

# CO 5260 - Counseling Theories and Personality

Spring 2021  
Thursdays: 6:30pm to 9pm  
Online Via Zoom

Instructor: Mike Mariska, PhD, LCMHC, NCC

Cell Phone: 203-671-7667

Office Hours: Thur 5-6pm and by appt.

Email: mamariska@plymouth.edu

## **COURSE DESCRIPTION:**

This course is designed to be a comparative and critical in-depth analysis of personality and counseling theories, including interrelationships, philosophical foundations, and practical application. Individual, familial, and systemic models are presented along with dynamics and issues that reflect cross theoretical perspectives. Students will be required to compare and contrast counseling theories and strategies, consider appropriate application of these strategies in diverse populations, and develop a personal model for providing help and facilitating behavioral change.

## **COURSE OBJECTIVES:**

- Students will develop an in-depth understanding of the main theoretical forces in counseling and psychotherapy.
- Students will understand the differences and inter-relationships between the various theories and their successful application to client populations.
- Students will begin to develop the ability to demonstrate these theories in practice.
- Students will be able to integrate a multicultural perspective into each theory.
- Students will formulate the foundation of a personal philosophy in counseling.

## **REQUIRED TEXT:**

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2018). *Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques (3<sup>rd</sup> ed.)*. J. Wiley & Sons.

## **RECOMMENDED ADDITIONAL TEXT:**

American Psychological Association. (2019). *Publication Manual of the American Psychological Association, (7<sup>th</sup> ed.)*. American Psychological Association.

## **PLYMOUTH STATE UNIVERSITY POLICIES**

### **Academic Integrity**

Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Members of the academic community are expected to report all instances of those violations that come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the policy by prosecuting all cases of violations of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it, that is dishonorable. Visit <https://coursecatalog.plymouth.edu/university-policies-procedures/graduate-academic-policies/> for more information on University policies and procedures regarding academic integrity. In addition, please review APA guidelines on what constitutes plagiarism.

### **Academic Integrity Policy**

<https://coursecatalog.plymouth.edu/university-policies-procedures/> Policy is listed under the “Academic Integrity” tab.

### **ADA Statement**

Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact Campus Accessibility Services (CAS), <https://campus.plymouth.edu/accessibility-services/>, (603-535-3300) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with CAS. If you have authorized CAS to electronically deliver a Letter of Accommodations for this course, please communicate with your instructor to review your accommodations.

### **Inclement Weather**

Sign up for PSU alerts for notification of weather-related cancellations and provide your instructor with a phone number that is the most reliable way of contacting you in the event he cancels class on a night when PSU remains open. Class members regularly commute from a wide area of the state where weather conditions may vary significantly from those in Plymouth. Travelling in inclement weather is always at your discretion. It is your responsibility to initiate making up missed material if you miss a class due to weather.

### **Sensitive Material**

Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let the instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. It can then be discussed how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. Campus resources that may be helpful in dealing with your concerns can also be discussed.

## Counselor Education and School Psychology Policies

Plymouth State University's Counselor Education and School Psychology (CESP) Programs are charged with the task of preparing individuals to become professional counselors or school psychologists in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty will evaluate students based on their academic, professional, and personal qualities. The PSU CESP programs attempt to establish a learning community where students can develop professionally. This is done by providing an environment in which students' rights and responsibilities are respected, and by respecting the dignity and worth of each student.

**Student Monitoring:** A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training and client care related to requirements for self and others. For example, in order to ensure proper training and client care, counselors/school psychologists-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on academic performance and the ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, be able to express feelings appropriately, and evidence professional judgment in decision making relative to issues and situations encountered in the program. See the student handbook for both the long and short versions of the student monitoring form.

**Student Responsibilities in Monitoring Peer Professional Competency:** As a CESP student, it is important to learn how to support your fellow classmates and future colleagues. Professional codes of ethics highlight the importance of protecting the profession and those it serves by recognizing unethical behavior, consulting with colleagues, and reporting to institutional hierarchies if necessary. If you are concerned about a classmate's ethical conduct, counseling competency, or psychological stability, you are encouraged to follow the policy in your program's student handbook to guide you in ethically dealing with these situations.

