Framework R4, R8);
- Examine personal attitudes and values regarding theory related ethical issues (CACREP Standards for Community Counseling Programs A.4.; CACREP standard section II 1.j.; Conceptual Framework R6, R7);
- Develop an appreciation of how personal characteristics, culture, and worldview affect counselors' selection of different theories and techniques, and be aware of the importance of considering these biases when working with clients from different theories using varying techniques (CACREP Standards for Community Counseling Programs A.4, A.5, C.7.; CACREP standard section II 5.a.; Conceptual Framework R6, R7).

D. Diversity

Candidates will be able to:

- Examine personal attitudes and values regarding human diversity and the process of multicultural counseling; examine and value the complexity of counseling culturally diverse populations (CACREP Standards for Community Counseling Programs A.5.; Conceptual Framework R6, R7);
- Learn individual strategies for working with diverse populations and ethnic groups as related to traditional counseling theories (CACREP Standards for Community Counseling Programs A.5.; CACREP standard section II 2. c.; Conceptual Framework R6, R8);
- Increase awareness of counselors' selection of counseling theories in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body (CACREP Standards for Community Counseling Programs A.5, C.7.; CACREP standard section II 2. b and II 2. e.; Conceptual Framework R6, R7);
- Learn how traditional theories and techniques relate to multicultural counseling, theories of identity development, and multicultural competencies (CACREP Standards for Community Counseling Programs A.5.; CACREP standard section II 2. e.; Conceptual Framework R6, R7).

E. Technology

Candidates will be able to:

- Demonstrate an ability to use internet email through regularly emailing the class instructor with questions or concerns (CACREP Standard Section II 1. B);
- Use Power Point in implementing class presentations (CACREP Standard Section II 1. B);
- Utilize word processing in writing all of their assignments and papers (CACREP Standard Section II 1. B);
- Utilize the internet as a source of information in researching projects (CACREP Standard Section II 1. B).

Reflection in Action: The Educator as Reflective Practitioner

BCOE Institutional Standards & Outcome Statements

Approval: DAC 4/21/08; All College Meeting 5/1/08

R1: Reflective practice is *Reasoned*.

Candidates exercise rational judgment and give thoughtful consideration to their professional activities and decisions.

Outcomes:

- A. Candidates use research, theory, and wisdom of practice to inform their pedagogy.
- B. Candidates apply the appropriate knowledge of assessment and evaluation to their practice.
- C. Candidates utilize evaluation results for evidence-based decision-making.
- D. Candidates employ reflective professional judgment across all facets of their practice.

R2: Reflective practice is *Ethical*.

Candidates act in a moral, legal, and principled manner in professional practice.

Outcomes:

- A. Candidates apply ethical and legal practices in performing their professional responsibilities.
- B. Candidates demonstrate knowledge of education policies at the local, state and national level for instructional decision-making.
- C. Candidates value and apply the professional code of conduct particular to their area.

R3: Reflective practice is *Fair*.

Candidates exercise democratic fairness, principled concern, and humane care in their professional activities.

Outcomes:

- A. Candidates demonstrate professional, collaborative, and inclusive dispositions both in their field placements and within their courses.
- B. Candidates foster inclusive environments, and respect the backgrounds of and beliefs held by their students or clients.
- C. Candidates strive to meet the educational needs of all students or clients in a caring, non-discriminatory, and equitable manner.
- D. Candidates collaborate with colleagues, families and communities to ensure that all students reach their potential.

R4: Reflective practice is *Logical*.

Candidates think analytically in a deliberately consistent and rationally defensible manner.

Outcomes:

- A. Candidates think systematically and analytically about professional practice and professional decision-making.
- B. Candidates appropriately apply knowledge of research to their professional practice.

R5: Reflective practice is *Effective*.

Candidates apply professional knowledge in a consciously purposeful and deliberate manner.

Outcomes:

- A. Candidates are proficient in the procedures, techniques, and methods of their respective fields.
- B. Candidates are proficient in the content of their respective fields.

