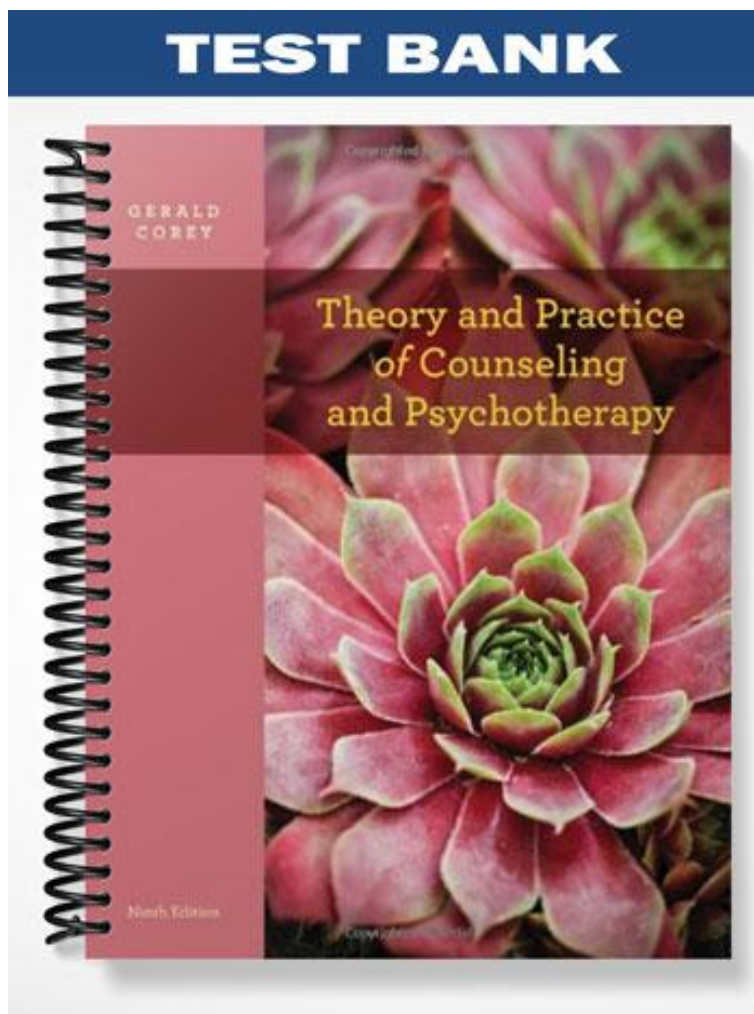


TEST BANK



GERALD
COREY

Theory and Practice of Counseling and Psychotherapy

Ninth Edition

Instructor Manual and Test Bank
To accompany
***Theory and Practice of Counseling and
Psychotherapy***
Ninth Edition
By Gerald Corey

Prepared by
Gerald Corey
California State University, Fullerton
with
Michelle Muratori
Johns Hopkins University

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Michelle Muratori is a Senior Counselor/Researcher at the Johns Hopkins Center for Talented Youth (CTY) in Baltimore, MD, where she works with middle and high school students who participate in the

Study of Exceptional Talent (SET) and with their families. After completing a B.S. in Human Services/Psychology at California State University, Fullerton in 1995 and a M.A. in counseling psychology at Northwestern University in 1997, Michelle pursued a Ph.D. in counselor education from the University of Iowa. Since 2005, she has been a Faculty Associate in the Department of Counseling and Human Services at the Johns Hopkins School of Education where she has taught a variety of courses. Michelle authored *Early Entrance to College: A Guide to Success* (2007, Prufrock Press) and coauthored *Clinical Supervision in the Helping Professions: A Practical Guide 2nd ed.* (2010, ACA) with Drs. Gerald Corey, Robert Haynes, and Patrice Moulton. When she is not teaching, counseling, doing research, or writing, Michelle keeps busy assisting Dr. Corey with the ancillary materials for his textbooks.

Preface

This *Instructor's Resource Manual* is designed to accompany an integrated learning package:

- *Theory and Practice of Counseling and Psychotherapy* (9th ed., 2013)
- *Student Manual for Theory and Practice of Counseling and Psychotherapy* (9th ed., 2013)
- *DVD for Theory and Practice of Counseling and Psychotherapy: The Case of Stan and Lecturettes* (2013)
- *Case Approach to Counseling and Psychotherapy* (8th ed., 2013)
- *The Art of Integrative Counseling* (3rd ed., 2013)
- *DVD for Integrative Counseling: The Case of Ruth and Lecturettes* (2013)
- *CourseMate for Theory and Practice of Counseling and Psychotherapy*

My aim is to share with you some ideas that I've found useful in teaching my own counseling courses, on both an undergraduate and graduate level. In this *Instructor's Resource Manual*, I present many ideas and suggestions concerning the content and structure of the counseling theory courses, materials, and teaching aids, and I share some of the problems and experiences I've had in these courses. I offer questions, exercises, activities, lecture guides, objective quizzes, test items for each theory chapter, short essay questions, a final examination, and other materials that I hope will be of use to you in designing your courses.

I've prepared this *Instructor's Resource Manual* to provide suggestions for an integrated package of learning materials: *Theory and Practice of Counseling and Psychotherapy*, the *Student Manual for Theory and Practice of Counseling and Psychotherapy*; *Case Approach to Counseling and Psychotherapy*; and *The Art of Integrative Counseling*. It is also briefly geared to use with two self-study programs: *DVD for Theory and Practice of Counseling and Psychotherapy: The Case of Stan and Lecturettes*; and *DVD for Integrative Counseling: The Case of Ruth and Lecturettes*.

The core textbook presents the basic theories, and the *Student Manual* provides a basis for experiential learning through exercises and many suggested activities. *Case Approach to Counseling and Psychotherapy* has been streamlined to deal exclusively with the case of Ruth. Twenty-six contributors (therapists) work with Ruth from their unique theoretical orientations and I

describe my approach to counseling Ruth from twelve different theoretical frameworks. In the book *The Art of Integrative Counseling*, my main aim is to teach students how to design their own counseling orientation, which is based on incorporating various concepts and a range of techniques from diverse theoretical orientations. This book follows the general structure of the *DVD for Integrative Counseling: The Case of Ruth and Lecturettes*, which is a program designed to assist students in pulling together their own counseling approach.

Let me emphasize that I've prepared this *Instructor's Resource Manual* as a springboard for you to develop your own ideas and approaches to teaching your courses. I am not attempting to prescribe one way of teaching counseling courses; I am merely presenting material that I find to be of value. Each of you, whether a beginning or experienced instructor, will have your own ideas that will fit your personal style of teaching and will meet the unique needs of the students you teach. There is more material in this *Instructor's Resource Manual* than can possibly be covered fully in any single course.

You may use these materials in a series of courses that span several semesters, or you may want to use some of these materials in your beginning courses and other materials in your advanced courses. My hope is that you'll take from this *Instructor's Resource Manual* whatever you find of value to you, and that you'll modify and expand on (or delete from) this material to suit yourself. In using an experiential approach you can find, I hope, some value in the ideas and content in this *Instructor's Resource Manual*, whether you are teaching a counseling course for the first time or have had many years of experience in teaching such courses.

- The *Instructor's Resource Manual* and *Test Bank* are also available electronically on the Instructor Resource Website at login.cengage.com. Here you will also be able to create an account to access these materials. The site also includes PowerPoint presentations, web links, and study guides for students. For assistance, please contact your sales representative or go to academic.cengage.com/support.
- **ExamView from Cengage Learning**
Featuring automatic grading, ExamView® allows you to create, deliver, and customize tests and study guides (both print and online) in minutes. See assessments onscreen exactly as they will print or display online. Build tests of up to 250 questions using up to 12 question types, enter an unlimited number of new questions, or edit existing questions.

Complement your text and course content with study and practice materials for students:


Cengage Learning's Counseling CourseMate brings course concepts to life with interactive learning, study, and exam preparation tools that support the printed textbook. Watch student comprehension soar as your class works with the printed textbook and the textbook-specific website. Counseling CourseMate goes beyond the book to deliver what you need!

We would like to thank **Assistant Editor, Mia Dreyer**, for her input and coordination of the supplements, including this manual. If you have any questions about this or any of the other supplementary materials, or would like to offer your input, please contact her directly at naomi.dreyer@cengage.com.

Resource Integration Guide

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This essential tool gives you an effective way to utilize all the great resources available with this book. This guide provides specific information about all the resources relevant to the book--from class preparation and lecture tools to the ExamView Computerized Testing CD, to the Student Manual and more. The first page is a general overview of the resources available for the entire book. The following pages give you a more detailed guide of how to use the resources chapter-by-chapter.