**Communications:** Prompt and professional communication between students and professors is important and valued in the CESP programs. To that end, it is your responsibility to regularly check your PSU email account. As stated in the student handbooks, all university communications will be to that address. We aspire to be a community that responds to each other in a prompt and respectful way. To that end, we ask that you respond to professor or department emails within two business days. Likewise, faculty will aspire to respond to your emails within two business days. Note, we understand that there are circumstances in which students and faculty may be unable to respond in a timely manner. During these periods, we will inform others when we will become available to respond.

**Computers and Cell Phones Use in the Classroom:** Computers and cell phones may be brought into the classroom (obviously, since we will be attending class via Zoom) but their use should be appropriate. Computers should be limited to academic class-related uses. Please keep your microphone on mute unless you are speaking. Also, please turn your camera on during class, as it can be difficult to engage with a class where half the students don't seem to be actually "there." During speaker presentations, videos, student presentations, and any in-class role play activities please make sure you're focused on the person speaking to be respectful of your classmates. Finally, cell phones play an important role in emergency situations, but they should be kept on vibrate or silent mode and text messaging should be kept to a minimum.

**Late Assignments:** Consistent with graduate level expectations, all assignments are expected on their due dates. However, exceptions to this rule may be made due to circumstances beyond the control of students such as family emergencies, illness, injury, power outages, computer malfunctions, accidents and other situations. Because of these possibilities, students are strongly advised to complete their assignments in advance of the due date. Also, students should back up their work so that computer crashes will not delay assignments. Unless impossible, all requests for extensions for assignments must be made before the assignment is due. If an extension is granted, the assignment should be submitted no later than one week from the due date. In cases where the reason for the delay may require a longer time period to complete, the decision to allow a longer extension will be made on a case-by-case basis. Students may be asked to provide documentation to verify their request for an extension.

*If an assignment is handed in past the due date, the final grade for that assignment will have 10% of the grade deducted for each day it is late.*

**Canvas Assistance:** For assistance navigating Canvas, visit the online knowledge base at <https://td.unh.edu/TDClient/63/plymouth/KB/ArticleDet?ID=809&SIDs=2518>, or contact the Help Desk at (603) 535-2929, or get in-person help at the Help Desk in Lamson Library.

**Fair Grading Policy:** <https://coursecatalog.plymouth.edu/university-policies-procedures/> Policy is listed under the "Fair Grading" tab.

### **STUDENT EVALUATION:**

Attendance and Participation	20 points
Initial Personal Philosophy Paper	10 points
Theoretical Literature Review	10 points
Theory Case Study	30 points
Final Exam	20 points
Final Personal Philosophy Paper	10 points
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Total	100 points

## PAPERS:

- All papers must be in APA format, following the **2019** APA formatting rules.
  - There will be an APA formatting lecture on the first day of class, and resources are posted on the class Moodle site.
  - I will review any paper for APA formatting errors, or content, or both before the due date if given enough time to do so. At least 3-4 days is requested, and feedback will be given on a first-come / first-served basis. The paper does not need to be complete for an APA review.
  - Proper APA formatting will require:
    - A Title Page
    - Proper Citations
    - Sections with Section Headers
    - A References Page
  - An Abstract page is not required, but you are welcome to do one for practice. If one is included, it will be checked for errors but not graded.
  - Proper citations are required for all work that is not your own. Direct quotes from a source must be marked as such with quotation marks. Avoid excessive direct quotations – one or two in a paper are plenty.
  - Opinion papers, such as the Initial and Final Personal Philosophy Papers, do not require citations or references unless outside sources are used.
- The page length requirements for papers do not include the title page and reference page. Make sure the body of your paper is the required length. Longer is fine, just not shorter!
- All papers must be submitted electronically either to the assignment “dropbox” on the course Moodle site or via email to [mamariska@plymouth.edu](mailto:mamariska@plymouth.edu). Papers will be accepted as on time if received before midnight on the due date. When papers are received via email, I will reply to let you know that I’ve gotten it.
- Accepted formats for papers are Word, PDF, Pages, and Open/LibreOffice files.  
*WordPerfect files and Text files are not acceptable.*
  - As a PSU student, you can claim a free copy of MS Office. Visit this link for info: <https://campus.plymouth.edu/it/computers-and-software-for-students/>
- Assignment File Names: Please title the file name for each of your submitted writing assignments and recordings with your last name first, then the name of the assignment. Below are a couple of examples using my last name:
  - Initial Personal Philosophy Paper: *Mariska Initial Personal Philosophy*
  - Case Study Paper: *Mariska Case Study*