R6: Reflective practice is *Critical*.

Candidates use professional knowledge, objectively applying it to their own professional actions and the professional actions of others to the benefit of their students and clients.

Outcomes:

- A. Candidates evaluate their own effectiveness by giving attentive consideration to the positive growth of their students/clients.
- B. Candidates assess the needs for professional development and actively engage in professional activities to expand their knowledge, experiences and relationships.

R7: Reflective practice is *Technical*.

Candidates attend to procedural details and optimize the use of technologies appropriate to professional practice.

Outcomes:

- A. Candidates effectively and appropriately integrate various technologies into their work as teachers, counselors and administrators to maximize P12 student learning.
 - B. Candidates utilize technology to enhance their own professional development.
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Required Textbooks:

Corey, G. (2012). *Theory and practice of counseling and psychotherapy* (9th ed.). Monterey, CA: Brooks/Cole.

Corey, G. (2012). *Student manual for theory and practice of counseling and psychotherapy* (9th ed.). Monterey, CA: Brooks/Cole.

AND

Select at least one classic counseling theory book (e.g., Freud, Frankl, Beck, Adler, etc.) by a primary author (see pg. 13-15 for suggestions).

Instructional Methodologies: This course will be held in a lecture and seminar format with students and the instructor actively dialoguing about counseling methods and practice. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To address the varied learning needs of students, this course will involve instructional methods appropriate for visual, auditory, kinesthetic learners. Some lecture format including power point presentations and the use of video clips will be utilized. Additionally, students will be expected to engage in interactive classroom discussions, role-plays, and small group work (e.g., cases, projects, discussion). Internet resources will also be used to facilitate student learning. Student presentations will also comprise a short portion of each class. Readings from the text and journal articles will also be required. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. The course instructor will play an active role in providing students with feedback related to their counseling skills, and students are also expected to be active, interactive, and provide regular feedback to their peers about their basic counseling skills. Along with active participation in class discussions and activities, students will be expected to participate as demonstrated through regular attendance, completion of assignments by specified due dates, and participation in class discussions and activities.

Late assignments: will be reduced by *one letter grade per day late*. Participation is expected and rewarded in class. Come to class prepared to participate in class discussions, come ready with questions and comments.

Task Stream (School Counseling Students ONLY): All **School Counseling** candidates will be required to purchase a Task Stream account to complete the "tasks" or "critical tasks" for each course. The School Counseling graduate program is required to administer performance assessments of school counseling candidates in each course. This is essential for Council for Accreditation of Counseling and Related Educational Programs (CACREP) and National College Accreditation for Teacher Education (NCATE). Task Stream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee. Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the school counseling candidate will not be permitted to pass through the pre-established gates associated with the School Counseling program.

In this course, Theory Paper has been identified as the “Critical Task” in COUN 6962. The completed assignment must be submitted through Task Stream by School Counseling students.

Course Requirements:

1. Class Participation: Class will be conducted in a seminar format in which you will be expected to critically and reflectively discuss the course content. While the course will involve some lecture format, the class will contain different types of counseling theory related activities. Where possible, activities will be directed toward your particular focus area of community, higher education, or school counseling. Activities will also include the use of technology as well as applied practice related to counseling theory. Activities may include, role-plays simulating actual counseling sessions, discussion of assigned readings / class lectures, and case samples/demonstrations identifying the various stages/issues students and clients may be dealing with and materials/methods of counseling to be utilized in each case. Thus, your classroom participation is very important to your learning as well as the learning of others. You will need to read and reflect before every class. Good class participation includes the following behaviors: sharing thoughtful and reflective comments, sharing relevant personal observations, and integrating and synthesizing class material. To facilitate your benefit from this seminar format, complete the following for each theory covered in class: Read the chapter in the Corey text and reflect on the questions at the end of the chapter.