Class Preparation / Lecture Tools	Testing Tools / Course Management	Student Mastery / Homework and Tutorials	Beyond the Book: Research / Writing / Exploration
<p>Instructor's Resource Manual Guidelines for Using Each Chapter, Key Terms for Review, Case Examples, Study Guides, Objective Test Items with Answer Keys; Suggestions for Using <i>DVD for TPCP: The Case of Stan and Lecturettes</i>, both in-class activities and home study. Available on the Book Companion website.</p> <p>Instructor's Resource Website (access through login.cengage.com) PowerPoint slides, Instructor's Manual, web links, and more.</p>	 <p>ExamView® Computerized Testing Create, deliver, and customize tests and study guides (both print and online) in minutes with this easy-to-use assessment and tutorial system.</p>	<p>Student Manual Self-inventories, key concepts and terms, exercises and activities, case studies, reflection/discussion questions, quizzes, and more.</p> <p>DVD for TPCP: The Case of Stan and Lecturettes This new online and DVD program shows how Jerry Corey works with Stan from each of the theoretical approaches covered in the book. For each of the 13 sessions in this program, Jerry applies a few selected techniques designed to illustrate each theory in action. This interactive program builds on the sections in each chapter that illustrate a variety of techniques and approaches applied to Stan. New to this edition are 15-minute "lecturettes", in which Jerry covers the theories outlined in the chapters.</p> <p>CourseMate for Theory and Practice of Counseling and Psychotherapy (with eBook) Cengage Learning's Counseling CourseMate brings course concepts to life with interactive learning, study, and exam preparation tools.</p>	<p>Helping Professions Learning Center Online resource center that allows students to build their skills with six learning components: Video Activities, Ethics, Diversity, and Theory-Based Case Studies; Flashcards and Practice Quizzes; a Professional Development Center; and a Research and Writing Center.</p> <p>Case Approach to Counseling and Psychotherapy This case book captures some of the unique learning that occurs through seeing a therapy approach in action. It gives students a chance to work with cases from the vantage point of eleven approaches, and works with Ruth from multicultural and integrative perspectives.</p> <p>Corey (with Haynes): DVD for Integrative Counseling: The Case of Ruth and Lecturettes This DVD shows Gerald Corey working with one client, Ruth, using various theoretical models and techniques. Six guest clinicians give brief lectures on the topics of understanding and working therapeutically with resistance, transference, countertransference, and diversity issues in counseling. Available bundled at a discount.</p> <p>Theories in Action DVD Developed by Ed Neukrug, this video includes clips that illustrate individual theories in action. Appropriate for use with any theory text, this video helps students gain a deeper understanding by giving them an opportunity to observe therapists with different backgrounds in practice.</p>

Chapter-by-Chapter Resource Guide

	Instructor's Resource Manual	Student Manual	DVD for TPCP: The Case of Stan and Lecturettes	Case Approach to Counseling & Psychotherapy	DVD for Integrative Counseling: The Case of Ruth and Lecturettes
Chapter 1: Introduction and Overview		How to Use the Manual with the Textbook; Jerry Corey's Counseling Stan: An Introduction; Reviewing the Highlights of a Theory; Self-Inventory and Pretest.	Video: Intake and Assessment Lecturette: Introduction and Overview		
Chapter 2: The Counselor: Person and Professional		Pre-Chapter Self Inventory; <u>Suggested Activity:</u> <i>Cultural Diversity in Counseling Practice; Personal Issues in Counseling and Psychotherapy.</i> <u>Group Exercise:</u> <i>Personal Strategies for Self-Care and Managing Stress.</i> Quiz on The Counselor: Person and Professional	Lecturette: The Counselor: Person and Professional		
Chapter 3: Ethical Issues in Counseling Practice		Ethical Issues and Problems for Examination; Glossary of Key Terms; Self-Inventory of Attitudes Related to Ethics Issues; Cases Involving Ethical Dilemmas; Suggested Activities and Exercises; Know the Codes of Ethics of Professional Organizations; Quiz on Ethical Issues in Counseling Practice	Lecturette: Ethical Issues in Counseling and Practice		
Chapter 4: Psychoanalytic Therapy	Final Exam Questions for <i>Theory and Practice of Counseling and Psychotherapy, 9e</i> , Chapter 4; Test Items for <i>Case Approach to Counseling and Psychotherapy, 8e</i> ; Test Items for <i>Art of Integrative Counseling, 3e</i> ; Comprehension Test for <i>DVD for Integrative Counseling: The Case of Ruth and Lecturettes</i>	Pre-Chapter Self-Inventory; Overview of Psychoanalytic Therapy; Glossary of Key Terms; Questions for Reflection and Discussion; Suggested Activities and Exercises; Jerry Corey's Counseling Stan from a Psychoanalytic Perspective; Jerry Corey's Counseling Ruth from a Psychoanalytic Perspective; Case of Jonas: A History of Unstable Relationships; Quiz on Psychoanalytic Therapy.	Video: Counseling Stan from a Psychoanalytic Perspective Lecturette: Psychoanalytic Therapy	See Chapter 2: psychoanalytic oriented therapist William Blau works with Ruth.	See "Working with Transference and Countertransference" and "Understanding How the Past Influences the Present and the Future" video clips.

	Instructor's Resource Manual	Student Manual	DVD for TPCP: The Case of Stan and Lecturettes	Case Approach to Counseling & Psychotherapy	DVD for Integrative Counseling: The Case of Ruth and Lecturettes
Chapter 5: Adlerian Therapy	Final Exam Questions for <i>Theory and Practice of Counseling and Psychotherapy, 9e</i> , Chapter 5; Test Items for <i>Case Approach to Counseling and Psychotherapy, 8e</i> ; Test Items for <i>Art of Integrative Counseling</i> ; Comprehension Test for <i>DVD for Integrative Counseling: The Case of Ruth and Lecturettes</i>	Pre-Chapter Self-Inventory; Overview of Adlerian Therapy; Key Terms; Questions for Reflection and Discussion; Personal Application: The Lifestyle Assessment; Lifestyle Assessment of Stan; Jerry Corey's Counseling Stan from an Adlerian Perspective; Jerry Corey's Counseling Ruth from an Adlerian Perspective; Case of Jim: I Need to Take a Hard Look at My Life; Quiz on Adlerian Therapy.	Video: Counseling Stan from an Adlerian Perspective Lecturette: Adlerian Therapy	See Chapter 3: Adlerian therapists Jim Bitter and Bill Nicoll conduct a comprehensive lifestyle assessment of Ruth.	See "Evaluation and Termination" video clip.
Chapter 6: Existential Therapy	Final Exam Questions for <i>Theory and Practice of Counseling and Psychotherapy, 9e</i> , Chapter 6; Test Items for <i>Case Approach to Counseling and Psychotherapy, 8e</i> ; Test Items for <i>Art of Integrative Counseling, 3e</i> ; Comprehension Test for <i>DVD for Integrative Counseling: The Case of Ruth and Lecturettes</i>	Pre-Chapter Self-Inventory; Overview of Existential Therapy; Key Terms; Questions for Reflection and Discussion; Suggested Activities and Exercises; Counseling Stan; Counseling Ruth; Case of Mahvesh: Caught Between Two Worlds; Quiz on Existential Therapy.	Video: Counseling Stan from an Existential Perspective Lecturette: Existential Therapy	See Chapter 4: existential therapist Michael Russell works with Ruth.	See "Emotive Focus in Counseling" and "Understanding and Dealing with Resistance" video clip.
Chapter 7: Person-Centered Therapy	Final Exam Questions for <i>Theory and Practice of Counseling and Psychotherapy, 9e</i> , Chapter 7; Test Items for <i>Case Approach to Counseling and Psychotherapy, 8e</i> ; Test Items for <i>Art of Integrative Counseling, 3e</i> ; Comprehension Test for <i>DVD for Integrative Counseling: The Case of Ruth and Lecturettes</i>	Pre-Chapter Self-Inventory; Overview of Person-Centered Therapy; Key Terms; Questions for Reflection and Discussion; Practical Application; Counseling Stan; Counseling Ruth; Case of Judith: I Have a Sexual Problem; Quiz on Person-Centered Therapy	Video: Counseling Stan from a Person-Centered Perspective Lecturette: Person-Centered Therapy	See Chapter 5: person-centered therapist David Cain works with Ruth.	See "The Therapeutic Relationship" video clip.

	Instructor's Resource Manual	Student Manual	DVD for TPCP: The Case of Stan and Lecturettes	Case Approach to Counseling & Psychotherapy	DVD for Integrative Counseling: The Case of Ruth and Lecturettes
Chapter 8: Gestalt Therapy	Final Exam Questions for <i>Theory and Practice of Counseling and Psychotherapy, 9e</i> , Chapter 8; Test Items for <i>Case Approach to Counseling and Psychotherapy, 8e</i> ; Test Items for <i>Art of Integrative Counseling, 3e</i> ; Comprehension Test for <i>DVD for Integrative Counseling: The Case of Ruth and Lecturettes</i>	Pre-Chapter Self-Inventory; Overview of Gestalt therapy; Key Terms; Questions for Reflection and Discussion; Issues and Questions for Personal Application; Suggested Activities and Exercises; Counseling Stan; Counseling Ruth; Case of David: Following a Dream,; Quiz on Gestalt Therapy.	Video: Counseling Stan from a Gestalt Perspective Lecturette: Gestalt Therapy	Chapter 6: Gestalt therapist Jon Frew works with Ruth.	See "Understanding How the Past Influences the Present and the Future" video clip.
Chapter 9: Behavior Therapy	Final Exam Questions for <i>Theory and Practice of Counseling and Psychotherapy, 9e</i> , Chapter 10; Test Items for <i>Case Approach to Counseling and Psychotherapy, 8e</i> ; Test Items for <i>Art of Integrative Counseling, 3e</i> ; Comprehension Test for <i>DVD for Integrative Counseling: The Case of Ruth and Lecturettes</i>	Pre-Chapter Self-Inventory; Overview of Behavior Therapy; Key Terms; Questions for Reflection and Discussion; Issues for Personal Application; Practical Applications: Suggested Activities and Exercises; Counseling Stan; Counseling Ruth; Case of Lynn: Struggles Over a Divorce; Case of Helen: Nasty Nails No More; Quiz on Behavior Therapy.	Video: Counseling Stan from a Behavior Therapy Perspective Lecturette: Behavior Therapy	See Chapter 7: behavior therapists Arnold Lazarus and Sherry Cormier work with Ruth.	See "Establishing Therapeutic Goals" and "Working Toward Decisions and Behavior Change" video clips.
Chapter 10: Cognitive Behavior Therapy	Final Exam Questions for <i>Theory and Practice of Counseling and Psychotherapy, 9e</i> , Chapter 11; Test Items for <i>Case Approach to Counseling and Psychotherapy, 8e</i> ; Test Items for <i>Art of Integrative Counseling, 3e</i> ; Test for <i>DVD for Integrative Counseling: The Case of Ruth and Lecturettes</i>	Pre-Chapter Self-Inventory; Overview of Rational Emotive Behavior Therapy and Cognitive Therapy; Key Terms; Questions for Reflection and Discussion; Issues and Questions for Personal Application; Practical Applications; Counseling Stan; Rational Emotive Behavior Therapy Self-Help Form; Counseling Ruth; <u>Case of Brittany: Addressing Acting-Out Behavior</u> ; Quiz on Cognitive Behavior Therapy	Video: Counseling Stan from a Cognitive Behavior Therapy Perspective Lecturette: Cognitive Behavior Therapy	See Chapter 8 for two different cognitive-behavior approaches: Albert Ellis's rational emotive behavior and Frank Dattilio's CBT approach to family therapy	See "Cognitive Focus in Counseling" video clip.