## **COURSE ASSIGNMENTS:**

### **Attendance and Participation**

Your learning experience is dependent on your attendance in class and participation in class activities. Absences from class, or a marked lack of participation will result in a 5 point per day penalty from your Attendance and Participation grade (which is 20 points in total, this equates to 5 points lost from your final grade as well!)

The lost points due to an absence can be made up through viewing the recording of the class that will be posted to Canvas. Once you've viewed the class recording in its entirety, you must then send to me a 1-2 page reflection on the content for that class. Thoughts, comments, questions, and the like – so that I know you've reviewed that theory's material. Due date for makeup papers is the last night of class, though it's highly recommended you turn them in as soon as possible. Once turned in and reviewed, you'll gain back the credit for that missed evening.

### **Initial Personal Philosophy Paper**

In this paper, you will explore and discuss your personal philosophy on mental health and human nature. In a paper of about 3 - 4 pages, discuss:

- a. The reasons you chose to enter a helping profession.
- b. Your own personal view of human nature and mental health.
- c. How you currently envision positive change happening in a therapeutic relationship.

Although this paper must use APA formatting, citations and references are not required. However, if you do use outside resources like books and articles to help answer these questions, make sure to cite them correctly.

### **Theoretical Literature Review**

For this assignment you are to read a book or manual related to one of the theories discussed in class. A list of suggested books can be found at the end of this syllabus, though you are welcome to choose a book that's not on this list. For books not on the list, please check in and run the book by me before you buy it and use it for this assignment.

After you have finished the book, you are to give a brief (*5-10 minutes max*) presentation on your book in class on one of the ten dates indicated on the course calendar. A signup form for presentations will be sent out before the second class. A handout can be a nice complement to this presentation, but is not in any way required. The presentation is informal and should focus on the following:

- a. Discuss *briefly* what the book was about, and the theory it focused on.
- b. Describe two or three of the major “take away” concepts, skills, or perspectives that you found particularly interesting, helpful, or relevant to your future work. **Do not review the entirety of the theory or the book**, instead please focus on what stood out to you personally and professionally as particularly interesting or relevant. In other words, give us your version of the book’s “greatest hits!”
- c. How this book has influenced your attitude towards this theory, either positively or negatively. Was this book written or organized in a way that helped you learn or appreciate this theory better? Did it have helpful resources that you think you’ll use? Did it give you a better sense of how you’d actually use this theory? Do you now think you’ll look further into this theory, or has reading this book helped you decide to choose a different theory to ground yourself in? **The majority of your presentation should be on this part – as this is what we’ll all be most interested in.**

### Theory Case Study

This research paper will consist of the application of a theoretical approach discussed in class to a fictional client.

In your Case Study, you are to first choose one counseling theory that we have discussed, or will discuss in class. If you would like to choose a theory that has not been addressed in class, you must discuss it with me ahead of time.

You are then to apply this theory to one of the four fictional case studies used in our class. In your paper, make sure you review the following:

1. Discuss, according to your chosen theory, why this problem is happening. What specific theoretical concepts help to explain this person’s problem? If necessary, you are allowed to create additional details for the client’s case history (for example, relationships with family members or a more detailed life history) to help illustrate important theoretical concepts.
2. Give a general overview, according to your chosen theory, of what needs to happen to address this problem. What general actions need to be taken?
3. Describe two interventions, specific to this theory, that you as a counselor would use with this client to address their problem. Providing a “vignette”, or sample dialogue between you and the client, is not only allowed, but encouraged! This kind of “back and forth” can help to demonstrate how you’d apply this intervention.

