



SCHOOL OF COUNSELING

COUN 520 THEORIES AND MODELS OF COUNSELING AND PERSONALITY

Term/Credits

Spring Term 2 / 2023
3 semester hours

Instructor

Mallory Wines, Ph.D., M.S.Ed, B.A
Mwines@divinemercury.edu

Vision: The vision of the School of Counseling is to inspire global training of transformational leaders and social justice advocates who use counseling as an instrument of healing.

Mission: The mission of the Clinical Mental Health Counseling program is to teach and train graduates for community practice as competent, culturally sensitive, ethical, and morally sound professional counselors prepared to provide diagnosis and treatment of mental disorders and to effectively facilitate flourishing and personal transformation. Clinical Mental Health Counseling graduates are prepared to serve in their communities as advocates for social justice, and as service-oriented facilitators of mental health and wellness with a focus on the respect, dignity, and diversity of the person.

NOTE: KEEP A HARD COPY SYLLABUS! Many states require that students submit a copy of each course syllabus in order to document the completed educational content needed for licensure. Each syllabus submitted must be for the same course year in which the course was taken.

I. COURSE DESCRIPTION

COUN 520 Theories and Models of Counseling and Personality introduces students to the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive, behavioral, humanistic, existential, interpersonal, multicultural, integrative, and systems theory. A focus on evidence-based practices that incorporate diversity issues with population-specific approaches is a significant feature of this course. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and to recognize strategies and approaches likely to be most successful with a particular client population. Students will utilize case conceptualization to demonstrate their understanding of theoretical foundations as the basis of clinical practice and to evaluate and assess clinical situations for implementation of therapeutic interventions that are appropriate with diverse individuals, groups, and families. (3 credits)

II. COURSE OBJECTIVES

#	Course Outcomes	Measures of Outcome	SOC Program Objectives and CACREP Standards*
1.	Conceptualize clients by using their stories to analyze, synthesize, and apply counseling and personality models consistent with current research and practice.	Mod#2 Assignment: Case Conceptualization Mod#4 Assignment: Case Conceptualization Mod#5 Discussion: Families and Couples Mod#5 Assignment: Catholic-Christian Meta-Model of the Person (CCMMP) Matrix Mod#6 Assignment: Case Conceptualization Mod#8 Final Exam	SOC: 1, 2, 3, 4 CACREP Section 2 F.2.g F.3.a, e. F.5.a., b., h., j. F.8.b. Section 5 C.1.b.
2.	Select ethically and culturally relevant counseling interventions and models for working with diverse populations.	Mod#2 Assignment: Case Conceptualization Mod#4 Assignment: Case Conceptualization Mod#6 Assignment: Case Conceptualization Mod#8 Final Exam	SOC: 1, 2, 3, 4 CACREP Section 2 F.2.b., c., f., g. F.5.h. Section 5 C.2.j.
3.	Develop a personal model of counseling.	Mod#7 Assignment: Personal Model of Counseling Mod#8 Discussion: Lessons Learned	SOC: 1, 4, 5 CACREP Section 2 F.5.a., h., n.
4.	Evaluate various models and theories related to clinical mental health counseling.	Mod#1 Discussion: Theoretical Models Mod#2 Assignment: Case Conceptualization Mod#3 Discussion: Biology versus Conditioning Mod#4 Assignment: Case Conceptualization Mod#5 Discussion: Families and Couples	SOC: 1, 4, 5 CACREP Section 2 F.5.a., b., c., f., g., h., j., n. Section 5 C.1.b