	Instructor's Resource Manual	Student Manual	DVD for TPCP: The Case of Stan and Lecturettes	Case Approach to Counseling & Psychotherapy	DVD for Integrative Counseling: The Case of Ruth and Lecturettes
Chapter 11: Reality Therapy	Final Exam Questions for <i>Theory and Practice of Counseling and Psychotherapy, 9e</i> , Chapter 9; Test Items for <i>Case Approach to Counseling and Psychotherapy, 8e</i> ; Test Items for <i>Art of Integrative Counseling, 3e</i> ; Comprehension Test for <i>DVD for Integrative Counseling: The Case of Ruth and Lecturettes</i>	Pre-Chapter Self-Inventory; Overview of Reality Therapy/Choice Theory; Key Terms; Questions for Reflection and Discussion; Cycle of Counseling, Coaching, Managing, and Supervising (Chart); Practical Applications of Reality Therapy and Choice Theory; Counseling Stan; Counseling Ruth; Case of Sunmei: I'm Only Here Because the Judge Ordered It; Quiz on Reality Therapy.	Video: Counseling Stan from a Reality Therapy Perspective Lecturette: Reality Therapy	See Chapter 9 for examples of two different reality therapists' perspectives: William Glasser and Robert Wubbolding working with Ruth.	See "Behavioral Focus in Counseling" video clip.
Chapter 12: Feminist Therapy	Final Exam Questions for <i>Theory and Practice of Counseling and Psychotherapy, 9e</i> , Chapter 12; Test Items for <i>Case Approach to Counseling and Psychotherapy, 8e</i> ; Test Items for <i>Art of Integrative Counseling, 3e</i> ; Comprehension Test for <i>DVD for Integrative Counseling: The Case of Ruth and Lecturettes</i>	Pre-Chapter Self-Inventory; Overview of Feminist Therapy; Key Terms; Questions for Reflection and Discussion; Counseling Stan; Counseling Ruth; Case of Brooklin; Case of Marina: Searching for Identity; Quiz on Feminist Therapy.	Video: Counseling Stan from a Feminist Therapy Perspective Lecturette: Feminist Therapy	See Chapter 10: three feminist therapists--Kathy Evans, Susan Seem, and Elizabeth Kincade--work with Ruth.	See "Beginning of Counseling", "The Therapeutic Relationship", and "Establishing Therapeutic Goals" video clips.
Chapter 13: Postmodern Approaches	Final Exam for <i>Theory and Practice of Counseling and Psychotherapy, 9e</i> , Chapter 13; Test Items for <i>Case Approach to Counseling and Psychotherapy, 8e</i> ; Test Items for <i>Art of Integrative Counseling, 3e</i> ; Test for <i>DVD for Integrative Counseling: The Case of Ruth and Lecturettes</i>	Pre-Chapter Self-Inventory; Overview of Postmodern Approaches; Key Terms; Questions for Reflection and Discussion; Issues and Questions for Personal Application; Counseling Stan (from an SFBT perspective and from a narrative perspective); Counseling Ruth; Case of Keisha; Case of Natasha; Quiz on Postmodern Approaches.	Video: Counseling Stan from a SFBT Perspective and from a Narrative Therapy Perspective Lecturette: Postmodern Approaches	See Chapter 11 for three postmodern therapists' (John Murphy, Gerald Monk, John Winslade) work with Ruth.	See "An Integrative Perspective" and "Working Toward Decisions and Behavior Change" video clips.

	Instructor's Resource Manual	Student Manual	DVD for TPCP: The Case of Stan and Lecturettes	Case Approach to Counseling & Psychotherapy	DVD for Integrative Counseling: The Case of Ruth and Lecturettes
Chapter 14: Family Systems Therapy	Final Exam Questions for <i>Theory and Practice of Counseling and Psychotherapy, 9e</i> , Chapter 14; Test Items for <i>Case Approach to Counseling and Psychotherapy, 8e</i> ; Test Items for <i>Art of Integrative Counseling, 3e</i> ; Comprehension Test for <i>DVD for Integrative Counseling: The Case of Ruth and Lecturettes</i>	Pre-Chapter Self-Inventory; Overview of Family Systems Therapy; Glossary of Key Terms; Questions for Reflection and Discussion; Suggested Activities and Exercises for Personal Application; Counseling Ruth; The Case of Laura: Quiz on Family Systems Therapy.	Lecturette: Family Systems Therapy	See Chapter 12: two family therapists (Mary Moline and Jim Bitter) work with Ruth from a systemic perspective.	See "Emotive Focus in Counseling" video clip.
Chapter 15: An Integrative Perspective	Final Exam Questions for <i>Theory and Practice of Counseling and Psychotherapy, 9e</i> , Chapter 15; Test Items for <i>Case Approach to Counseling and Psychotherapy, 8e</i> ; Test Items for <i>Art of Integrative Counseling, 2e</i> ; Comprehension Test for <i>DVD for Integrative Counseling: The Case of Ruth and Lecturettes</i>	Glossary of Key Terms; Applications of Theoretical Approaches to Specific Client Populations or Specific Problems; Additional Cases for Practice; Counseling Ruth; Questions and Issues: Guidelines for Developing Your Personal Style of Counseling; Suggested Activities and Exercises: Developing Your Philosophy of Counseling; Quiz on an Integrative Perspective	Video: Counseling Stan using an Integrative Approach Lecturette: An Integrative Perspective	See Chapter 14, Integrative Approaches, for John Norcross and Gerald Corey's work with Ruth, and Chapter 13, Multicultural Perspectives, for A. Consoli, R. Chope, M. Morgan, G. Chen, A. Alvarez, and K. Kirksey's work with Ruth.	
Chapter 16: Case Illustration: An Integrative Approach in Working With Stan	Final Exam Questions for <i>Theory and Practice of Counseling and Psychotherapy, 9e</i> , Chapter 16.	An Overview of Theories: Major Areas of Focus in Stan's Therapy; Counseling Stan; An Activity: You Demonstrate Your Integrative Approach in Working with Stan		See Chapter 13 , Counseling Ruth from Multicultural Perspectives (above).	

Major Areas of Learning Standards as Addressed in *Theory and Practice of Counseling and Psychotherapy* (9th edition)

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There are a number of accrediting bodies that have developed core curriculum standards for a variety of training programs. The fields of social work, psychology, human services, marital and family therapy, and counseling all have professional organizations that have developed guidelines and standards to evaluate a given training program. As one example of such curriculum standards, listed below are some of the specific chapters in this book that address seven of the eight CACREP curricular areas and describe **knowledge** that students in counseling programs are expected to master. What follows is based upon the 2009 version of CACREP Standards.

Knowledge

		G. 1. Professional Orientation & Ethical Practice	G. 2. Social and Cultural Diversity	G. 3. Human Growth and Development	G. 5. Helping Relationships	G. 6. Group Work	G. 7. Assessment	G. 8. Research and Program Evaluation
1	Introduction and Overview	b			a, d			
2	The Counselor: Person and Professional	d	b, d, e, f		a, b			
3	Ethical Issues in Counseling Practice	h, j	b, d, f		b		f, g	e
4	Psychoanalytic Therapy	a	d, e, f	a, b, f	b, d	a, c		
5	Adlerian Therapy	a, i	d, e, f	a, b, h	a, b, d	a, c	b, f	
6	Existential Therapy	a	d, e, f	f	b, d	a, c		
7	Person-Centered Therapy	a	e, f	h	a, b, c, d	a, b, c		a, e
8	Gestalt Therapy	a	d, e	h	b, d	a, b, c		a
9	Behavior Therapy	a	d, e	b, c, f	b, d	b, c, d	b, f	a, e
10	Cognitive Behavior Therapy	a	d, e	f	b, d	b, c, d	b, f	a, e
11	Reality Therapy	a	d, e	f	b, d	b, c, d	b, f	
12	Feminist Therapy	a, i	c, d, e, f	b	b, d	a, c	b, f	
13	Postmodern Approaches	a	d, e		b, d	c		e
14	Family Systems Therapy	a	d, e, f	a	b, e		b, f	
15	An Integrative Perspective		d, e		b, d, e		b	a, e
16	Case Illustration: An Integrative Approach in Working With Stan			g	b, c, d		b	

Eight Curricular Areas Identified in the 2009 CACREP Standards

KNOWLEDGE

G. 1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession;
- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- d. self-care strategies appropriate to the counselor role;
- e. counseling supervision models, practices, and processes;
- f. professional organizations, including membership benefits, activities, services to members, and current issues;
- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. the role and process of the professional counselor advocating on behalf of the profession;
- i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

G. 2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- c. theories of multicultural counseling, identity development, and social justice;

d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;

e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and

f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

G. 3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

a. theories of individual and family development and transitions across the life span;

b. theories of learning and personality development, including current understandings about neurobiological behavior;

c. effects of crises, disasters, and other trauma-causing events on persons of all ages;

d. theories and models of individual, cultural, couple, family, and community resilience;

e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;

f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and

h. theories for facilitating optimal development and wellness over the life span.