Case Study papers should:

- Be at least 7-8 pages in length, **not including the title page or references.**

- Include at least **5** sources of information **in addition to the textbook**. These sources can include books, articles, treatment manuals, and (quality!) web resources. If it is relevant, you can use the book that you reviewed in the Theoretical Literature Assignment as one of your sources. *You will need to allow time to conduct research prior to writing.*
- Be APA formatted, including proper citations and references

### **Final Exam**

This exam will serve to test your knowledge of the theories and other material we cover in class, and allow you to practice answering the types of questions that will be found on your comprehensive and licensing exams. The format will include multiple choice and true/false questions, along with two extra-credit essay questions. A study guide will be distributed and reviewed at least two weeks before the exam. The exam is open-book.

Since this course is being offered in a fully online format, this exam will be given via Moodle. It will open on 4/29 right after class, and close on 5/6 before class begins. During this time, you must set aside two hours of time to take the exam. Once started, a timer will begin, and the exam will auto-submit once the timer has completed if you don't submit it manually beforehand. It's highly advised that you study ahead of time, organize your notes, and even create a "cheat sheet" for the exam, as there will not be enough time to look up the answers to each question.

### **Final Personal Philosophy Paper**

In this paper, you will revisit your personal philosophy of mental health and human nature that you detailed at the beginning of this class, along with your thoughts on an initial theoretical approach that fits best for you. Although this paper must use APA formatting, citations and references are not required. However, if you do use outside resources like books and articles to help answer these questions, make sure to cite them correctly. The paper should be at least 3 - 4 pages long, and focus on these three areas:

- A) A revisit of your personal view of mental health and human nature from the first personal philosophy paper. Discuss if this view has changed, or stayed the same after your readings and class experiences.
- B) Discuss one theory that you feel fits best within this personal view, and review why it does.
- C) Review a specific plan for increasing your knowledge and understanding of this theory over the next year.

## COURSE CALENDAR

<b>DATE</b>	<b>TOPICS</b>	<b>READINGS / ASSIGNMENTS</b>
2/4/21	Introduction to Counseling Theories  APA Formatting “Crash Course”	Syllabus Review  Textbook Ch. 1 & Assigned Reading
2/11/21	Person-Centered Therapy	Textbook Ch. 5 & Assigned Readings  <b>Initial Personal Philosophy Paper Due</b>
2/18/21	Diversity and Counseling Theories  Feminist Theory	Textbook Ch. 10 & 13 & Assigned Readings
2/25/21	Existential Therapy & Strength-Based Counseling	Textbook Ch. 4 & Assigned Readings  <b>Theoretical Lit Review Presentations</b>
3/4/21	Gestalt Therapy	Textbook Ch. 6 & Assigned Readings  <b>Theoretical Lit Review Presentations</b>

3/11/21	Behavioral Therapies	Textbook Ch. 7 & Assigned Readings  <b>Theoretical Lit Review Presentations</b>
3/18/21	Cognitive-Behavioral Therapies	Textbook Ch. 8 & Assigned Readings  <b>Theoretical Lit Review Presentations</b>
3/25/21	Acceptance and Commitment Therapy	Textbook Ch. 14 (pp. 385-386) & Assigned Readings  <b>Theoretical Lit Review Presentations</b>
4/1/21	Dialectical Behavior Therapy	Textbook Ch. 14 (pp. 382-384) & Assigned Readings  <b>Theoretical Lit Review Presentations</b>
4/8/21	Reality Therapy  Solution-Focused Brief Therapy	Textbook Ch. 9 & 11 & Assigned Readings  <b>Theoretical Lit Review Presentations</b>
Saturday 4/10/21	<b>Spring Diversity Institute</b>	<b>Spring Diversity Institute</b>

4/15/21	Emotion-Focused Therapy Eye-Movement Desensitization and Reprocessing (EMDR)	Textbook Ch. 14: (pp. 376-382) & Assigned Readings  <b>Theoretical Lit Review Presentations</b>
4/22/21	Psychoanalytical Approaches Adlerian Psychology	Textbook Ch. 2 & 3  <b>Case Study Paper Due</b>  <b>Theoretical Lit Review Presentations</b>
4/29/21	Family Therapies and Systems Theory Eclecticism in Counseling	Textbook Ch. 12 & 14 (pp. 367-375)  <b>Final Personal Philosophy Paper Due</b>  <b>Theoretical Lit Review Presentations</b>  <b>Final Exam Opens</b>
5/6/21	Post-Exam Review Class Wrap-up	<b>Final Exam Closes (before class begins)</b>