		<p>Mod#5 Assignment: CCMMP Matrix</p> <p>Mod#6 Discussion: Reality Therapy</p> <p>Mod#6 Assignment: Case Conceptualization</p> <p>Mod#7 Discussion: Catholic-Christian Meta-Model of the Person and Feminist Theory</p> <p>Mod#7 Assignment: Personal Model of Counseling</p> <p>Mod#8 Final Exam</p>	
5.	Critique current literature on theories, approaches, strategies, and techniques effective with specific populations and disorders.	<p>Mod#2 Assignment: Case Conceptualization</p> <p>Mod#4 Assignment: Case Conceptualization</p> <p>Mod#5 Discussion: Families and couples</p> <p>Mod#6 Assignment: Case Conceptualization</p> <p>Mod#7 Discussion: Catholic-Christian Meta-Model of the Peron and Feminist Theory</p> <p>Mod#7 Assignment: Personal Model of Counseling</p>	<p>SOC: 1, 3, 4</p> <p>CACREP Section 5 C.1.a., b.</p>
6.	Demonstrate modifications and reframing of counseling systems, theories, techniques, and interventions in order to make them culturally appropriate for diverse populations.	<p>Mod#2 Assignment: Case Conceptualization</p> <p>Mod#4 Assignment: Case Conceptualization</p> <p>Mod#6 Assignment: Case Conceptualization</p> <p>Mod#7 Assignment: Personal Model of Counseling</p>	<p>SOC: 1, 2, 4, 5</p> <p>CACREP Section 5 C.2.g., j.</p>
7.	Appraise the ways that the Catholic-Christian vision of the person, healing and flourishing, in conversation with other spiritual and religious visions, can serve to contextualize existing counseling theories and personality models.	<p>Mod#1 Assignment: Adlerian Theory and the Catholic-Christian Meta-Model of the Person (CCMMP)</p> <p>Mod#2 Assignment: Case Conceptualization</p> <p>Mod#3 Assignment: CCMMP Matrix</p>	<p>SOC: 1, 3, 4, 5</p> <p>CACREP Section 2 F.2.g.</p>

		Mod#4 Assignment: Case Conceptualization Mod#5 Discussion: Families and Couples Mod#5 Assignment: CCMMP Matrix Mod#6 Discussion: Reality Therapy Mod#6 Assignment: Case Conceptualization Mod#8 Discussion: Lessons Learned	
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*SOC = School of Counseling Program Objectives, listed below; CACREP = Council for Accreditation of Counseling and Related Educational Programs standards, Section 2, eight common core areas of all entry-level counselor education graduates, and Section 5, entry-level specialty area, Clinical Mental Health Counseling, and Marriage, Couple, and Family Counseling.

Program Objectives

Graduates of the DMU School of Counseling Clinical Mental Health Counseling program will be able to:

1. Exhibit a vibrant professional counselor identity with the foundational knowledge and skills of the profession.
2. Enter the client’s life narrative with compassion and respect.
3. Develop person-centered, comprehensive case conceptualization for effective treatment planning.
4. Employ basic social and behavioral sciences, a habit of evidential reasoning, and the multiple roles of professional counseling to promote human flourishing.
5. Embody a vision of the flourishing person that inspires them, as professional counselors, and their clients to have courage to trust, hope and love.

III. COURSE TEXTBOOKS AND MATERIALS

A. Required

1. Sharf, R.S. (2016) *Theories of Psychotherapy and Counseling: Concepts and Cases* (6thed.). ISBN 13: 9780495127451.

Required readings will be assigned in each module / week and are listed in the Class Schedule and Assignments and Reference List.

B. Recommended

There are no recommended textbooks for this course.

IV. COURSE REQUIREMENTS

A. Class Attendance and Participation

1. The DMU CMHC program is delivered to students primarily in an online, asynchronous modality; however, portions of this program require synchronous interaction, and additional in-person residency attendance.
2. Attendance in the online classroom is required. Students must post as directed in the online classroom each week. Assignments must be posted on or before due dates.

B. Assigned Readings

1. Readings must be read as assigned on the reading schedule in order for the class to “be on the same page” and to facilitate discussions.
2. Additional readings may be given out in class to be read for the next class.

C. Discussion participation in weekly asynchronous discussions is required. Discussion activities include crafting a thoughtful and scholarly response to a prompt, including the personal application of the information to the role of the professional counselor, and responding to at least two colleagues’ posting. Each discussion assignment is worth 25 points.

- i. 10 points Main Idea of Post (Mastery) – Shows superior knowledge and understanding of course material related to the question asked or topic of the discussion. Seamlessly integrates assigned readings and resources related to the topic. Demonstrates a depth of thought or high level of critical thinking.
- ii. 7.5 points Personal Application (Mastery) – Initial post demonstrates a superior synthesis and personal response or reaction to the topic being discussed. Personal application is reflective and substantive.
- iii. 5 points Responses to Colleagues’ Posts (Mastery) – Responses show a strong understanding of colleagues’ posts; clear and succinct response. Integrates assigned readings and resources related to the topic into the response. Brings a new dimension to the learning of the community.
- iv. 2.5 points Grammar: Coherent Logical (Mastery) – Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

D. Adlerian Theory and the Catholic-Christian Meta-Model of the Person is assigned in Module 1. Students will review media pieces critiquing major psychological theories and theorists in order to reflect on Adlerian psychological theory using the lens of the CCMMP. This assignment is worth 15 points.

