

East Tennessee State University (ETSU) Counseling Program
COUN 5550: Theories and Practice: Individual, 3 Credit Hours
 Fall 2021 ♦ Wednesdays 2:00pm to 4:50pm ♦ Warf-Pickel 315

Instructor Information:

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Office Hours: Wednesdays 9:00am to 11:00am, Thursdays 9:00am to 11:00am, and Thursdays 2:00pm to 4:00pm. I am also happy to schedule a phone call or Zoom meeting at your request. Please reach out to me at any time to schedule a meeting.

Course Description and Objectives

Catalogue Description: An examination of the basic philosophical and psychological assumptions, rationales, techniques, and methods of implementation underlying major theoretical approaches to counseling and psychotherapy for individuals.

Major Course Topics: The history, philosophy, and trends in counseling and psychotherapy theories and therapies; the roles of counselors and psychotherapists; effective counselor traits; effective counseling relationships; psychological assessment processes; developmental perspectives; cognitive processes and interventions; internal processing and motivation; emotional processes and interventions; normal growth and development; ethical and culturally competent practices.

Course Objectives and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 Standards

The following table contains course objectives, methods of assessment, and applicable CACREP Standards:

<i>Human Growth and Development</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>
1. theories of individual and family development across the lifespan	2.F.3.a	Weekly lectures, class discussion, and experiential labs
2. theories of learning	2.F.3.b	Weekly lectures, class discussion, and experiential labs
3. theories of normal and abnormal personality development	2.F.3.c	Weekly lectures, class discussion, and experiential labs
4. biological, neurological, and physiological factors that affect human development, functioning, and behavior	2.F.3.e	Key Assignment: Theoretical orientation paper
5. systemic and environmental factors that affect human development, functioning, and behavior	2.F.3.f	Key Assignment: Theoretical orientation paper
6. a general framework for understanding differing abilities and strategies for differentiated interventions	2.F.3.h	Key Assignment: Theoretical orientation paper

7. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	<i>2.F.3.i</i>	Key Assignment: Theoretical orientation paper
<i>Counseling and Helping Relationships</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>
1. theories and models of counseling	<i>2.F.5.a</i>	Weekly lectures, class discussion, and experiential labs
2. processes for aiding students in developing a personal model of counseling	<i>2.F.5.n</i>	Theoretical orientation paper, including preparatory materials
<i>Clinical Mental Health Counseling</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>
1. theories and models related to clinical mental health counseling	<i>CMHC C.1.b</i>	Weekly lectures, class discussion, and experiential labs
2. cultural factors relevant to clinical mental health counseling	<i>CMHC C.2.j</i>	Weekly lectures, class discussion, and experiential labs
3. techniques and interventions for prevention and treatment of a broad range of mental health issues	<i>CMHC C.3.b</i>	Weekly lectures, class discussion, and experiential labs
<i>School Counseling</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>
1. techniques of personal/social counseling in school settings	<i>SC G.3.f</i>	Weekly lectures, class discussion, and experiential labs

*KPIs indicated in bold

Methods of Instruction

Small and large group discussion, experiential activities, lectures, presentations, video demonstrations will be used in our exploration of counseling theories and practice.

Required Reading

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2018). *Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques* (3rd ed.). Hoboken, New Jersey: John Wiley & Sons, Inc. ISBN: 9781119279143

*Additional reading, audio/listening, and video viewing as assigned.

Course Assignments and Evaluation

From the start of the course, students will be actively involved in discovery activities as the basis for exploring the body of knowledge in the curriculum. This approach to teaching and learning is markedly different from lecturing and passive note taking. And the professor, instead of merely providing information and answers, serves mainly as a facilitator of the learning experience—rarely “telling” students what they should know, but constantly probing, questioning, hypothesizing, challenging, modeling, and rephrasing their comments in an effort to help them analyze and understand. The intent focuses on the development of the student’s own theoretical position of counseling, rather than just borrowing concepts and techniques from the most contemporary therapeutic models, and assumes that the course of therapy consists of questions as well as answers. Consequently, we will expect more from one another

than mere presence in the classroom. It is important that you complete all required reading and activities prior to class and allow yourself time for thoughtful reflection.