2. Summary of Classic Theorist Book: Select a classic counseling theory book written by a primary author. Write a **5 page** reflection on the book; summary of content, critical analysis of how you agree/disagree with author, how the book adds to your understanding of the theory, and how it impacts your delivery of counseling interventions in your counseling program area (e.g., clinical, school, student affairs, college or addiction counseling).

3. Personal Counseling Theory Paper: Students will create a 12 page personal counseling theoretical perspective based around two main theories (chapters in the Corey textbook) that have been addressed in the course. This paper must follow the guidelines as provided in the APA Style Manual (6th edition - typed and double-spaced, standard white paper, no binders, staple in corner, 12 point, Times New Roman font, title page, abstract, references, etc.). Also, use

headings and subheadings to organize your paper. When you begin writing this paper, imagine it is the first day of your practicum/practicum 2 and you are working with your ideal client/student and issue. While no one theory works with all clients, for the purposes of this course, you are to choose to integrate two theories for the basis for your paper (e.g., Cognitive Behavioral & Existential). You are to focus on two theories discussed in class. Non-academic references will not be accepted (e.g., popular magazines) and only one Internet source can be used. You must also cite at least six professional journal articles. Please note you may need to begin searching for these articles the first week of class as you will probably need to order them from through the Ohio library system and this can take several weeks.

Be sure to address the following as you present your current “personalized” counseling theory:

1. Self-Reflection: Knowing Yourself. This section of your paper should involve personal self-reflections of your life experiences, family of origin, culture, and personal development and how these factors affect your current views of the world. Self-reflection is an absolute must in this section of your paper.
 - a. What factors do you believe most affect a person’s development, and how do people perceived problems develop?
 - b. How do you think people change? What causes change to occur?
 - c. What is your view of human nature?
 - d. How is your choice of theoretical approaches a reflection of who you are as a person with regard to issues such as your personality and your past experiences? (e.g., How does your view of human nature and your perceptions of how active a counselor should be influence your selection of theories?; If you were in counseling, what theory would you want someone to use with you and why?)
2. Selecting a theory: Based on your reflections in the first part of the paper, identify your personal counseling theory.
 - a. What is the setting you would prefer to work and use this theory?
 - b. What two theories do you espouse to at this point in your development?
 - c. Create a name for your combined theory
 - d. Considering your selected theory, what is your view of the counseling relationship?
 - e. According to your theory, what do you think the goals of counseling should be?
 - f. How would you intervene with a client (e.g., specific techniques and interventions)?
 - g. Describe your role as a counselor and the steps you will go through to conduct the counseling process from start to finish.
 - h. What strengths and limitations are there to using your theory?
 - i. With what populations and presenting issues would your theory work best, and worst?

It is important that your paper be **reflective and thoughtful**. Your paper should not be a regurgitation of basic knowledge or comprehension. It is expected that you will be reflective and analyze, synthesize and *be evaluative* in your paper. You should be thoughtful, integrative and consistent in your responses. It is important that you are consistent in your application of the two

chosen theories. Ultimately, it is your responsibility to purchase the APA manual and know APA style. Due to the compact nature of the written assignment, you will need to choose all of your words very carefully and develop your paper efficiently. Written assignments will be graded using the following criteria: writing mechanics, content and reflective thinking, thoroughness and following directions, and clarity/organization

3. Counseling Theory Demonstration/Presentation: Lead/co-lead a demonstration of two counseling techniques associated with the counseling theory you have selected. Your presentation should not be a lecture but rather an interactive presentation. Select an activity for the class to practice and then process the activity as a class. Finally, incorporate a short video segment from a movie/TV show OR audio clip from a song that demonstrates some aspect of the theory. The intention of this activity is to help students understand how theories and techniques are related while providing each other with concrete techniques.

- The presentation should be about 30 minutes in length, and you should provide a handout to the class that provides *enough information* (anything specific about the technique when using it with adults or children) that the reader can replicate *each* technique.
- This assignment will be graded on thoroughness and following directions/explicit and detailed instructions, the techniques related to the theory and active engagement of class. You will receive feedback from peers (see attached form).