G.4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:

a. career development theories and decision-making models;

b. career, avocational, educational, occupational and labor market information resources, and career information systems;

- c. career development program planning, organization, implementation, administration, and evaluation;
- d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
- e. career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques relevant to career planning and decision making; and
- g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

G.5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- a. an orientation to wellness and prevention as desired counseling goals;
- b. counselor characteristics and behaviors that influence helping processes;
- c. essential interviewing and counseling skills;
- d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- f. a general framework for understanding and practicing consultation; and
- g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

G.6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;

- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
- e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

G.7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

- a. historical perspectives concerning the nature and meaning of assessment;
- b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

G.8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- a. the importance of research in advancing the counseling profession;
- b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. statistical methods used in conducting research and program evaluation;
- d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- e. the use of research to inform evidence-based practice; and
- f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

Syllabus: Theories and Techniques of Counseling

Human Services 380/Counseling 380 Theories and Techniques of Counseling

(3 semester units)

Class time:

Dr. Jerry Corey, Professor Emeritus of Human Services and Counseling
California State University, Fullerton

*Office Hours:

Email: geraldcorey@gmail.com

*Please do your best to schedule a time in advance for an office appointment so that we can have adequate time to address your concerns.

Required Readings for Human Services 380:

1. *Theory and Practice of Counseling and Psychotherapy* (9th ed., 2013)
2. *Student Manual for Theory and Practice of Counseling and Psychotherapy* (9th ed., 2013)
3. *DVD for Theory and Practice of Counseling and Psychotherapy: The Case of Stan and Lecturettes* [Available as online program on the website – see access code]

This is a CUSTOM TEXT BUNDLED PACKAGE that includes latest edition of textbook, student manual bound into back of the book, and **access codes** to the website with Corey's online lectures.

SCHEDULE FOR READINGS AND ASSIGNMENTS

- Week 1* **Introduction and Overview**
Reading assignments:
 TPCP text, Chapter 1
 Student Manual, Chapter 1
 Theory in Practice: The Case of Stan (Session #1: Intake & Assessment)
 and
 The Counselor as Person and Professional
Reading assignments:
 TPCP text, Chapter 2
 Student Manual, Chapter 2
- Week 2* **Ethical Issues in Counseling** (Chapter 3)
Reading assignments:
 TPCP text, Chapters 1, 2, 3
 Student Manual, Chapters 1, 2, 3
 Take home quiz for Chapters 2 and 3
- Week 3* **Adlerian Therapy**
Reading assignments:

TPCP text, Chapter 5
Student Manual, Chapter 5
Theory in Practice: The Case of Stan (Session #3: Adlerian Therapy)
Take home **quiz** for Chapter 5
* **Note:** We take up Chapter 4 (Psychoanalytic) on October 26

Week 4 Existential Therapy

Reading assignments:

TPCP text, Chapter 6
Student Manual, Chapter 6
Theory in Practice: The Case of Stan (Session # 4: Existential Therapy)
Take home **quiz** for Chapter 6

Week 5 Person-Centered Therapy

Reading assignments:

TPCP text, Chapter 7
Student Manual, Chapter 7
Theory in Practice: The Case of Stan (Session # 5: PCT)
Take home **quiz** for Chapter 7

Week 6 Gestalt Therapy

Reading assignments:

TPCP text, Chapter 8
Student Manual, Chapter 8
Theory in Practice: The Case of Stan (Session # 6: Gestalt Therapy)
Take home **quiz** for Chapter 8

Week 7 Review of Chapters 2, 3, 5, 6, 7, & 8 [More discussion on these topics]
Last hour of class: Test #1 on the above chapters (100 items)

Week 8 Behavior Therapy

Reading assignments:

TPCP text, Chapter 9
Student Manual, Chapter 9
Theory in Practice: The Case of Stan (Session # 7: Behavior Therapy)
Take home quiz for Chapter 9

Week 9 Cognitive-Behavior Therapy

Reading assignments:

TPCP text, Chapter 10
Student Manual, Chapter 10
Theory in Practice: The Case of Stan (Session # 8: CBT)
Take home **quiz** for Chapter 10

Week 10 Psychoanalytic Therapy

Special Guest: Dr. Michael Russell, PhD PsyD (Psychoanalyst)

Reading assignments:

TPCP text, Chapter 4

Student Manual, Chapter 4

Theory in Practice: The Case of Stan (Session # 2: Psychoanalytic)

Take home **quiz** for Chapter 4

Week 11 Reality Therapy

Reading assignments:

TPCP text, Chapter 11

Student Manual, Chapter 11

Theory in Practice: The Case of Stan (Session # 9: Reality Therapy)

Take home **quiz** for Chapter 11

Week 12 Feminist Therapy

Reading assignments:

TPCP text, Chapter 12

Student Manual, Chapter 12

Theory in Practice: The Case of Stan (Session # 10: Feminist Therapy)

Take home **quiz** for Chapter 12

and

Postmodern Approaches

Reading assignments:

TPCP text, Chapter 13

Student Manual, Chapter 13

Theory in Practice: The Case of Stan (Sessions #11 and 12)

Take home **quiz** for Chapter 13

*Note: For this week there are TWO chapters to read and two quizzes to complete --- Chapters 12 & 13.

Week 13 Postmodern Approaches [Continued from last week]

and PAPER due today at 3:00

Week 14 Family Systems Therapy

Reading assignments:

TPCP text, Chapter 14

Student Manual, Chapter 14

and **Last hour of class: Test #2 on Chaps 4, 9, 10, 11, 12, and 13** (100 items)

Week 15 Integrative Perspective

Reading assignments:

TPCP text, Chapter 15

Student Manual, Chapter 15

Theory in Practice: The Case of Stan (Session # 13: Integrative Approach)

AND
An Integrative Approach in Working with Stan

Reading assignments:

TPCP text, Chapter 16

Student Manual, Chapter 16

Week 16 **Final Examination**

Comprehensive Exam consisting of a total of 200 multiple-choice items

[Exam covers a review Chapters 4 to 16]

[NOTE: If you want feedback on your final exam and course grade, send me an email on the day of the final exam requesting points earned on the final exam, the total points earned and the course grade.]
Send email to me at: geraldcorey@gmail.com

Suggestions of how to study and review for the final exam:

- Review the concise summaries in the student manual for each of the theory Chapters 4 to 16.
- Review the comprehension quizzes that are given in the *Student Manual*, which you have taken each week. Re-take these quizzes once more.
- Read carefully the summary and evaluation of each chapter.
- Focus your study on the summary, review and charts given in Chapter 15 – Basic philosophies, key concepts, goals of therapy, therapeutic relationship, techniques, applications, contributions, limitations, and multicultural implications.
- Review the online quizzes for each chapter for Chapters 4 to 16

Course Description

HUSR/COUN 380 is a survey of various approaches to counseling and psychotherapy. The course is a mixture of lecture, discussion, experiential learning, demonstrations, role playing, viewing DVD counseling sessions, and practice of the major contemporary models of counseling. Ethical and professional issues are also addressed.

My Commitment to You. As the professor of this course, I will do all I can to make this an interesting and meaningful learning experience for you. I am convinced that the course is very valuable and that there are many ways to apply what you will be learning both to yourself personally and in your professional work setting. It is my sincere hope that this course will be enjoyable and will be one you value. This course is based on the assumption that students learn best when they believe the course material is relevant and is presented in a manner that is both interesting and challenging. I attempt to utilize a diversity of methods of instruction in order to make instruction come alive for the students.

Student Investment. It is expected that students will arrive in this class with different levels of background. Learning counseling approaches requires students to not only study the academic material and the theories, but to practice techniques and explore personal reactions while engaged in this practice. A proactive stance is the most conducive to learning both personally

and academically. Students need to be prepared for this class by reading the assigned materials and be present in all classes in order to make a meaningful investment in the learning process.

Course Objectives

The purpose of the course is to expose you to a variety of contrasting theoretical models underlying both individual and group practice in counseling. Specific objectives are:

1. To provide you with information about the therapeutic process and the practical elements of the counseling interaction.
2. To provide you with an experiential laboratory to learn and practice listening and attending skills essential to the counseling process.
3. To expose you to a variety of ethical and professional issues in counseling and to guide you in developing a position on these issues.
4. To develop an interest in reading in the counseling field.
5. To develop self-evaluation skills, writing skills, and critical thinking skills.
6. To encourage your integration of theoretical and experiential learning in order to form your own personal model of the counseling process.
7. To challenge you to look at your own qualities that support and hinder your attempts at being therapeutic for others.
8. To gain an understanding of ways of applying eleven theories to specific cases. (See the case of Stan in the *TPCP* text and student manual, and in the online program, Theory in Practice: The Case of Stan. See also the case of Ruth in the *Student Manual* and other cases in the *Student Manual for TPCP*). You will have opportunities to practice working with these cases.
9. To encourage you to apply all of the theories you are studying to yourself personally.

Course Expectations

Students are expected attend all scheduled classes on time and participate in the planned events for the day. If a student is ill, he or she should take the steps necessary to help him/herself get better, but s/he should inform instructor regarding the reason for the absence. Students cannot plan on coming into class to take exams and not attend the other sessions. It will be impossible to pass this class with frequent absences.

Respect confidentiality! Confidentiality is a necessity. Students might volunteer to share personal information during class discussions or demonstrations. This is an important part of the learning experience and the student's right to privacy must be respected by all. Being actively

involved in the class sessions and the small groups entails some level of personal self-disclosure. Because of the nature of the vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information about others outside of the classroom is a breach of confidentiality. If you wish to share with others outside of the classroom, please reveal only your own reactions and understanding and avoid using names or identifying features of your classmates. It is expected that anyone who participates in a *demonstration* of either an individual session in this course will have his or her confidentiality respected. Please **do not tape record** any lectures, discussions, or demonstrations. Tape recording parts of class sessions could well pose problems with respect to confidentiality and privacy.