- i. 7 points Main Idea (Mastery) – Provides a thoughtful and thorough reflection comparing the concepts of Adlerian theory with the CCMMP. Clearly ties the reflection to the concepts presented in the module / week. Reflection demonstrates deep thinking on the Adlerian theory and the CCMMP.
- ii. 6 points Personal Application (Mastery) – Reflection demonstrates a superior introspection on the application of the concepts to the spiritual and personal self and the personhood of the counselor. Personal application is substantive.
- iii. 2 points Grammar (Mastery) – Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

E. Catholic Christian Meta Model of the Person Matrix is assigned in Module 3 and Module 5. Students will compare behavioral theories with the CCMMP and identify at least three of the premises in the meta-model and compare them within the structure of behavioral theory. Each assignment is worth 15 points.

- i. 7 points Main Idea (Mastery) - Provides a thoughtful and thorough response to the prompt. Clearly ties the reflection to the concepts presented in the module / week. Reflection demonstrates deep thinking from a personal perspective in response to the prompt.
- ii. 6 points Personal Application (Mastery) – Matrix demonstrates a superior introspection on the application of the concepts to the spiritual and personal self and personhood of the counselor. Personal application is substantive.
- iii. 2 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

F. Interview with a Professional is assigned in Module 5. Students will interview a person who holds a position in which they often influence others in positive ways, such as a mental health professional, mentor, parent, teacher, minister, coach, or employer. Interview questions will be based on the information presented throughout this course on the underlying theory they use to bring about positive change. Students will write a 750- to 1,000-word paper describing the interview, including an explanation for the interviewee's theory for positive change. This assignment is worth 170 points

- i. 85 points Main Idea (Mastery) – Thorough response to the assigned topic and goes beyond what is required in some meaningful way (e.g., ideas demonstrate a new dimension of self-awareness in the role of the counselor). Provides a substantive and scholarly discussion about models for change and the model use by the interviewee. Connects essay topic to the course content in a professionally meaningful way.
- ii. 68 points Personal Application (Mastery) – Essay demonstrates a superior introspection on the interviewee's model of change. Personal application is substantive.
- iii. 17 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

G. Case Conceptualizations are assigned in Module 2, Module 4, and Module 6. Students will review and select a case from the Case Conceptualization document provided in the course, as well as a theory examined in previous modules. Students will then explain how they might treat the person in the chosen case using the selected theory or therapy, including any ethical or cultural considerations. Students will also describe any alignment between the meta-model and their individual case scenario. These assignments are worth 60 points each.

- i. 30 points Main Idea (Mastery) - Thorough response to the assigned topic. Goes beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to what is known about the topic). Essay is substantive and scholarly yet includes a thorough discussion of how the selected theory would be used with a client. Connects essay topic to the course content in a professionally meaningful way.

- ii. 20 points Personal Application (Mastery) - Essay demonstrates a superior introspection on the student's objective, cognitive, and spiritual response to the scenario. Personal application is substantive and insightful.
- iii. 10 points Grammar (Mastery) - Proper length. No grammar errors (spelling, punctuation, etc.). Proper APA citations with no more than 1 error.

H. Personal Model of Counseling is assigned in Module 7. For this assignment, students will develop a personal model of counseling by revisiting and reflecting on the case selected in Module 2. A personal model of counseling may be a combination of models, a reframing of an existing model, or a restatement of an existing model in their own words. Students will write a 750- to 1,000-word paper applying their personal model of counseling to the selected case, including contrasting with a non-preferred model, as well as the impact of the CCMMP on their personal model. This assignment is worth 165 points.