Class Participation

The focus of this graduate course is on the process of discovery learning. This teaching approach includes the belief that each student can contribute to the understanding of everyone else. Each student's background, lived experiences, value systems, perceptions, and knowledge are all valuable assets for understanding course content. As a graduate student, each class member is expected to fully participate in the acquisition and integration of knowledge concerning issues essential to functioning as an effective counselor. Each student is expected to come to class prepared for class discussion and activities, which includes completing all assigned reading and assignments. Information presented in the class lectures and discussions will elaborate on and add to the subject as presented in the text and supplemental material. A variety of perspectives and opinions is encouraged, which may include vigorous dialogue about differing perspectives. Students are expected to abide by the Professionalism and Class Norms policy included in the syllabus. Be willing to take chances intellectually. Class members are expected to attend regularly and be punctual because sporadic attendance by even a few students can adversely change the dynamics of the large and small groups.

Experiential Lab (65 points)

To complete this course requirement, you will engage in a series of experiential practice activities throughout the semester that will give you an opportunity to explore and experience the enterprise of linking theory with practice. These activities are designed to supplement content knowledge, promote self-awareness, and facilitate professional growth by applying theoretical concepts. In order to earn full points, you must complete each of the experiential activities before the class in which they are due, journal about the activity, and engage in small group discussions that will occur during class time. At the end of the semester, you will be asked to provide feedback about your individual completion of the activities and journaling, and about the participation of each member in your small group. Instructions for the activities will be distributed in class, and your affirmation of completion and feedback forms are available on D2L. Please refer to the Criteria for Student Evaluation (Counseling Professional Performance Review section in the Counseling Program Graduate Student Handbook); the group feedback form is relevant to the evaluation of student dispositions in the counseling program.

Article Presentation (10 points)

This assignment is an opportunity to supplement and expand textbook learning with outside resources. To complete this assignment, first choose an article presentation topic from the list on the D2L discussion board and claim your topic by posting on the discussion board. On the date your article presentation is due (as noted below on the course schedule), you will offer the class a brief review of your article. In order to earn full points for this assignment, all of the following criteria must be met:

- Article must be from a peer-reviewed journal. Please use discretion in choosing an appropriate article (e.g., a very short article or an editorial that is introducing a special issue are not appropriate selections). If you prefer to read a book chapter, contact me with the proposed book chapter.
- Article must be a seminal work or a current (within 5 years) contribution to the field. The article can be a research study or a conceptual piece.
- Email the article to me at least four days prior to your scheduled presentation.
- Post the article with an APA style reference to the D2L discussion board.

- Presentation should be about 10 minutes and must include a summary of the article, an explanation of key concepts and findings, and an example of application of theory or technique.
- You must be prepared to successfully field questions from your classmates and instructor.

Key Assignment: Theoretical Orientation Paper (25 points)

This assignment provides students with an opportunity to articulate a developing theoretical orientation. This has potential to be a challenging paper to write because you will be asked to make explicit your burgeoning theoretical position regarding the nature of human existence, the causes of psychological dysfunction, and the types of intervention which may be effective with people who are experiencing emotional, social, cognitive, and behavioral difficulties. Most of the theories and models you will study highly reflect the values and the life experiences of the originators of the approach. The same process is often involved in finding a model that fits for you. For this reason, to best prepare for this paper I strongly encourage you to engage in critical thinking and self-reflective practices throughout the semester. The following strategies are encouraged to help you maximize your learning in this course and best prepare to write this paper:

- Maintain a journal. The split-half method of journaling may be particularly useful and a guide to split-half journaling is available on D2L.
- Write an autobiography (a narrative of your life to this point), that includes, but is not limited to, what you consider to be the most important experiences (the most formative ones) in your life. It does not matter how long this is as long as it fully represents you. I suggest you complete this by the end of September.
- After writing your autobiography, review what you have written and determine what values, convictions, beliefs, and guidelines emanate for you from your story. Also, what parts of your past raise certain issues, concerns, worries, or questions (what pushes your buttons), and what you have tried to do to address these in your life. I suggest you complete this by the end of October.
- Use a, b, and c to apply theoretical concepts to real life experiences. Consider the theory or theories that fit with your values, beliefs, and convictions. Also consider the theory or theories from different worldview perspectives and assess multicultural sensitivity for working with others with different identities/backgrounds.