Please make sure to **turn all cell phone and electronic devices off** before entering the classroom. Again, **no tape recording** of any aspects of the course is allowed. I also request that you not bring your laptops to the class sessions.

Please do not bring food into the classroom.

Class Participation/Attendance. You are expected to be an active learner, which includes verbally participating in the class discussions and group discussions. If you are not willing to get actively involved in sharing/exchanging your ideas on issues pertaining to this course, then you should consider not remaining in this class. This class will involve some degree of self-exploration and interpersonal learning. You are also expected to bring questions for discussion to the class sessions and demonstrate that you are keeping up to date with your reading assignments.

ATTENDANCE at the full duration of class is expected at each class meeting, unless you have an emergency situation or are really ill. For me to credit you with an EXCUSED ABSENCE, you need to know that it is your responsibility to inform me of such cases immediately upon returning to class or prior to missing the class through emailing me. Failure to attend ALL of the sessions (for the full duration) will negatively influence your course grade, as will frequent tardiness to class. **Excessive absences or tardiness** might result in getting a full grade deducted (or in some cases even failing the course). Even one unexcused absence is likely to result in lowering of final course grade to some extent. For example, if you were to receive a B+, an unexcused absence (or several tardies) would probably result in a B or a B-.

General Education Students

For students who are not Human Service majors or minors, (or Counseling Master's Program students), this course fulfills the CSUF general education requirement for: **Category 111.C.1 Disciplinary Learning: Social Sciences: Introduction to Social Sciences**

General Education Goals:

- To reflect on what it means to be a social being
- To understand the role that cultural diversity plays in defining what it means to be a social being: the past and present processes of cultural differentiation in our own society or elsewhere
- To understand what makes a social science different from other disciplines

- To understand and compare the distinctive methods and perspectives of two or more social science disciplines
- To understand major concepts, methods, theories and theorists in one or more of the social sciences
- To apply these methods, perspectives and concepts to everyday “real life” situations
- To appreciate the relevance of the social sciences to social, political and or economic institutions and behavior
- To analyze and evaluate critically social science concepts and theories as applied to particular problems or themes

Academic Dishonesty

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. The initial responsibility for detecting and dealing with academic dishonesty lies with the instructor concerned who is obligated to discuss the matter with the student involved when possible. When an instructor is convinced by evidence that academic dishonesty has occurred, s/he shall:

- 1) Assign an appropriate academic penalty (oral reprimand to an F in the course)
- 2) Report to the student involved, to the department chair, and to the vice president for student affairs the alleged incident including relevant documentation and make recommendations for action.

Special Needs/Accommodations

Please inform me during the first week of class if you have any disabilities or special needs that might require special arrangements and/or accommodations to assist you in attending class, carrying out assignments, taking tests, etc. Students with these challenges need to document them at the Disabled Students Services office in UH 101, 714-278-3117

Campus Resources Available

Counseling and Psychological Services	278-3040
Student Health Center	278-2800
Disabled Student Services	278-3117
Women’s Center and Adult Reentry	278-3928
Writing Assistance Center	278-3650

Suggestions for Getting The Most From The Course

1. Read the contents in this syllabus carefully. Any questions you have will be clarified during the first and second week.
2. Decide at the outset if you have the time and are willing to devote the time and effort needed to do a quality job for this important course in your major.
3. Don't allow yourself to get behind in your reading and the work in the Student Manual! The required readings for the *Theory and Practice of Counseling and Psychotherapy* – and the

Student Manual –should be completed each week on time. It is expected that you make use of the *Student Manual* that accompanies the textbook. Come to class prepared to ask questions or raise issues based on the readings. The interactive self-study program, *Theory in Practice: The Case of Stan*, will give you an opportunity to view the theories applied to practice. It is strongly recommended that you go through this program at home each week as a preview of showing Stan in class.

Note All reading assignments are due on the day we discuss an assigned approach covered in the textbook, *Theory and Practice of Counseling and Psychotherapy*, and the *Student Manual*, and the online program *Counseling Stan*.

4. It is expected that you make full use of the *Student Manual for Theory and Practice of Counseling and Psychotherapy*. In addition to reading and studying the chapters in the textbook, this manual provides self-inventories for each therapy approach, discussion questions, a concise summary of the basic points of each theory, practical exercises and activities, case studies, and other open-ended situations for you to consider. After you have thoroughly studied the textbook, take the self-tests in the manual and score them to determine your level of mastery of the material. These will be most helpful in reviewing for examinations.

Weekly take-home quizzes will be turned in, consisting of the *Pre-Chapter Self-Inventory* and the *Comprehension Check* for each theory chapter in the *Student Manual* – along with the **online quizzes** for each of the theory chapters. Be sure to score the quizzes and **submit them on time each week. If you do, you will receive 10 points for each of these quizzes (100 possible)**. You will have a separate answer sheet to record your responses on each pre-chapter self-inventory and comprehension check for each chapter.

5. Come to class with an open frame of mind and be willing to take some risks. This course is designed as a *beginning* survey of counseling theory and practice. Thus, as an introductory course, you are *not* expected to have counseling experience. Hopefully, you will challenge your fears and push yourself to become an *active and involved participant*.
6. View the online program **Theory in Practice: The Case of Stan** each week in accordance with the schedule. It is expected that you will view a session before we show it and discuss it in class. Come to class with comments and questions for each of the sessions with Stan.
7. Two tests (each with 100 multiple choice items) are given as well as a final examination (with 200 multiple choice items over the book). Look at the suggestions given in this course outline for ways to prepare for these exams, as well as an idea of the content of them.
8. Of course, you are expected to attend *every* class session, unless there is a valid emergency/reason. *Promptness* is expected and appreciated. *Unexcused absences* do have a bearing on your grade, so if you have a legitimate reason for missing, *do* let me know prior to

or immediately upon returning to class. *Active participation* is of the utmost importance in this class.

9. **Grading Practices and Policy**. Your grade for this course will be based on the following:

A. Tests

Test 1 Chapters 2, 3, 5, 6, 7, 8 (100 points)

Test 2 Chapters 4, 9, 10, 11, 12, 13 (100 points)

B. **The PAPER** consists of 4 separate essays, each worth 50 points, for a total of 200 points possible

C. The Comprehensive Final Exam (200 points)

D. The *take-home quizzes* turned in each week (100 points)

Taken collectively these have **a possible 700 points**. To determine your final course grade the points you earned will be divided by 700. For example, if your total points earned are 570 (divided by 700 points), your percentage grade would be 81% (which is a B-). See grading scale below:

Grading Scale (percentage) is as follows:

100-98 =	A+	80-78 =	C+
97-94 =	A	77-74 =	C
93-91 =	A-	73-71 =	C-
90-88 =	B+	70-68 =	D+
87-84 =	B	67-64 =	D
83-81 =	B-	63-61 =	D-
		Below 60 =	F

Directions for Your Paper

There will be a reader who will read and evaluate the paper for this course. I will also review your paper more generally after the reader completes reading and evaluating the papers. You will meet the reader in class, who is an advanced student in the Counseling Master's program and who will offer you suggestions for the writing your paper.

The paper is designed to help you integrate the material. Consult this outline early for the details. This paper must be typewritten, proofread, double-spaced, and is expected to show evidence of clear thought. Plan ahead so that your paper will be turned in *on time* in a quality fashion. No papers accepted by email attachments. Only a hard copy of your paper is accepted.

Note: Late papers will be subject to lowering the overall grade of at least 20%. For example, if you were to receive a 93% on a paper, yet submit it late, it would be docked at least 20%, which would yield a 74% for the paper.

This paper—which consists of four topics—will be approximately **20 pages in length**. Be sure to stay within the page limitations, and also review the guidelines for your papers. Use a title page and put your name only on this title page. Begin each new essay with a new page and identify each essay by number and a title.

1. Your Integrative Approach to Counseling

Write an integrative paper that addresses your personal theoretical orientation to counseling. Your paper should deal with aspects such as:

- key concepts of your approach
- view of your role as a counselor
- therapeutic goals and how you would decide upon goals
- relationship issues you are likely to consider
- central techniques you are likely to employ
- how you would address issues of cultural diversity

Address specific issues as outlined in the textbook, especially Chapters 15 and 16. This particular essay should be about **5 to 6 pages in length** and you should attempt to integrate as many concepts and techniques as you can based upon two or more of the counseling models. I suggest you take a primary theory (one that comes closest to your beliefs and your theory of choice --- and then branch out showing how you would draw techniques from several others theoretical approaches. Be sure to state why you select a particular theory as your main theory. Show how you could bring in ideas and techniques from the various theories you have studied into your own integrative theoretical stance.

2. How Theories Apply to You Personally

Identify some of the ways that the various theories can teach you something about yourself personally. What specific ways can certain aspects or concepts of the different theories contribute to your self-understanding? How do the theories you studied have application not only to working with counseling clients, but to assist you in your own personal development? Identify a few specific personal applications of **at least six** of the theories. Each week in class you will be asked to engage in self-reflection to see what you can learn about yourself and how you can apply the theories to yourself personally. It is highly recommended that you write about these personal learnings each week, rather than waiting until the paper is due. (**Length:** Four to five double-spaced pages).

3. Challenges You May Face and How You Would Address Them

Pay attention each week to specific topics or areas discussed in the textbook, student manual, and the videos and identify some of the major challenges you expect you would face in applying these topics or issues to your work setting. State the specific challenging situations you might face and how you could best deal with these challenges. Each week in class we will identify areas of challenges, so it would be a good idea to write about what specific topics you would find challenging and how you would deal with these situations each week, rather than waiting until the paper is due. (**Length:** Four to five double-spaced pages).