**COURSE GRADING SCALE:**

A	96 – 100 %	B	83 – 86 %	C	73 – 76 %
A-	90 – 95 %	B-	80 – 82 %	C-	70 – 72 %
B+	87 – 89 %	C+	77 – 79 %	F	00 – 70 %

## **Theoretical Literature – Example Books – (just suggestions!)**

- Beck, A. (1976). *Cognitive therapy and the emotional disorders*. New York: International Universities Press.
- Beaulieu, D. & Sulkowski, M. (2015). *Cognitive behavioral therapy in K-12 school settings: A practitioner's toolkit*. New York, NY: Springer Publishing Company, LLC.
- Evans, K., Kincade, E. & Seem, S. (2011). *Introduction to feminist therapy: Strategies for social and individual change*. Thousand Oaks, CA: Sage.
- Farmer, R. & Chapman, A. (2008). *Behavioral interventions in cognitive behavior therapy: Practical guidance for putting theory into action*. Washington, DC: American Psychological Association.
- Frankl, V. (2006). *Man's search for meaning*. Boston: Beacon Press.
- Glasser, W. (1990). *Reality therapy: A new approach to psychiatry*. New York: Harper & Row.
- Greenberg, L. (2015). *Emotion-focused therapy: coaching clients to work through their feelings*. Washington, D.C: American Psychological Association.
- Harris, R. (2009). *ACT made simple: An easy-to-read primer on acceptance and commitment therapy*. Oakland, CA: New Harbinger Publications.
- Harvey, P. & Rathbone, B. (2014). *Dialectical behavior therapy for at-risk adolescents: A practitioner's guide to treating challenging behavior problems*. Oakland, CA: New Harbinger Publications, Inc.
- Hayes, L. & Ciarrochi, J. (2015). *The thriving adolescent: Using Acceptance and Commitment Therapy and positive psychology to help teens manage emotions, achieve goals, and build connection*. Oakland, CA: Context Press, an imprint of New Harbinger Publications, Inc.
- Koerner, K. (2012). *Doing dialectical behavior therapy: A practical guide*. New York: Guilford Press.
- Kottman, T. (2011). *Play Therapy: Basics and Beyond*. Alexandria, VA: American Counseling Association
- Leahy, R. (2003). *Cognitive therapy techniques: A practitioner's guide*. New York: Guilford Press.
- Monk, G. (1997). *Narrative therapy in practice: The archaeology of hope*. San Francisco: Jossey-Bass Publishers.
- Polster, E. & Polster, M. (1974). *Gestalt therapy integrated: Contours of theory and practice*. New York: Vintage Books.
- Radley, K. & Dart, E. (2019). *Handbook of behavioral interventions in schools: Multi-tiered systems of support*. New York, NY: Oxford University Press.
- Robertson, R. (1992). *Beginner's guide to Jungian psychology*. York Beach, ME: Nicolas-Hays
- Rogers, C. (2003). *Client-centered therapy: Its current practice, implications and theory*. London: Constable.
- Shapiro, F. (2001). *Eye movement desensitization and reprocessing (EMDR): Basic principles, protocols, and procedures*. New York: Guilford Press.
- Shazer, S., Dolan, Y. & Korman, H. (2007). *More than miracles: The state of the art of solution-focused brief therapy*. New York: Haworth Press.
- Summers, R. & Barber, J. (2013). *Psychodynamic therapy: A guide to evidence-based practice*. New York: Guilford Press.
- Sweeney, T. (2009). *Adlerian counseling and psychotherapy: A practitioner's approach*. New York: Routledge.
- Van Dijk, S. (2012). *DBT made simple: A quick-start guide to help clients*. Oakland, CA: New Harbinger Publications.
- Walen, S., DiGiuseppe, R., & Dryden, W. (1992). *A practitioner's guide to rational-emotive therapy (2<sup>nd</sup> ed.)*. New York: Oxford University Press.
- Yalom, I. (1980). *Existential psychotherapy*. New York: Basic Books.