- i. 82.5 points Main Idea (Mastery) – Thorough response to the assigned topic, and goes beyond what is required in some meaningful way. Provides a substantive and scholarly description of a personal model of counseling. Provides a substantial and thorough discussion of another model not to be used with an explanation of why. Provides a substantial and scholarly articulation of how the CCMMP would impact either of the two models. Connects essay topic to the course content in a professionally meaningful way.
- ii. 66 points Personal Application (Mastery) – Essay demonstrates a superior introspection on how the student can prepare to work within each community and its demographics. Personal application is substantive and insightful.
- iii. 16.5 points Grammar (Mastery) - Proper length. No grammar errors (spelling, punctuation, etc.). Proper APA citations with no more than 1 error.

I. Final Exam is given in Module 8 and is worth 240 points

V. GRADING

The following scale is used by the School of Counseling as the established criteria for grading assignments.

Final course grade for passing is 86%, B.

A	A-	B+	B	B-	C+	C
940 to 1000	920 to 939	900 to 919	860 to 899	840 to 859	820 to 839	780 to 819

C-	D+	D	D-	F	W	I
760 to 779	740 to 759	700 to 739	680 to 699	0 to 679	Withdrawal	Incomplete

Requirement		Items	Item Points	Total Points	Hours
Assigned Readings				1000	34.8
1	Sharf	18			31.6
2	Pieper (article)				0.3
3	Savage (article)				1.1
4	Viewing course media				1.8
Written Assignments				1000	100.0
1	Discussions	8	25	200	33.3
2	Adlerian Theory and the CCMMP	1	15	15	5.0
3	CCMMP Matrix	2	15	30	10.0
4	Interview with a Professional	1	170	170	11.7
5	Case Conceptualizations	3	60	180	30.0
6	Personal Model of Counseling	1	165	165	10.0
Assessments / Exams				240	18.0
1	Final Exam	1	240	240	18.0
Totals				1000	152.8

VI. SCHOOL OF COUNSELING POLICIES (Please review your Program Handbook for all policies. These are only listed to highlight key policies for this course)

METHODS OF INSTRUCTION

The SOC CMHC program curriculum is delivered mostly online with both asynchronous and synchronous components. The following methods of instruction may be employed:

- Synchronous Instruction: students and faculty will engage in “real-time” using a variety of technology such as chat rooms, web-based conferencing, telephone and during in-person residencies.
- Asynchronous Instruction: student-centered, student-managed facilitation of exchanging information and instructional materials outside of the constraints of “real-time” meetings between students and faculty.
- Reading assignments
- Lecture
- Academic Class Discussion
- Video/Audio Material: students are required to review video material as assigned.
- Demonstration of Skills
- Role Play
- Written Assignments/Papers
- Research Activities
- Quizzes, examinations, and assessment of student learning
- Learning Activities: students are required to engage in critical thinking activities.
- Group Work
- Presentations
- Residencies: Residencies are embedded in three courses across the program.
- Interactive Multimedia
- Clinical Placement in Practicum and Internship courses only.

ACADEMIC INTEGRITY

“Integrity” is a character quality of holding ourselves to strong moral principles and simply maintaining honesty. Academic integrity is synonymous with academic honesty. Academic honesty is expected of all students at DMU in all papers, examinations, transcripts, record keeping, and documentation of clinical experience. Possible sanctions for academic dishonesty include, but are not limited to: grade penalties including course failure, loss of registration privileges, disqualification and dismissal from the institution.

Academic integrity entails a respect and reverence for knowledge as a human good and for the whole academic process, by which that knowledge is pursued and transmitted. Specifically, it entails honesty in all of one’s academic dealings. Students at DMU therefore, shall not engage in or tolerate acts of academic dishonesty. These acts include, but are not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act or attempt to commit an act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment).

LATE ASSIGNMENT ACCEPTANCE POLICY

In an effort to develop high professional standards, no late work **without deductions** will be accepted unless prior arrangements have been made with the instructor. All requests and approvals for extensions must be documented via email at least one week prior to the due date for the work. Outside of this, no late work will be accepted **without deductions** unless the circumstances are dire and unusual.

If you miss an online course meeting or session of a residency, you must notify the instructor as soon as possible and you are responsible for finding out from the course schedule/syllabus, or a classmate what material was covered and what homework was assigned. You cannot submit assignments late because you missed the online course meeting or session of a residency when the assignment was given or when the assignment was due.