4. Your Work with Case of Stan

Show how you would work with the case of Stan, using an integrative perspective, if Stan were your client. Select a few themes from Stan's life that you'd be most likely to focus on and then demonstrate your style of counseling Stan. You should emphasize the integration of several theoretical perspectives. Draw upon a variety of concepts and techniques as you demonstrate how you might work with several of Stan's issues that he presents in the DVD program.

Consider that you are working with Stan for a total of six sessions. Show how you would begin and terminate counseling sessions, and what techniques you would employ at various phases in your work with Stan. Be sure to state your rationale for the interventions you employ and any techniques you use in counseling Stan. Be sure to study the section of the **Student Manual** where Stan is featured for each theory. **You can get ideas for your paper from the Manual. See also Chapter 16 (Working with Stan Integratively) in the main textbook. DO NOT** merely summarize the material in the *Student Manual* and **textbook** dealing with Stan's case. Review the video of Counseling with Stan. Instead, show that you can apply an integration of **two or more models** in working with Stan. (**Length:** 4 to 5 double-spaced pages).

Suggestions for Writing Papers and Criteria for Grading

DO NOT give a summary of textbook content or the content from the Student Manual. Demonstrate that you understand the various models by looking for common denominators among several therapy approaches. Show how you might use key concepts and techniques from the various approaches in working with diverse client groups. You might want to apply your integrative theory to a particular client population and a given setting. See Chapter 15 of the *TPCP* text for ideas. Also, see the guidelines that are given in the *Student's Manual*. Below are specific guidelines:

1. **Quality writing skills.**

- Write directly and informally, yet write in standard English.
- I encourage you to use personal examples and to support your points with these examples when appropriate.
- Make sure your essays reflect university-level writing skills:
 - Use complete sentences
 - Develop your paragraphs
 - Check your spelling
 - Put together a paper that reflects quality
- You might ask someone to proofread your paper
- It is essential that you keep strictly within the established page limitations.

2. **Development of a theme.** Look for a central theme or central message in each essay. I suggest that you make an outline, and check to see that each point in your outline pertains to your central message.

- Create a short title for each essay that conveys your basic idea.
- State your message clearly and concisely in your opening paragraph.
- Have a solid and impactful concluding paragraph.
- The theme should be clear, concise, and specific – rather than global and generalized. Do not write in a general and abstract manner, or else your essays will lose a clear focus.
- Develop your thoughts fully, concretely, and logically – rather than rambling or being vague and wordy.
- In terms of form and organization, your paper should flow well, and your points should relate to one another. The reader should not have to struggle to understand your intended meaning.
- Give reasons for your views – rather than making unsupported statements. When you take a position, provide reasons for your position.
- Cover a few issues or ideas well and in depth, rather than spreading yourself too thin. For each essay, narrow down your question or topic so that you can manage to develop central paragraphs that expand on your theme.

3. **Creativity and depth of thinking.** Write a paper that reflects your own uniqueness and ideas—rather than merely giving a summary of the material in the book.
 - Do not make your papers mere summaries, rather focus on a clear position that you take on a specific question or issue.
 - Approach the material in an original way.
 - Focus on a particular issue or topic that you find personally significant. Since you have a choice in what aspect to focus on, select an aspect of a problem that will allow you to express your beliefs.
 - Show depth in expanding on your thoughts.

4. **Integration and application.** Your papers should emphasize an integration of perspectives and an application of theory/principles to practice.
 - Demonstrate that you know the material or the issues involved through an integration and synthesis of theories, accurate understanding of theoretical concepts, critical evaluation of theories, and ability to apply ideas to practical situations.
 - If you are writing a theory essay, focus on those specific aspects of the theory that you'd most like to incorporate into your own style of counseling. Stress the implications for counseling practice. Rather than writing merely about a theoretical issue, show how this issue has meaning in a counseling situation.
 - Apply your ideas to specific populations with whom you expect to work – both in counseling and non-counseling situations. You may want to apply your essays to teaching, working with the elderly, working in corrections, working with adolescents, etc. Make these a personal and meaningful experience.
 - In writing about a case, be sure to show that you can apply several approaches or perspectives to this case. Work with the case by attempting to combine a number of perspectives.

Part 1

Guidelines for Using the Chapters

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In the following sections, I present suggestions for using the special features found in the *Theory and Practice of Counseling and Psychotherapy* text, the *Student Manual*, and *The Art of Integrative Counseling* text, such as the use of:

- Chapter Objectives
- Concepts and Techniques
- Other Resources
- Key Terms for Review and Definition
- Case Examples
- Study Guide

In addition, essay questions and thought questions for reflection, evaluation, and discussion are offered for each chapter in the *Student Manual*. An answer key follows each of these chapter tests and examinations.

If your students are using the *Student Manual*, have them carefully read *How to Use the Student Manual with the Textbook*, (found in Chapter 1) so that they can get the maximum benefit of the suggestions for fully using the manual.

Guidelines for Teaching

Introduction and Overview

in

**Theory and Practice of
Counseling and Psychotherapy,
the Student Manual**

Chapter 1

**Case Approach to
Counseling and Psychotherapy**

and

The Art of Integrative Counseling

Chapter Objectives

Chapter 1--Introduction and Overview

Students are expected to demonstrate they have a basic knowledge of:

- The five general categories under which the major theories can be categorized
- The basic themes that are associated with the case of Stan
- An overview of the eleven different theories of counseling

You may have your own preferred organization for the structure of your course. I have made specific suggestions for using the textbook, *Theory and Practice of Counseling and Psychotherapy*, in the preface and the introductory chapter. Also, in the introduction to the *Student Manual for Theory and Practice of Counseling and Psychotherapy*, I make some recommendations that I think will lead to the maximum benefit from the combined package of the textbook and manual, and as well two additional programs: *DVD for Integrative Counseling: The Case of Ruth and Lecturettes* (featuring applying an integrative perspective with Ruth), and also *DVD for Theory and Practice of Counseling and Psychotherapy: The Case of Stan and Lecturettes* (featuring 13 counseling sessions with Stan and brief lectures on the chapters in TPCP by Jerry Corey).

In addition to these recommendations, I'd like to share some other approaches that I have found useful, as well as share some reactions and suggestions given to me by my students. Perhaps you can incorporate those ideas that seem to fit your teaching style, or you can generate some modifications that are suited to your particular courses.

1. In Chapter 1 of the *Student Manual* is a *Survey of Attitudes and Values Related to Counseling and Psychotherapy: A Self-Inventory and Pretest*. I like to have students take this self-inventory at home during the first week of class. In asking the students to take this questionnaire, I emphasize the following points:
 - A. Do not ponder too long on any question. Simply give your response by indicating the answer or answers that seem most appropriate from your viewpoint. More detailed directions are found in the *Student Manual*.
 - B. During the second session we go over this inventory in class and discuss the items that most stimulated the students. This typically generates excellent discussion and controversy at the beginning of the course. It also gives the student a mental set that the course will involve active participation as opposed to merely sitting passively and listening to lectures. These issues in the inventory touch on most of the key concepts covered in the various chapters of the textbook, so I find that this is an excellent way to introduce the students to an overview of the nature of the course.
 - C. I ask the students to bring the completed inventory to class and use this as a basis for breaking the class into small discussion groups for about 20 minutes. Their task is to select the top 3 items that they had the most difficulty answering and talk about these items in their small group. This class assignment serves the function of getting them thinking about a variety of issues in counseling practice and it also gives students an opportunity to begin to get acquainted with one another.

2. At the end of the course the students take the same inventory again, and we devote some class time to comparing any changes in their answers. I do this activity in small groups so that everyone has a chance to participate in sharing changes on specific counseling issues. This provides a meaningful way of reviewing the highlights of the course, and it allows students a chance to discover to what degree they have changed any of their attitudes and beliefs concerning the counseling process.
3. I have developed a list of questions that are found in Chapter 15 of the *Student Manual* and I direct the attention of the class to these questions during the first part of the semester (see *Questions and Issues: Guidelines for Developing Your Personal Style of Counseling* and also *Suggested Activities and Exercises: Developing Your Philosophy of Counseling*). I use these questions as reference points during the entire semester, and the hope is that these key questions provide a focus for students to grasp the basic similarities and differences among the theories. Several options are possible:
 - A. These questions can be considered as potential examination questions for an essay-type final examination or for a take-home final examination. Students might select several of the questions and write about them, or the instructor might decide which questions the students are to address, or a combination of both.
 - B. There is a possible danger of overwhelming students with too much material too soon, and I readily admit that I tend to do this. To avoid this, these questions could be divided and given at various points in the semester. Another idea is to have each student select one of these questions and briefly present their findings to the class.
 - C. One approach is to present these questions toward the end of the course, as a guide for review and integration of the various theories. The advantage of this is that students have studied the various counseling theories and these questions could assist them in a meaningful way in their synthesizing and personalizing of the theories.
4. If you are using *Issues and Ethics in the Helping Professions* (Corey, Corey, and Callanan, 2011) as a resource for preparing your lectures, I recommend that you pay particular attention to the pretest in Chapter 1. This is a self-inventory of attitudes and beliefs relating to ethical and professional issues in the practice of counseling. I use this book as a basis for organizing my lectures during the first few weeks of the semester, in conjunction with Chapters 2 and 3 of the *TPCP* textbook. This has stimulated some excellent discussion at the beginning of the course, and it has proven to be a good way to get students thinking and verbally involved from the outset of the course. We typically deal with questions pertaining to the counselor's values, value conflicts, ethics of the therapeutic relationship, problems facing beginning counselors, issues relating to confidentiality, and so forth, during the early sessions.
5. *DVD for Integrative Counseling: The Case of Ruth and Lecturettes* is an interactive self-study program that is based on 13 counseling sessions that I conduct with a client named Ruth. I provide a brief lecturette before each of the 13 sessions, then demonstrate an aspect of integrative counseling as applied to Ruth, and then give a brief commentary of what I saw happening in that particular session with the client. This DVD program can be packaged with either *Theory and Practice of Counseling and Psychotherapy* or with *Case Approach to Counseling and Psychotherapy* at a discounted price.
6. The front cover of *TPCP* presents a one-page, *Theories-at-a-Glance*, which provides an overview of important charts. On the back side of this page is a listing of key questions, *Overview of Focus Questions for the Theories*. This provides a conceptual framework for the book and the course.