**2016 CACREP STANDARDS, METHODS OF DELIVERY, AND ASSESSMENT**

CACREP Standard/Goal	Methods of Delivery	Assessment
Core 5.a. theories and models of counseling	Theory Lectures	Case Study Paper Final Exam
Core 5.b. a systems approach to conceptualizing clients	Systems Theory Lecture	Final Exam
Core 5.g. essential interviewing, counseling, and case conceptualization skills	Theory Lectures	Case Study Paper
Core 5.n. processes for aiding students in developing a personal model of counseling	Introduction to Theories Theory Lectures	Case Study Paper Personal Philosophy Papers
CMHC 5.C.1.b: theories and models related to clinical mental health counseling	Theory Lectures	Theoretical Literature Review Case Study Paper Final Exam
CMHC 5.C.3.b: techniques and interventions for prevention and treatment of a broad range of mental health issues	Theory Lectures	Case Study Paper Final Exam

**NHADACA CATEGORIES OF COMPETENCE**  
**ADDICTION TREATMENT CERTIFICATE**

**Category 6 - Counseling**

The knowledge and understanding of various counseling approaches; including their philosophy, methods, objectives, techniques, and applicability to the treatment of the substance abusers. This includes:

- knowledge of counseling approaches and their underlying theories, and
- formulating one's own style of counseling based on these approaches.

## References

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman and Company.
- Beck, A. (1976). *Cognitive therapy and the emotional disorders*. New York: International Universities Press.
- Corey, G. (2009). *Theory and practice of counseling and psychotherapy: Systems of psychotherapy (8<sup>th</sup> ed.)*. Pacific Grove, CA: Brooks/Cole.
- Day, S.X. (2009). *Theory and design in counseling and psychotherapy (2<sup>nd</sup> ed.)* Lahaska Press, Boston: Houghton Mifflin Company.
- Ellis, A., & Harper, R. (1997). *A guide to rational living (3<sup>rd</sup> ed.)*. North Hollywood, CA: Wilshire.
- Farmer, R. & Chapman, A. (2008). *Behavioral interventions in cognitive behavior therapy: Practical guidance for putting theory into action*. Washington, DC: American Psychological Association.
- Frankl, V. (2006). *Man's search for meaning*. Boston: Beacon Press.
- Glasser, W. (1990). *Reality therapy: A new approach to psychiatry*. New York: Harper & Row.
- Lyddon, W. J., Clay, A., & Sparks, C. (2001). Metaphor and Change in Counseling. *Journal of Counseling and Development*, 79, 1–6.
- Mosak, H. & Maniaci, M. P. (1998). *Tactics in counseling and psychotherapy*. Itasca, IL: F.E. Peacock.
- Rogers, C. (2003). *Client-centered therapy: Its current practice, implications and theory*. London: Constable.
- Scholl, M.B., McGowan, A.S. & Hansen, J.T., eds. (2011). *Humanistic perspectives on contemporary counseling issues*. New York, NY: Routledge.
- Sharf, R. S. (2008). *Theories of psychotherapy and counseling: Concepts and cases (4<sup>th</sup> ed.)*. Belmont, CA: Brooks/Cole.
- Siegel, D. (2010). *Mindsight: The new science of personal transformation*. New York: Bantam Books.
- Skovholt, T., & Ronnestad, M. (1992). Themes in therapist and counselor development. *Journal of Counseling and Development*, 70(4), 505–15.
- Sommers-Flanagan, J., & Sommers-Flanagan, R. (2004). *Counseling and psychotherapy theories in context and practice: skills, strategies, and techniques*. Hoboken: NJ: Wiley.
- Sullivan, M., Skovholt, T., & Jennings, L. (2005). Master therapists' construction of the therapy relationship. *Journal of Mental Health Counseling*, 27(1), 48–70.
- Sweeney, T. J. (1998). *Adlerian counseling: A practitioner's approach (4<sup>th</sup> ed.)*. Philadelphia, PA: Accelerated Development.
- Walen, S., DiGiuseppe, R., & Dryden, W. (1992). *A practitioner's guide to rational-emotive therapy (2<sup>nd</sup> ed.)*. New York: Oxford University Press.
- Watts, R. E. (2003). *Adlerian, cognitive, and constructivist therapies: An integrative dialogue*. New York: Springer Publishing Company.