4. Midterm/Final Exams: There will be a mid-term and final examination.

<u>Grading:</u>		<u>Grading Scale:</u>
1. Participation	10	
2. Presentation	10	A = 100 – 90
3. Classic Theory Book Summary	10	B = 89 – 80
4. Theory Paper	30	C = 79 – 70 (Failing Grade)
5. Mid-Term	20	D = 69 – 60
6. <u>Final Exam</u>	<u>20</u>	F = 59 – 0
	Total	100

Course Schedule

Week	Date	Topics	Assignments
1	1/16	Introduction and Overview	Chapter 1
2	1/23	Socio-historical Development of Counseling Theories Cultural and Ethical Issues	Chapters 2 and 3
3	1/30	Psychodynamic Theory	Chapter 4
4	2/6	Adlerian Theory	Chapter 5
5	2/13	Existential Theory	Chapter 6 Presentation #1
6	2/20	Person-Centered Theory	Chapter 7 Presentation #2
7	2/27	Gestalt Theory	Chapter 8 Presentation #3 Due: Summary of Classic Theorist Book
8	3/5	Reality Therapy	Chapter 11 Presentation #4
9	3/13	No Class (Spring Break)	
10	3/20	No Class (FIGT/ACA Conferences)	
11	3/27	Midterm Examination	
12	4/3	Behavior Theory - Multimodal Theory	Chapter 9 Presentation #5
13	4/10	Cognitive Behavioral Theory	Chapter 10 Presentation #6
14	4/17	Feminist Theory	Chapter 12 Presentation #7
15	4/24	Postmodern Approaches (Solution-Focused, Solution-Oriented and Narrative Therapy) Wrap-up	Chapter 14, 15 and 16 Presentation #9 Presentation #10
16	5/1	Final Examination	
17	5/8	Personal Counseling Theory	Work on Your Theory Paper and Submit It by Midnight

Course Policies

Academic Conduct: A student caught cheating on exams, submitting work of other students as your own or plagiarism result in a penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense.

Attendance: Students are expected to attend classes, complete all assignments and participate in class discussions and activities. If you cannot attend class, please contact the instructor via e-mail or by phone. Advanced notice of any planned absences is appreciated. If it is necessary to be absent from class, it is the student's responsibility to obtain information that was covered, and to make sure all assignments are turned into the instructor on time. Unexcused absences in excess of two classes will result in a drop of one letter grade (each absence shall result in a 5-point deduction of total participation score). However, absences can be excused by providing a doctor's note. You are responsible for all information if you do miss a class. You may want to check your schedule for any employment or personal conflicts that would prohibit you from participating fully in this class.

Class Punctuality: Students are expected to attend classes on time. Students who are late at the beginning of class or returning from breaks in excess of two times will result in a drop of one letter grade of participation points followed by an additional letter grade for each time after.

Course Evaluation: You will have the opportunity to evaluate the course and the instructor.

Counseling Services: If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues along. You are encouraged to contact one of the campus (330-941-3257) or community agencies available to you. Often at no or reduced cost they can provide counseling, support and appropriate referral.

Dispositions: The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs. *Collaborative:* Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. *Inclusive:* Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. *Professional:* Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one's workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others.

Instructional Methodologies: To address the varied learning needs of students, this course will involve instructional methods appropriate for visual, auditory, kinesthetic learners. Some lecture format including occasional power point presentations and the use of video clips will be utilized. Additionally, students will be expected to engage in interactive classroom discussions, role-plays, and small group work (e.g., cases, projects, discussion). Internet resources will also be used to facilitate student learning.

Participation: Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student's grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role- plays, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class and engaging in class activities

Problematic Behaviors: The Candidate Performance Alert form is completed when a concern is raised about a candidate's performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate's ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with *professionalism, inclusivity, and collaboration* determined by the BCOE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the students file.

If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.