7. Chapter 1 of *TPCP* provides a framework for the course and an overview of the book, along with specific suggestions for using the textbook and the accompanying *Student Manual*. The table in Chapter 1 of the text gives a summary of the eleven counseling theories that we focus on in this course. I typically give an overview lecture of the major points of the various theories so that students have a general perspective at the beginning.
8. **Suggestions for preparing your lectures for Chapter 1.** See also *Case Approach to Counseling and Psychotherapy* (Corey, 2013, Chapter 1) for a concise overview of the twelve therapeutic systems with reference to these specific areas:
 - Basic assumptions
 - Perspectives on assessment
 - Therapeutic goals and procedures

Also, the case of Ruth is introduced in detail in this first chapter. If you present Ruth's case in your class, you will get useful background information in Chapter 1 of *Case Approach*. There is also a section on diagnostic impressions of Ruth that involves various practitioners who give their diagnosis of Ruth based on DSM-IV-TR.

9. Visit the Counseling CourseMate at www.cengagebrain.com. Included here are chapter-specific quizzes for your students to determine their level of mastery. This will also be a good way for them to discuss and review some of the key points covered during the semester.

Guidelines for Teaching

The Counselor: Person and Professional

in

**Theory and Practice of
Counseling and Psychotherapy,
the Student Manual
Chapter 2**

**Case Approach to
Counseling and Psychotherapy**

and

The Art of Integrative Counseling

Chapter Objectives [Back to Top](#)

Chapter 2--The Counselor: Person and Professional

Students are expected to demonstrate they have a basic knowledge of:

- The essential characteristics of an effective counselor
- The reasons for suggesting personal counseling for counselor trainees
- The role that a counselor's values plays in the therapeutic process
- The attitudes, knowledge, and skills that are essential to becoming an effective multicultural counselor
- Some key issues that beginning counselors face

Concepts and Techniques

1. My own bias is that the issue of the counselor's personhood and behavior should receive primary emphasis in a counseling course. I fear that students are often so eager to learn a range of techniques that they sometimes fail to appreciate that these techniques cannot be divorced from their personhood—their values, philosophy of life, character, and view of their clients.

During the entire semester, I try to focus on the importance of the counselor's personal characteristics. This chapter is designed to give special attention to the issue of the counselor's personhood and behavior. Many of my students have said that their own growth was the most meaningful aspect of the course. They have said that all the theories they studied were more meaningful when they were encouraged to apply these theories to their own struggles in becoming persons. This is one of my reasons for stressing an experiential approach and for integrating student activities (that deal with them personally) with the didactic material for the course.

Other Resources

2. Chapter 2 in the *TPCP* textbook raises many issues that are open-ended and call upon the student to take a position. The *Student Manual* contains questions that parallel the various topics in the textbook chapter. These questions are the ones I use as a basis for generating class discussion. I think that a discussion format is far more meaningful for this topic than is a lecture approach.
3. In this *Instructor's Resource Manual*, additional questions are raised. These questions can be used for review, for testing, for discussion by guest speakers, for panel discussions, or for research or term-paper topics.
4. In the *Student Manual* is a self-inventory, designed as a review of students' attitudes and beliefs as they relate to the counselor as a person and as a professional. I have students take this at home, and we then discuss in class, or in small groups, those items that seem to be the most popular.
5. Also in the *Student Manual* is a section, *Issues for Personal Application*, which is aimed at helping students identify potential value conflicts they may have with clients. There is also a suggested activity, *Personal Issues in Counseling and Psychotherapy*, which attempts to pinpoint concerns that each student has about counseling.

6. The *Student Manual* (in Chapter 2) contains a section on values and how values affect the counseling process. It is a good learning strategy to role-play these value situations by having students serve as counselors while the instructor, or a student volunteer, plays out the value conflicts in these cases. This is an appropriate time to show the video, *Ethics in Action: CD-ROM*. In this self-study program there are different role-play vignettes that deal with value conflicts between counselors and clients. Some of these include: divorce, abortion, cultural values, promiscuity, and an extramarital affair. In addition, both of these videos deal with other ethical matters such as the role of multicultural issues in counseling practice, and managing dual relationships and boundary concerns. These role-plays bring up much discussion in most classes – more than we have adequate time for in this beginning course.
7. **Examining Cultural Values and Attitudes.** For Chapter 2, it is good to stress to students the importance of taking an inventory of their beliefs and attitudes toward those who differ from themselves culturally. The beginning of this process can involve students by asking them how their own culture has had a significant impact on their behavior. See the *Student Manual* (Chapter 2) for an inventory that will be helpful in assessing cultural awareness: *Multicultural Counseling Competencies: A Self Examination*. The scoring instructions are given in the *Student Manual*. The section that follows the inventory, *Suggested Activity: Cultural Diversity in Counseling Practice*, asks students to write brief responses based on taking the inventory. If students complete these responses at home, this will greatly contribute to class discussions and provide the fullest use of this exercise. This inventory, and the questions that follow, is a good catalyst for getting students to access their awareness, knowledge, and skills; to understand the worldview of culturally different clients; and to assess their understanding of appropriate intervention strategies and techniques.
8. **Becoming a multiculturally skilled counselor.** In this chapter I stress what is involved in the process of becoming a multiculturally skilled counselor. I discuss the attitudes, knowledge, and skills that are a basic part of effective counseling in a multicultural society. To accomplish this, I rely on the inventories described above. This is also a good time to introduce experiential activities pertaining to cross-cultural counseling. Pedersen's 2000 book describes his trial model, which makes use of a pro-counselor and an anti-counselor. If you are interested in introducing an experiential dimension to your course, Pedersen's chapter on the trial model will provide you with helpful hints.
9. If you are using *The Art of Integrative Counseling* book to prepare lectures for your course, both Chapters 1 and 2 in that book are relevant to the topics discussed in the first few chapters in *TPCP*. Particularly useful are the discussions in Chapter 2 regarding the quality of the therapeutic relationship that brings about healing, which is found in Chapter 2. In Chapter 1 of *Art of Integrative Counseling* issues are discussed about ways of obtaining informed consent from the beginning of the therapeutic endeavor. The *DVD for Integrative Counseling* addresses some specific concerns that are relevant at the initial stage of counseling: ways of listening to client's concerns, educating clients about counseling, and beginning to establish goals for therapy.

Key Terms for Review and Definition

Countertransference The process of therapists seeing in their clients patterns of their own behavior, overidentifying with clients, or meeting their own needs through their clients.

Culture The values and behaviors shared by a group of individuals.

Diversity-competent practitioner An ongoing process that involves a practitioner developing awareness

of beliefs and attitudes, acquiring knowledge about race and culture, and learning skills and intervention strategies necessary to work effectively with culturally diverse populations.

Professional burnout A condition that occurs when helpers feel drained and depleted as a result of their work. Certain factors such as constantly giving without expecting much in return can sap helpers' vitality and motivation. Self-care can help to prevent this condition.

Self-monitoring The ability to pay attention to what one is thinking, feeling, and doing. This is a crucial first step in self-care.

Value imposition Refers to counselors directly attempting to define a client's values, attitudes, beliefs, and behaviors.

Suggested Activities and Exercises

These activities and questions are designed to help students apply their learning to practice. Many of them can profitably be done alone in a personal way or with another person; others can be done in the classroom as discussion activities, either with the whole class or in small groups. Many of these questions are ones that prospective employers ask during job interviews.

1. In small groups in your class, explore the issue of why you are going into a helping profession. This is a basic issue, and one that many students have trouble putting into concrete words. What motivated you to seek this type of work? What do you think you can get for yourself? What do you see yourself as being able to do for others?
2. In class, do the following exercise in pairs. First, discuss areas that each of you might have trouble with in counseling situations because of a conflict of values. For example, one student might anticipate difficulty in working with clients who have fundamentalist religious beliefs. Then, choose one of these situations to role-play, with one student playing the part of a client and the other playing the part of the counselor. The client brings up some problem that involves the troublesome value area. It is important for you and your partner to imagine yourselves in the particular frame of reference being role-played and to experience the part as much as possible.
3. As a variation of the preceding exercise, you can assume the role of a client with whom you have difficulty identifying because of divergent values systems. For instance, if you think you'd have trouble counseling a woman who wanted an abortion, become this client and bring her problem to another student, who plays the part of a counselor. This type of role-reversal exercise can help you understand people whose value systems are different from your own.
4. Invite speakers to class to talk about multicultural factors as they relate to values. Speakers representing special concerns of various ethnic groups can address the topic of certain values unique to their group and can discuss the implications of these values for counseling.
5. In subgroups, explore the issue of how willing you are to be self-disclosing to your clients. Discuss the guidelines you would use to determine the appropriateness of self-disclosure. What are some areas you would feel hesitant about sharing? How valuable do you think it is to share yourself in a personal way with your clients? What are some of your fears or resistances about making yourself known to your clients?