Online assigned work is due at 11:59 pm Eastern USA Time or at the beginning of the session of a residency on the date due. Primary discussion posts are due Saturdays at 3:00 pm Eastern USA Time.

- Assignments: (quiz, vignette, recordings, papers, etc.): No make-ups, no late work accepted **without deductions** unless pre-arranged as noted above.
- Exams: Make-ups only when scheduled/approved in advance.
- Discussion posts: If primary discussion posts (due on Saturdays at 3:00 pm Eastern USA Time) are submitted after the due date, they will receive the 10% per day late deduction for up to four days. No discussion responses will be graded after their due date (Monday, 11:59 pm Eastern USA Time).

Please see the M.S in Counseling Clinical Mental Health Counseling Program Student Program Handbook for more details.

STUDENTS WITH SPECIAL NEEDS

If you are a student who has or thinks you may have special needs, you are encouraged to contact the Disability Support Services, located in the Enrollment Services Office (DSS@divinemersey.edu, ext. 114), regarding accommodations. This office welcomes the opportunity to talk with students about their individual situation so students can make an informed decision about whether or not to seek accommodations. In compliance with the Americans with Disabilities Act (ADA) the University is committed to providing reasonable accommodation to any student who has a disability. Any student who has a documented disability must provide supporting documentation to the Disability Support Services at the beginning of the first semester. Once documentation is complete, the student should inform the instructor directly during the first week of classes about accommodations made for each class.

SYLLABUS CHANGE POLICY

This syllabus is a guide for the course and is subject to change with advanced notice.

VII. CLASS SCHEDULE AND ASSIGNMENTS

Textbooks:

Sharf: *Theories of Psychotherapy and Counseling: Concepts and Cases*

Pieper: *In Tune with the World: A Theory of Festivity*

Savage: *The Nature of Women in Relation to Men.*

Module / Week	Topic	Author	Reading	Graded Assignments
1	Early Theoretical Foundations: Psychoanalytic, Adlerian, and Jungian Models	SOC Sharf (2016) Payne, H. (2016). Vitz, P. (2016). Vitz, P. (2016). Keyes, B. (2016)	Syllabus <i>Theories of Psychotherapy and Counseling: Concepts and Cases</i> <ul style="list-style-type: none">● Chap 1, Introduction● Chap 2, Psychoanalysis● Chap 3, Jungian Analysis and Therapy● Chap 4, Adlerian Therapy <i>Welcome</i> [Video file] <i>The development of theories of the person and the meta-model</i> [Video file]. <i>Rediscovering the virtues</i> [Video file]. <i>Psychoanalytic and Jungian theory:</i>	Discussion: Theoretical Models Assignment: Adlerian Theory and the CCMMP

Module / Week	Topic	Author	Reading	Graded Assignments
		Vitz, P. (2016).	<i>Contributions to the counseling profession</i> [Video file].	
		Vitz, P. (2016)	<i>Psychoanalysis: Truths, traps, and adaptations</i> [Video file].	
			<i>Sigmund Freud</i> [Video file].	

Module / Week	Topic	Author	Reading	Graded Assignments
2	The Revolution: Humanistic, Existential, and Gestalt Influences	Sharf (2016)	<i>Theories of Psychotherapy and Counseling: Concepts and Cases</i> <ul style="list-style-type: none"> ● Chap 5, Existential Therapy ● Chap 6, Person-Centered Therapy ● Chap 7, Gestalt Therapy: An Experiential Therapy 	Discussion: Emotional Impact Reflection Essay: State Guidelines
		Keyes, B. (2009).	<i>Existential-Humanistic theory: Contributions to the counseling profession</i> [Video file].	Assignment: Case Conceptualization
		Pacciolla, A. (2016).	<i>Frankl and logotherapy</i> [Video file].	
		Vitz, P. (2016).	<i>Humanistic-Existentialist theories: Truths, traps, and adaptations</i> [Video file].	