Later in the semester I will provide you with additional supplemental resources to help you consider your theoretical perspective. Taking what you have learned and reflected on through the semester, you will then write a final theoretical orientation paper. A paper guide will be provided toward the end of the course. The final paper will be due via D2L Dropbox and Tevera submission as noted on the course schedule below.

****The ETSU Counseling Program uses Tevera to collect data on Key Assignments. In addition to uploading or completing this assignment via D2L, you will also need to upload a copy of the assignment to Tevera by the due date noted in the syllabus. Failure to upload the assignment to both D2L and Tevera counts as a late submission and will carry the same consequence for late work defined in the syllabus.***

ASSIGNMENTS	POINTS
Experiential Lab	65
Article Presentation	10
Theoretical Orientation Paper	25

ASSIGNMENTS	POINTS
<i>Total Possible Points</i>	<i>100</i>

Grading Scale: Maximum Possible Points: 100

A	94-100	A-	90-93	B+	87-89	B	84-86
B-	80-83	C+	77-79	C	74-76	F	Below 74

Class Policies

Attendance

Students are required to be present for the entirety of each class session. It is a fact of life that due to illness, emergency, or other unforeseen circumstances, sometimes students must miss class. The necessity to miss class is at your discretion, and you are expected to consult with your colleagues about the missed class content. If you need to miss more than one class, your final course grade will drop by one-third letter grade for each additional class missed (e.g., A to an A-; A- to a B+; B+ to a B; etc.). Please be aware that significant and/or repeated late arrivals and early departures from class do count toward missed class time.

Assignments

Course assignments are due on the date indicated in the syllabus, unless changed by the instructor and discussed with the students. It is the student's responsibility to turn in assignments by the date and time listed in the syllabus. Late assignments can be submitted, for reduced points, to me in person or to the designated Dropbox folder. Ten percent will be deducted for any portion of each 24-hour period an assignment is late. Please contact the instructor with any questions regarding assignments.

Email

Practicing professional email etiquette is good preparation for the job search process and your future professional role(s). It is important to keep in mind that while emails may seem private or personal, when you use your university or employer's email service, your emails become a part of your student/employment record and can be accessed by your university/employer without notice to you. Further, private emails, text messages, and other forms of communication are records that can be subpoenaed. Also, remember that email is intended as asynchronous communication. Due to the nonprivate nature of email communication, I typically I adopt a more formal style in email communication. I am usually able to reply to emails within 48 hours on business days (Monday through Friday) and cannot guarantee that I will check email on weekends or holidays. If there is a longer delay in replying to an email during weekday normal business hours, there are extenuating circumstances and I will do my best to reply as quickly as possible.

Here are general professional email guidelines, for your consideration:

- ◆ Always include a subject line.
- ◆ Always include a proper greeting or salutation and closing.
- ◆ Use professional language and grammar.
- ◆ Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- ◆ Use standard fonts.
- ◆ Respect the privacy of other class members.

Group Project Policy

Please note that, for any group work (projects, presentations, etc.), any of the following may apply: your group members will provide me feedback on your level of participation/effort; and/or I will observe your level of participation/effort; and/or you will be required to evaluate your own participation/effort. You will be assigned an individual grade. Your individual grade may correspond to your partner or group member's grades, but lack of participation or effort will result in a grade reduction. It is possible to fail a group project individually while the group receives a passing grade.