Students with Disabilities: In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. You must be registered with Disability

Services, which is located at Wick House, and provide a letter of accommodation to verify your eligibility. You can reach Disability Services at 330-941-1372.

YSU Counseling Program Statement: The Youngstown State University Counselor Education Program prepares students for careers as professional counselors, school counselors, addiction counselors, student affairs professionals, and college counselors. The faculty is dedicated to providing a challenging and supportive environment in which students rights and responsibilities are respected.

Students are continually assessed by faculty throughout the program and progress may be interrupted or terminated by failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training/education related requirements for self and others. In addition to academic competence, the counselor education curriculum requires students to be aware of their own affective and cognitive development, be open to personal growth and change, and be willing to present themselves in an open manner. Awareness of the needs of others and acceptance of human rights is paramount.

YSU CUE-Mail (Common University E-Mail): Each student at YSU has access to an individual CUE-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The CUE-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor's office during the regular posted walk-in hours.

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Guidelines for Counseling Theory Demonstration/Presentation

- Work together with your partner (2 persons in a group)
- Conduct research for your theoretical technique and be sure to adapt and demonstrate one technique with adults/college students and a separate technique with children/students.
- After presenting both techniques, have the class pair up and practice the technique with a partner (no longer than several minutes). Walk around the room to observe and coach students on the technique. Bring students back together as a group and process the activity.
- Incorporate into your demonstration a popular culture audio OR video clip that highlights and aspect of your theory. **EXPLAIN THE VIDEO or AUDIO CLIP**. Provide handouts to the class explaining in detail how to do both of the techniques.
- The presentation should be no more than **30 minutes** in length.

Theoretical Approaches

1. Existential Techniques
2. Person-Centered Techniques
3. Gestalt Techniques
4. Reality Techniques
5. Behavioral Techniques
6. Cognitive Behavioral Techniques
7. Feminist Techniques
8. Postmodern Techniques

COUN 6962 - 01 (30 Min. Theory Demonstration/Presentation) Evaluation Form

Your Name: _____ **Theory:** _____ **Date:** _____

Presenters: _____

Rate the presenter based upon the following statements (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

Assessment Presentation	Circle a number.
1. Presenters <u>kept my attention</u> and <u>clearly demonstrated</u> the counseling theory technique #1 _____	1 2 3 4
2. Presenters <u>kept my attention</u> and <u>clearly demonstrated</u> the counseling theory technique #2 _____	1 2 3 4
3. Following the demonstration, I feel confident that <u>I could effectively demonstrate</u> these two counseling theory techniques.	1 2 3 4
4. The audio or video clip <u>enhanced my</u> understanding of the counseling theory.	1 2 3 4
5. <u>Overall</u> , rate the performance of the group.	1 2 3 4
Handout	Circle a number.
1. The handout adequately described the <u>relevant points</u> of the counseling techniques.	1 2 3 4

Additional Comments:

TOTAL SCORE:

COUN 6962 - 01 (30 Min. Theory Demonstration/Presentation) Evaluation Form

Your Name: _____ **Theory:** _____ **Date:** _____

Presenters: _____

Rate the presenter based upon the following statements (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

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5. <u>Overall</u> , rate the performance of the group.	1 2 3 4
Handout	Circle a number.
1. The handout adequately described the <u>relevant points</u> of the counseling techniques.	1 2 3 4

Additional Comments: _____ **TOTAL SCORE:** _____

COUN 6962 - 01 (30 Min. Theory Demonstration/Presentation) Evaluation Form

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3. Following the demonstration, I feel confident that <u>I could effectively demonstrate</u> these two counseling theory techniques.	1 2 3 4
4. The audio or video clip <u>enhanced my</u> understanding of the counseling theory.	1 2 3 4
5. <u>Overall</u> , rate the performance of the group.	1 2 3 4
Handout	Circle a number.
1. The handout adequately described the <u>relevant points</u> of the counseling techniques.	1 2 3 4

Additional Comments: _____ **TOTAL SCORE:** _____