Module / Week	Topic	Author	Reading	Graded Assignments
3	The Devolution: Behavioral Therapy	Sharf. (2016). Keyes, B. (2016). Vitz, P. (2016).	<i>Theories of Psychotherapy and Counseling: Concepts and Cases</i> <ul style="list-style-type: none"> • Chap 8, Behavior Therapy <i>Behavioral theory: Contributions to the counseling profession</i> [Video file]. <i>Behaviorist theories: Truths, traps, and adaptations</i> [Video file].	Discussion: Biology versus Conditioning Assignment: Catholic-Christian Meta-Model of the Person (CCMMP) Matrix Looking Ahead: Case Conceptualization Looking Ahead: Interview with a Professional

Module / Week	Topic	Author	Reading	Graded Assignments
4	Finding Middle Ground: Rational Emotive Therapy and Other Cognitive Approaches	Scharf. (2016). Keyes, B. (2016). Keyes, B. (2016).	<i>Theories of Psychotherapy and Counseling: Concepts and Cases</i> <ul style="list-style-type: none"> • Chap 9, Rational Emotive Behavior Therapy • Chap 10, Cognitive Therapy <i>Cognitive theory: Contributions to the counseling profession</i> [Video file]. <i>An interesting approach to rational emotive therapy: McGee's Rapha model</i> [Video file]	Discussion: Irrational Thinking Assignment: Case Conceptualization

Module / Week	Topic	Author	Reading	Graded Assignments
		Vitz, P. (2016).	<i>Cognitive theories: Truths, traps, and adaptations</i> [Video file].	
		Pacciolla, A. (2016).	<i>Existential and cognitive behavioral approach</i> [Video file].	

Module / Week	Topic	Author	Reading	Graded Assignments
5	Expanding Our Reach: Families and Couples Approach to Counseling	Sharf. (2016).	<i>Theories of Psychotherapy and Counseling: Concepts and Cases</i> <ul style="list-style-type: none"> Chap 14, Family Therapy 	Discussion: Families and Couples Assignment 1: CCMMP Matrix Assignment 2: Interview with a Professional
		Keyes, B. (2016).	<i>Family and couples theory and therapy: Contributions to the counseling profession</i> [Video file].	

Module / Week	Topic	Author	Reading	Graded Assignments
6	Recovering Accountability: Reality Therapy and Choice Theory	Sharf. (2016).	<i>Theories of Psychotherapy and Counseling: Concepts and Cases</i> <ul style="list-style-type: none"> Chap 11, Reality Therapy 	Discussion: Reality Therapy Assignment: Case Conceptualization

Module / Week	Topic	Author	Reading	Graded Assignments
		Pieper	<i>In tune with the world: A theory of festivity</i> <ul style="list-style-type: none"> • Chap 1 • Chap IX 	
		Keyes, B. (2016).	<i>Reality and choice theory: Contributions to the counseling profession</i> [Video file].	
		Vitz, P. (2016)	<i>Choice theory: Truths, traps, and adaptations</i> [Video file].	

Module / Week	Topic	Author	Reading	Graded Assignments
7	Understanding Cultural Differences: Constructivist, Feminist, and Other Psychotherapies	Sharf. (2016).	<i>Theories of Psychotherapy and Counseling: Concepts and Cases</i> <ul style="list-style-type: none"> • Chap 12, Constructivist Approaches • Chap 13, Feminist Therapy: A Multicultural Approach • Chap 15, Other Psychotherapies 	Discussion: CCMMP and Constructivist or Feminist Theory Final Project: Personal Model of Counseling
		Savage. (2008).	The nature of woman in relation to man: Genesis 1 and 2 through the lens of the metaphysical anthropology of Thomas Aquinas. <i>Logos: A Journal of</i>	

Module / Week	Topic	Author	Reading	Graded Assignments
		Keyes, B. (2016).	<i>Catholic Thought and Culture</i> , 18(1), 71–93. <i>Feminist theory: Contributions to the counseling profession</i> [Video file].	

Module / Week	Topic	Author	Reading	Graded Assignments
8	Continuing the Evolution: Integrative and Other Therapies	Sharf. (2016).	<i>Theories of Psychotherapy and Counseling: Concepts and Cases</i> <ul style="list-style-type: none"> ● Review Chap 15, Other Psychotherapies ● Chap16, Integrative Therapies ● Chap 17, Comparison and Critique 	Discussion: Lessons Learned Final Exam

VIII. REFERENCE LIST

REFERENCES General

Allen, P. (2004). Philosophy of relation in John Paul II's new feminism (pp. 67-104). In M. Schumacher (Ed.), *Women in Christ: Toward a new feminism*. Grand Rapids, MI: Eerdmans.