Professionalism and Class Norms

Learning is enhanced through thoughtful reflection, critical discussion, and application of ideas. This requires your attentive presence and respectful participation in class. Plus, it makes class more interesting! Professional behavior is expected in class. This includes arriving on time, being prepared, and demonstrating engagement with the material and your classmates. You are expected to exhibit attitudes and behaviors congruent with the counseling profession, which includes being receptive to new ideas, openness to others, curiosity, the ability to receive/utilize feedback, and respect for others. Respect for others includes respect for diversity and being cognizant of the words you use (e.g., inclusive language). Confidentiality is the norm for all classroom interactions. Occasionally we deal with clinical, personal, and sensitive matters during class. Please show respect for your classmates by keeping confidential any personal/clinical information revealed during class time. If you are concerned about the safety or welfare of a classmate please contact the instructor.

As a class, we may not agree on all the issues or come to a single understanding on any subject. There are, however, key elements of the material that I will expect you to be able to explain and hold a conversation about—even if, as individuals, we hold differing and/or contradictory opinions about that element/issue. In that vein, everyone is expected to think about the role of oppression, power, and privilege, as well as their own assumptions surrounding issues of sexism, cissexism, heterosexism, racism, colorism, classism, ageism, sizeism, and other forces of inequality, oppression, and/or marginalization that may be discussed throughout the course. It is crucial that:

- ◆ we all remain respectful, considerate, and willing to hear each other's opinions, thoughts, and feelings while maintaining awareness of the systems of oppression and privilege that may be influencing our experiences and beliefs;
- ◆ we cultivate an atmosphere of safety wherein people can give and receive feedback on how they were heard/perceived or how the dynamics of power and privilege are at work in the classroom; and
- ◆ we keep in mind how our beliefs may be related to or in conflict with the codes of ethics and value of the profession of counseling.

Please respect your peers and your instructor by being vigilant of your use of technology during class. This means, for example, things such as checking emails, being on social media, or working on an assignment for this or other classes takes away from your learning experience, can distract you, your peers, and your instructor, and disengages you from whatever is happening in class. The same is true for phone use (e.g. text, email, social media) during class. If there is an urgent call you are waiting for you may have your phone out and set to silent; otherwise please keep your phone in your bag or pocket, so it does not distract you, your classmates, or your instructor. Students observed to be sleeping, texting, using social media, emailing, or otherwise distracted and/or not participating during class may be asked to complete additional assignments

related to the course material and/or professional development, in addition to the possibility of a reduction in their final grade.

Finally, professionalism is also expected in writing and presentations. Presentations, written assignments, and projects should reflect professional quality, which includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points.

ETSU Polices

ETSU Syllabus Attachment Link

Please follow this link for a full listing on pertinent University policies and information, including: face covering policy, important dates, academic integrity and misconduct, discrimination and harassment, student rights and freedoms, diversity statement, prerequisites, academic accommodations for students with disabilities, permits and overrides, class attendance, where to go for help, sexual misconduct and Title IX statement, and technical resources.
<https://www.etsu.edu/curriculum-innovation/syllabusattachment.php>

Academic Conduct

According to university policy, “plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the university’s academic misconduct policy as a result of academic misconduct, the instructor has the authority to assign an ‘F’ or a zero (‘0’) for the exercise or examination, or to assign an ‘F’ in the course” (2015-2016 Graduate Catalog, “Academic and Classroom Misconduct”).

Candidates with Disabilities

East Tennessee State University recognizes its responsibility for creating an institutional climate in which candidates with disabilities can thrive. Students with any type of disability that requires special accommodations to promote learning in class is to contact the Disability Services office on campus at 423-439-8346 and subsequently schedule an appointment with the instructor as soon as possible.

COVID-19 Policies

ETSU continues to follow the coronavirus pandemic closely and adjusts their policies in accordance with current CDC guideline. For the most up-to-date information, please visit the Bucs are Back page at <https://www.etsu.edu/coronavirus/>.

University E-Mail

According to university policy, “all official university communications will be sent to the university email address. Faculty, staff, and students may assume that official ETSU email is a valid communication mechanism. Therefore, the university has the right to send communications to students, faculty, and staff via email and the right to expect that those communications are received and read in a timely fashion. Since this is our primary method of communication, email should be checked at least daily. Although students may choose to forward university email to an external email account, the student is responsible for all information, including attachments” (2015-2016 Graduate Catalog, “Electronic Mail”).

