



**Assignments:**

1. Keep a **reaction journal** as you read and bring the journal to class to use in class dialogue. You will submit the contents of your journal (word processed, 12 CPI Times New Roman or Courier Font) for each week's readings at the end of each class meeting (no longer than ten double-spaced pages). **For each theory (including psychoanalysis)**, you should include the following in your journal (for *in-class dialogue* purposes as well as class submission):

- Your personal reactions to what the theory says about each of the important categories listed below. Identify that which you agree *and/or* disagree and provide an explanation.
  - View of humankind/human nature/human development
  - Maladjustment
  - Client-counselor relationship/therapeutic alliance
  - Goals of counseling
  - Process and procedures/techniques of counseling
  - Utility for working with culturally diverse populations
  - Overall reaction and aspects of the theory *de jour* you may want to integrate into your counseling approach (if the theory we are discussing is not your guiding theory).
- Discuss the degree to which you believe the approach resonates with the transtheoretical (“common factors”) outcome literature we will discuss the first class day; and
- Discuss the degree to which you believe the approach is or could be useful in your present counseling work setting.
- Compare the coverage of the theory in the primary source edited textbook (Corsini & Wedding) with that in the secondary source text (Corey). How well does the secondary source present the information? What, if any, part of the counseling theory is missing or inadequately addressed? Did you notice discrepancies or disagreement between the primary and secondary source texts?

2. Using a video case study we will see the first day, you will create a case conceptualization and treatment plan (word processed, single-spaced) based on each approach. You will use this paper *in class dialogue* prior to submission at the end of each class meeting. You will create treatment plans for the following theories: Adlerian therapy, [Either: Person-centered therapy or existential therapy], [Either: Cognitive therapy or rational emotive behavior therapy], [Either: Behavior therapy or multimodal therapy], [Either: Reality therapy or gestalt Therapy], and [Either: Family therapy, constructivist therapy, solution-focused brief therapy, or narrative therapy].

**NOTE:** The Corsini and Wedding book does not address constructivist/social constructionist therapies. Corey's covers the approaches and I will provide additional readings.

3. **Term paper: Using correct *APA Publication Style (Publication Manual, 5<sup>th</sup> ed.)* and at least two primary sources for each theory** (one source may be the appropriate chapter from Corsini and Wedding; Corey is *not* a primary source). In the term paper you are to:

- Identify common themes or ideas that resonate across the theoretical approaches;
- Explain how these themes appear in each approach (although they use different nomenclature); and
- using *your* guiding theory as a foundation, discuss how you might bring these themes together in an integrative and eclectic fashion to broaden and deepen your guiding theory.

**Include the following theories:** Adlerian therapy, [Either: Person-Centered therapy or existential therapy], [Either: Cognitive therapy or rational emotive behavior therapy], [Either: Behavior therapy or multimodal therapy], [Either: Reality therapy or gestalt therapy], family therapy, and [Either: constructivist therapy, solution-focused brief therapy, or narrative therapy]. **Thus, the term paper will address seven (7) theories.**

### Grading

Active Participation in Class Dialogues:	15%	(Could be the difference between grades)
Reaction Journal:	15%	
Case Conceptualizations /Treatment Plans	30%	
Term Paper:	40%	

### Calendar

June 3            Introductions and Class Overview  
 Discussion of Transtheoretical (or Common) Factors  
 View case study video  
 Readings: **C & W:** Psychoanalysis; **Corey:** Psychoanalysis

June 10           *Adlerian Therapy*  
 Readings: **C & W:** Adlerian therapy; **Corey:** Adlerian therapy

**DUE: (1) Reaction journal entry for psychoanalysis; (2) reaction journal entry for Adlerian therapy; (3) case conceptualization and treatment plan for Adlerian therapy.**

June 17           *Client-Centered/Person-Centered Therapy*  
 Readings: **C & W:** Client-centered therapy; **Corey:** Person-centered therapy

*Existential Therapy*  
 Readings: **C & W:** Existential therapy; **Corey:** Existential therapy

**DUE: (1) Reaction journal for person-centered therapy; (2) Reaction journal entry for existential therapy; (3) case conceptualization and treatment plan for either person-centered therapy or existential therapy.**

June 24 *Rational Emotive Behavior Therapy*  
Readings: **C & W**: REBT; **Corey**: CBT

*Cognitive Therapy*  
Readings: **C & W**: Cognitive therapy; **Corey**: CBT

**DUE: (1) Reaction journal entry for REBT; (2) reaction journal entry for cognitive therapy; (3) case conceptualization and treatment plan for either REBT or cognitive therapy.**

July 1 **Library Day: Use this day to work on your term papers**

July 8 *Behavior Therapy*  
Readings: **C & W**: Behavior therapy; **Corey**: Behavior therapy

*Multimodal Therapy*  
Readings: **C & W**: Multimodal therapy; **Corey**: MMT is in Behavior chapter

**DUE: (1) Reaction journal entry for behavior therapy; (2) reaction journal entry for Multimodal therapy; (3) case conceptualization and treatment plan for either behavior therapy or multimodal therapy.**

July 15 *Reality Therapy*  
Readings: **Corey**: Reality Therapy; **Handout** on Reality Therapy

*Gestalt Therapy*  
Readings: **C & W**: Gestalt therapy; **Corey**: Gestalt therapy

**DUE: (1) Reaction journal entry for reality therapy; (2) reaction journal entry for gestalt therapy; (3) case conceptualization and treatment plan for either reality therapy or gestalt therapy.**

July 22 *Family Therapy*  
Readings: **C & W**: Family therapy; **Corey**: Family therapy

*Postmodern approaches: Constructive, Solution-focused, and Narrative Therapies*  
Readings: **Corey**: Constructivist approaches; Handouts

**DUE: (1) Reaction journal entry for family therapy; (2) reaction journal entry for postmodern approaches; (3) case conceptualization and treatment plan for one of the following: family therapy, constructivist, solution-focused, or narrative therapies.**

- July 29      Group 1: *Feminist therapy: A multicultural approach* (Read **Corey: Ch. 13**)  
                  Group 2: *Contemplative therapies* (Read **C & W: Ch. 13**)  
                  Group 3: *Integrative therapies* (Read **C & W: Ch. 14 & Corey Ch. 15**)

**DUE: At the end of the July 15<sup>th</sup> class, we will divide into three groups. Due to the proximity to the term paper due date, you will only be responsible for addressing the reaction journal points for your group's material. Thus, you are not required to submit a reaction journal paper and no case conceptualizations or treatment plans will be required for this week's class.**

- August 5      **Term Papers due**  
                  Discussion of term papers  
                  End of course debriefing

#### **DISABILITY STATEMENT:**

It is the policy of Sam Houston State University that no otherwise qualified disabled student shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems, stemming from individual disabilities from their instructors, school/department chair or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

#### **COUNSELING PROGRAM ATTENDANCE POLICY**

Regular and punctual class attendance by each student is expected. The following represents the attendance policy for all courses in the Counseling Program:

- Students are permitted to miss one class (3 hours) with no penalty, but a call (or e-mail) to the professor is expected.
- With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for BOTH absences, with doctor's excuse or other documentation attached. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action.
- An automatic drop of a letter grade will occur for each subsequent absence.

#### **STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.