Bore, C. G. (2006). Relationships among personality theories and theorists. Retrieved from <http://webpace.ship.edu/cgboer/orientations.html>

Garcia, L. (2010). Authentic freedom and equality in difference (pp. 15-33). Erika Bachiochi (Ed.). *Women, sex, and the church: A case for Catholic teaching*. New York, NY: Pauline Books.

John Paul II. (1988). *Mulieris dignitatem*[The dignity of women]. Vatican: Libreria Editrice Vaticana.

Jones, S. & Butman, R. E. (Eds.). (2011). *Modern psychotherapies: A comprehensive Christian appraisal* (2nd ed.). Downers Grove, IL: Intervarsity Press.

Kline, K. A., & Wilcox, W. B. (2014). *Mother bodies, father bodies: How parenthood changes us from the inside out*. New York, NY: Center of the American Experiment, IAV, & Institute for Family Studies.

Pieper, J. (1999). *In tune with the world: A theory of festivity*. St. Augustine Press.

Savage, D. (2015). The nature of woman in relation to man: Genesis 1 and 2 through the lens of the metaphysical anthropology of Thomas Aquinas. *Logos: a Journal of Catholic Thought and Culture*, 18(1), pp. 71-93.

Sharf, R. S. (2016). *Theories of psychotherapy and counseling: Concepts and cases* (6th ed.). Boston, MA: Cengage Learning.

Sperry, L., & Sperry J. (2012). *Case conceptualization: Mastering this competency with ease and confidence* (Core competencies in psychotherapy series). New York, NY: Routledge Publishing.

Spruill, D. A., & Benschhoff, J. M. (2000). Helping beginning counselors develop a personal theory of counseling. *Counselor Education and Supervision*, 40(1), 70-80.

Stein, E. (1996). The separate vocations of man and woman according to nature and grace. *Essays on woman* (2nd ed.). *The collected works of Edith Stein* Trans. F. M. Oben. (pp. 59-85) Washington, D.C.: Institute for Carmelite Studies Publications.

Vitz, P. C. (1988). *Sigmund Freud's Christian unconscious*. New York: Guilford

Press. **Behavior Therapy**

Clark, D. M. & Fairburn, C. G. (1997). *Science & practice of cognitive behaviour therapy*. New York: Oxford University Press.

Farmer, R. F. & Chapman, A. L. (2007). *Behavioral interventions in cognitive therapy: Practical guidance for putting theory into action*. Washington, DC: American Psychological Association.

Foa, E. B., Hembree, E., & Rothbaum, B. O. (2007). *Prolonged exposure therapy for PTSD: Emotional processing of traumatic experiences therapist guide (Treatments That Work)*. New York: Oxford Press.

O'Donohue, W., Fisher, J. E., & Hayes, S. C. (Eds.) (2003). *Cognitive behavior therapy: Applying empirically supported techniques in your practice*. New York: John Wiley & Sons, Inc.

Pryor, K. (1999). *Don't shoot the dog: The new art of teaching and training*. New York: Bantam Doubleday Dell Publishing.

Cognitive-Behavioral Therapy:

Beck, A. T. (1979). *Cognitive therapy of depression*. New York: Guilford Press.

Beck, A. T. (1989). *Love is never enough: How couples can overcome misunderstandings, resolve conflicts, and solve relationship problems through cognitive therapy*. New York: Harper Perennial.

Beck, A. T. (1991). *Cognitive therapy and the emotional disorders*. New York: Penguin Books.

Beck, A. T., Emery, G., & Greenberg, R. (2005). *Anxiety disorders and phobias: A cognitive perspective*. New York, NY: Basic Books.

Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond* (2nd ed.). New York, NY: Guilford Press.

Dobson, K. (2009). *Handbook of cognitive-behavioral therapies* (3rd ed.). New York, NY: Guilford Press.

Ellis, A. (2001). *Overcoming destructive beliefs, feelings, and behaviors: New directions for Rational Emotive Behavior Therapy*. New York: Prometheus Books.

Humanistic/Existential Psychotherapy:

May, R. (1991). *The cry for myth*. New York, NY: W. W. Norton & Company.

May, R., Angel, E. & Ellenberger, H. F. (1994). *Existence*. New York, NY: Rowman & Littlefield Publishers, Inc.

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