Campus Services and Resources

Bucky's Food Pantry: If you find it difficult to afford food, please consider visiting [Bucky's Food Pantry](#), located by the main Central Receiving warehouse by the Buc Ridge Apartment complex, on Treasure Lane (there is a bus stop on the Gold route). For additional questions about Bucky's Food Pantry, call (423) 439-2825 or email at foodpantry@etsu.edu.

ETSU Counseling Center: This course and many others you will take throughout your training as a counselor require self-reflection and cover sensitive topics that touch most people on a personal, often first-hand level. Consequently, you may feel that you need support with emotions that come up. If you experience any personal discomfort, confusion, or distress during the semester, you do not have to face those issues alone. The [ETSU Counseling Center](#) provides counseling support services to all ETSU students. If you find that you need support (e.g., family or relationships issues, test anxiety, time and/or stress management, personal crises, depression, etc.), please contact the [ETSU Counseling Center](#) at (423) 439-3333 or email at counselingcenter@etsu.edu about their confidential and professional services. The ETSU Counseling Center is located on the 3rd floor of the D.P. Culp Center. The center's hours are Monday-Friday 8:00 a.m. to 4:30 p.m. However, if you have an immediate concern or are in crisis outside of those hours, call (423) 439-4841 and press "2" to talk with a counselor 24 hours a day, 7 days a week.

ETSU Disability Services: It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through [Disability Services](#), which is located in Suite 390 of the D.P. Culp Center. For additional information, call (423) 439-8346.

ETSU Office of Equity and Inclusion: The [Equity and Inclusion](#) website includes information about learning opportunities, articles and resources, and reporting discrimination, harassment, and retaliation.

ETSU Multicultural Center and PRIDE Center: In addition to safe, inclusive spaces to gather on campus, these centers offer various events, programming, scholarships, and resources. The [Multicultural Center](#) is located on the second floor of the D.P. Culp Student Center and the [PRIDE Center](#) is nearby in room 215.

ETSU SafeZone: The [ETSU SafeZone webpage](#) provides information about SafeZone training opportunities, allies across campus, and LGBTQQIAP+ resources.

ETSU Services Quick Links: Additional campus resources can be found at <http://www.etsu.edu/etsuhome/services.aspx>



I am a member of the ETSU Safe Zone Ally community network, and I am available to listen and support you in a safe and confidential manner. As a Safe Zone Ally, I can help you connect with resources on campus (e.g., <https://www.etsu.edu/equity/safezone/resources.php>) to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual and gender identity. My goal is to help you be successful and to maintain a safe and equitable campus. I will gladly honor your request to address you by your correct name and gender pronouns. Please advise me accordingly when you feel ready to do so.

Course Schedule

**This schedule is tentative and subject to change*

DATE	TOPIC	ASSIGNMENTS AND READING DUE
8/25/21	Introductions Syllabus and Class Overview	Syllabus Introductory practice activity
9/1/21	Psychoanalytic	Chapters 1 & 2 Due: Psychoanalytic Practice Activity
9/8/21	Psychodynamic: Individual Psychology <i>Guest lecture: Dr. Bitter</i>	Chapter 3 Due: Adlerian Practice Activity
9/15/21	Humanistic: Existential	Chapter 4 Due: Existentialism Practice Activity
9/22/21	Humanistic: Person-Centered <i>Article presentations: PCT & M.I.</i>	Chapter 5 Due: Gestalt Practice Activity
9/29/21	Experiential: Gestalt <i>Article presentation: Gestalt therapy</i>	Chapter 6 Due: Gestalt Practice Activity
10/6/21	Behavioral & Cognitive Behavioral <i>*Asynchronous class meeting</i>	Chapters 7 & 8 Due: Behavior Therapy Practice Activity
10/13/21	Third Wave <i>Article presentations: Behavioral therapy, Exposure therapy, CBT, & TF-CBT</i> <i>Article presentations: DBT, ACT, MBCT</i>	Chapter 14, pp. 375-387 Due: DBT Practice Activity
10/20/21	Choice Theory <i>Article presentation: Reality therapy</i>	Chapter 9 Due: Choice Theory Practice Activity
10/27/21	Feminist/Gender Sensitive <i>Article presentations: RCT; Womanist theory/theology; Mujerista theory/theology</i>	Chapters 10 Due: Feminist Theory Practice Activity
11/3/21	Multicultural Theories <i>Article presentations: CRT, NTU, Liberation</i>	Chapter 13 Due: Multiculturalism Practice Activity
11/10/21	Post-Modern/Constructivist <i>Article presentations: Narrative therapy & SFBT</i>	Chapter 11 Due: Constructivism Practice Activity
11/17/21	Integrative <i>Article presentations: EFT, AEDP, EMDR, IPT</i>	Chapter 14 Due: Reality Therapy Practice Activity
11/24/21	<i>No class: Thanksgiving Holiday</i>	
12/1/21	Course Summary & Conclusion	Due to D2L by 2pm: Experiential Lab Affirmation of Completion, Collaborative Small Group Feedback form, and Theoretical Orientation Paper
12/8/21	Class time reserved for meeting if needed due to unforeseen schedule changes	

Supplemental Reading

**Indicates a classic text in the field.*

- *Adler, A. (1958). *What life should mean to you*. New York, NY: Capricorn. (Original work published 1931).
- *Adler, A. (1959). *Understanding human nature*. New York, NY: Premier Books. (Original work published 1927)
- *Adler, A. (1964). *Social interest: A challenge to mankind*. New York, NY: Capricorn. (Original work published 1938)
- *Adler, A. (1969). *The practice and theory of individual psychology*. Totowa, NJ: Littlefield,

- Adams, and Co. (Original work published 1929)
- Ansbacher, H. L. (1992). Alfred Adler's concepts of community feeling and social interest and the relevance of community feeling for old age. *Individual Psychology*, 48(4), 402-412.
- *Ansbacher, H. L., & Ansbacher, R. R. (Eds.). (1956). *The individual psychology of Alfred Adler*. New York, NY: Basic Books.
- *Ansbacher, H. L., & Ansbacher, R. R. (Eds.). (1978). *Cooperation between the sexes: Alfred Adler, writings on women, love and marriage, sexuality and its disorders*. Garden City, NY: Anchor Books.
- *Ansbacher, H. L., & Ansbacher, R. R. (Eds.). (1979). *Superiority and social interest: Alfred Adler, a collection of his later writings* (3rd ed.). New York, NY: Norton.
- Anthony, M. M., & Roemer, L. (2011). *Behavior therapy*. Washington, DC: American Psychological Association.
- *Beck, A. T. (1976). *Cognitive therapy and emotional disorders*. New York, NY: International Universities Press.
- Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond* (2nd ed.). New York, NY: Guilford.
- *Belenky, M. F., Clinchy, B. Mc., Goldberger, N. R., & Tarule, J. M. (1996). *Women's ways of knowing: The development of self, voice, and mind* (10th anniv. ed.). New York, NY: Basic Books.
- Bitter, J. R. (2011). *Contributions to Adlerian psychology*. Bloomington, IN: Xlibris.
- Bitter, J. R., Christensen, O. C., Hawes, C., & Nicoll, W. G. (1998). Adlerian brief therapy with individuals, couples, and families. *Directions in Clinical and Counseling Psychology*, 8(8), 95-112.
- Bohart, A. C., & Tallman, K. (1999). *How clients make therapy work: The process of active self-healing*. Washington, DC: American Psychological Association.
- Brown, L. S. (2010). *Feminist therapy*. Washington, DC: American Psychological Association.
- Brown, L. S. (1994). *Subversive dialogues: Theory in feminist therapy*. New York, NY: Basic Books.
- Cain, D. J. (2010). *Person-centered psychotherapies*. Washington, DC: American Psychological Association.
- Carlson, J., & Engler-Carlson, M. (2017). *Adlerian psychotherapy*. Washington, DC: American Psychological Association.
- Carlson, J., & Knaus, W. (2014). *Albert Ellis revisited*. New York, NY: Routledge.
- Carlson, J., & Maniaci, M. (2012). *Alfred Adler revisited*. New York, NY: Routledge.
- Carlson, J., Watts, R. E., & Maniaci, M. (2006). *Adlerian therapy: Theory and practice*. Washington, DC: American Psychological Association.
- Cowan, E. W. (2005). *Ariadne's thread: Case studies in the therapeutic relationship*. Boston, MA: Brooks/Cole.
- Craske, M. G. (2017). *Cognitive-behavioral therapy* (2nd ed.). Washington, DC: American Psychological Association.
- *de Shazer, S. (1985). *Keys to solutions in brief therapy*. New York, NY: Norton.
- *de Shazer, S. (1988). *Clues: Investigating solutions in brief therapy*. New York, NY: Norton.
- *de Shazer, S. (1990). Brief therapy. In J. K. Zeig & W. M. Munion (Eds.), *What is psychotherapy? Contemporary perspectives* (pp. 278-282). San Francisco, CA: Jossey-Bass.
- *de Shazer, S. (1991). *Putting difference to work*. New York, NY: Norton.
- Dinkmeyer, D. C., Jr., & Carlson, J. (2001). *Consultation: Creating school-based interventions*. New York, NY: Brunner/Routledge.
- *Dinkmeyer, D. C., Dinkmeyer, D. C., & Sperry, L. (1987). *Adlerian counseling and psychotherapy* (2nd ed.). Columbus, OH: Merrill.

- Dinkmeyer, D. C., McKay, G. D., & Dinkmeyer, D. C. (1997). *STEP: Systematic training for effective parenting* (rev. ed.). Circle Pines, MN: American Guidance Service.
- Dobson, K. S. (2012). *Cognitive therapy*. Washington, DC: American Psychological Association.
- *Dreikurs, R. (1940a, November). The importance of group life. *Camping Magazine*, 3-4, 27.
- *Dreikurs, R. (1940b, December). The child in the group. *Camping Magazine*, 7-9.
- *Dreikurs, R. (1948). *The challenge of parenthood*. New York, NY: Duell, Sloan & Pearce.
- *Dreikurs, R. (1950). The immediate purpose of children's misbehavior, its recognition and correction. *Internationale Zeitschrift fur Individual-psychologie*, 19, 70-87.
- *Dreikurs, R. (1953). *Fundamentals of Adlerian psychology*. Chicago, IL: Alfred Adler Institute.
- *Dreikurs, R. (1957). Our child guidance clinics in Chicago. *Collected papers of Rudolf Dreikurs*. Eugene, OR: University of Oregon Press.
- *Dreikurs, R. (1971). *Social equality: The challenge of today*. Chicago, IL: Regnancy.
- *Dreikurs, R., & Soltz, V. (1964). *Children: The challenge*. New York, NY: Hawthorn.
- Ellis, A., & Joffe Ellis, D. (2011). *Rational-emotive behavior therapy*. Washington, DC: American Psychological Association.
- *Ellis, A. (1994). *Reason and emotion in psychotherapy* (rev. ed.). New York, NY: Kensington.
- Enns, C. Z. (2004). *Feminist theories and feminist psychotherapies: Origins, themes, and diversity* (2nd ed.). New York, NY: Haworth.
- Epston, D., & White, M. (1992). Consulting your consultants: The documentation of alternative knowledges. In *Experience, contradiction, narrative and imagination: selected papers of David Epston and Michael White, 1989-1991* (pp. 11-26). Adelaide, South Australia: Dulwich Centre Publications.
- Epston, D., White, M., & Murray, K. (1992). A proposal for reauthoring therapy: Rose's revisioning of her life and a commentary. In S. McNamee & K. J. Gergen (Eds.), *Therapy as social construction* (pp. 96-115). Newbury Park, CA: Sage.
- *Erikson, E. H. (1963). *Childhood and society* (3rd ed.). New York, NY: Norton.
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