6. In subgroups, discuss some ways that you can stay alive both as a person and as a professional. What are specific remedies for dealing with burnout? What strategies can you use to take care of yourself? After you've explored this issue in small groups, reconvene as a class and make a list of the measures each group came up with to maintain vitality.
7. Think of the type of client you might have the most difficulty working with. Then become this client in a role-playing fantasy with one other student. Your partner attempts to counsel with you. After you've had a chance to be the client, change roles and become the counselor. Your partner then becomes the type of client you just role-played.
8. Chapters 1 and 2 of the *Student Manual* contain some useful self-inventories and self-study and application exercises. The suggested activities and questions in the manual in Chapters 1 and 2 serve as useful guides for writing papers, for class discussion, and for review of key topics that are foundational to counseling practice. Some key questions for class discussion are:
 - What are the personal characteristics of effective counselors?
 - How do the counselor's values impact the counseling process?
 - What are the requirements for becoming a multiculturally skilled counselor?
 - What are the major issues and concerns of most beginning counselors?
 - How can we stay alive both as persons and as professionals?

As students read this chapter, they can reflect on these questions in a personal way.

Thought Questions for Reflection, Evaluation, and Discussion

1. What does the phrase "the authentic therapist" convey to you? What are the personal characteristics that you deem essential for authenticity?
2. Some theories emphasize that therapist self-disclosure is a vital component of the therapeutic process. List some criteria by which you can differentiate between appropriate, helpful therapist disclosure and inappropriate disclosure.
3. Take a position on the issue: "Therapists should be required to undergo their own personal therapy before they become practitioners." Defend your position.
4. Discuss your opinion on the importance of the client/therapist relationship as a factor related to successful therapeutic outcomes.
5. What are some of your own personal characteristics that you think might obstruct your ability to effectively work with clients in a counseling relationship?
6. Discuss some of your personal strengths, values, beliefs, past experiences, and so on, that you think will work in your favor in establishing a meaningful and therapeutic relationship with clients. How might these get in your way?
7. Discuss some of the typical fears that many practitioners experience as they actually begin to work with clients. What are your anxieties? How might you effectively deal with them?

8. If you were looking for a therapist for yourself, what personal and professional qualities would you be seeking? Be specific and explain why you selected these factors.
9. How important do you think it is that each practitioner develops his or her own personal counseling style, as opposed to subscribing to any one therapeutic system?
10. Dealing with demanding clients is a problem for many counselors – be they experienced or not. Think of some kinds of demands that you might have trouble with. How might you deal with a client who made unrealistic demands of you?
11. Another problem for many counselors is dealing with uncommitted clients. How might you work with a client who wanted very little?
12. Discuss the possible therapeutic values of developing a sense of humor. When might humor be inappropriate?
13. What is an example of a value you hold that you might be inclined to push with your clients? How would you deal with this?
14. Discuss your own needs for becoming a counselor. How do you think your needs may both help and hinder you and your clients?

Issues for Personal Reflection

Self-Inventory of Major Concerns as a Beginning Counselor

Much of Chapter 2 in the textbook deals with common concerns facing beginning counselors. The following questionnaire is built from the statements I often hear in supervision sessions with counselor interns (and often from experienced professionals in training workshops). Apply each statement to yourself, and determine to what degree this is a concern you face as you think about beginning to counsel others. Use the following scale:

- | | |
|---|--|
| 1 = This is rarely a concern of mine. | 3 = This matter concerns me quite a bit. |
| 2 = This is a concern I sometimes have. | 4 = This issue concerns me greatly. |

- ___ 1. I am concerned that my anxiety will keep me immobilized, and that I will be very passive as a counselor, lest I make mistakes.
- ___ 2. I fear that I will be so concerned about being appropriate that I will forget to be myself.
- ___ 3. I might say too much about myself, and in doing so I will burden the client and also take the focus off of him or her and put it on myself.
- ___ 4. I think that I should be pretty near perfect, and that if I blunder I could really mess up my client.
- ___ 5. I wonder about how honest I should be with a client.
- ___ 6. I will feel threatened during moments of silence, thinking that I am expected to do or say something.
- ___ 7. It will be difficult for me to deal with demanding clients.

- ___ 8. I will feel helpless with clients who are not committed to working or with involuntary clients.
- ___ 9. I will probably demand instant results as a way of avoiding getting discouraged.
- ___ 10. I have an expectation that I should be able to help every client.
- ___ 11. I worry a lot about whether I am doing the right thing.
- ___ 12. I worry that I might over-identify with certain clients to the extent that I will take *their* problems on as my own.
- ___ 13. I think that I might be inclined to give too much advice.
- ___ 14. I can see myself trying to persuade clients to value what I value.
- ___ 15. I have trouble in deciding how much responsibility is mine and how much is my client's.
- ___ 16. I have real doubts about my ability to help someone who is in a crisis.
- ___ 17. I worry about sounding mechanical and merely following the book.
- ___ 18. A concern of mine is that I will get burned out.
- ___ 19. I am concerned about giving everything I have and then not getting any appreciation in return.
- ___ 20. I wonder if I can do what I believe is important as a counselor and still work within the system.

Suggestions for Using This Inventory

Go back and circle the few items that you find are your *greatest concerns*. It could be useful to bring these concerns up in class and compare your reactions with those of fellow students. Do you have other concerns that were not mentioned above? How can you prepare yourself now so that you will be able to deal successfully with your concerns?

Case Examples

In the *Student Manual*, a *Self-Inventory of Attitudes Relating to Ethical Issues* provides a way for students to identify what their thoughts are on a range of topics pertaining to ethical practice. This is a good inventory to complete before analyzing the cases. This inventory typically generates excellent discussions in class.

The following are cases dealing with value issues that are not found in the *Student Manual*. You may want to use these cases for role-playing activities in class and for discussion purposes. These cases fit with the discussion in Chapter 2 of *TPCP* on the role of values in the counseling process.

If you are intending on using these cases for role-playing, I find that it is best for someone to assume the client's role, and then several different students can role-play various alternative ways of dealing with each situation. I find that discussion of cases generally proves to be lively if it follows a brief role enactment in class. I generally give instructions, such as the following, as a way to focus students on the core issues in each case: "Attempt to focus on your own values, and identify any areas where you might tend to impose them on a client. Discuss how you see your values either helping or hindering your intervention in each of these cases."

1. A client who has not questioned her religious beliefs

Brenda, age 22, comes to see you because of problems in living at home with her family. She tells you that she feels dependent both financially and emotionally on her parents and that although she would like to move out and live with a girlfriend, she has many fears of taking this step. She also says that her religion is extremely important to her and that she feels a great deal of guilt over the conflict she has with her parents. After some discussion you find that she has never really questioned her religious values and that it appears that she has completely accepted the beliefs of her parents. Brenda says that if she followed her religion more closely, she would not be having all these difficulties with her folks. She is coming to you because she would "like to feel more like an independent adult who could feel free enough to make my own decisions."

- Where would you begin with Brenda? With her stated goals? With her religious beliefs? With her fear of moving away from home? With her conflicts and guilt associated with her parents? With her dependence/independence struggles?
- Would your religious values influence the direction you were likely to take with Brenda?
- Do you see any connection between her dependence on her parents and her guilt over not following her religion closely enough?

2. A woman struggling over an abortion decision

This case involves Melinda, a 25-year-old Latina who says she wants to have an abortion. She has been married for three years, already has two children, and says: “We had to get married because I was pregnant. We didn’t have money then. The second kid was not planned either. But now we really can’t afford another child.” Her husband is a policeman going to law school at night. She works as a housekeeper and plans to return to school once her husband finishes his studies and it is “her turn.” He should graduate in another year, at which time she is scheduled to enroll in classes at the community college. Having another baby at this time would seriously hamper those arrangements in addition to imposing the previously mentioned financial burden. But the client reports:

“I go to call the clinic, and I just can’t seem to talk. I hang up the minute they answer. I just can’t seem to make the appointment for the abortion, let alone have one. I was never much of a Catholic, and I always thought you should be able to get an abortion if you wanted one. What’s wrong with me? And what am I going to do? I don’t exactly have a lot of time.”

- With the information given here, what do you see as the major value issues that need to be explored?
- How much emphasis would you place on factors such as what is stopping her from making the call? On her ambivalence between wanting to have the abortion and not wanting it?
- If she asked you for your advice, what do you think you would tell her? If you gave her this advice, what might your advice tell you about yourself?
- How would your views on abortion influence the interventions you made with Melinda?
- How would you deal with this situation if you had already established a therapeutic relationship over many months with Melinda?

3. Value issues pertaining to cultural and family background

Michael and Amy appear at your office for crisis counseling. Michael, 22, comes from a somewhat controlling Italian family. Amy, 20, comes from a large and powerful Japanese family that settled in California five generations ago. They want to get married in the fall, but they fear the reactions of their families. After dating casually for six months, they were forced to end their relationship because of objections on both sides. But after not seeing each other for two months, they began to meet in secret and are now determined to marry. Amy has threatened to become pregnant if their decision to get married is not accepted by their families. No one in either of their families is aware of their plans, but they know they must act quickly. They have decided to seek counseling.

- How do you approach this case?
- What kind of information about Amy’s and Michael’s families would you be interested in, and what would you ask each of them?
- Would you involve both families in the counseling process? Why or why not?
- What value issues are operating in this case, and how would you explore them in counseling?

4. Difficulties of a person adjusting to two cultures

Greta is a young woman who has been in the United States for six months. After living all of her life in Norway, she immigrated as the bride of an American college professor. Ever since arriving in the United States she has suffered from homesickness and is having difficulty adjusting to modern American life. Her husband, who showered her with attention during their courtship, has become distant and preoccupied with schoolwork. When she tries to make friends, she feels she is shunned by the other academic wives. All she really wants now is a divorce and a return ticket to Norway. Greta would like you to be her therapist, but there is a complicating factor. You are a close friend and professional colleague of her husband. When you suggest to her that perhaps she should see another counselor, she begins to cry and tells you that she is not comfortable with many Americans and that it is a relief to be able to talk to you. She begs you not to reject her.

- What reactions do you have toward Greta?
- What would you do or say when she begged you not to reject her?
- Would the fact that you were a close friend and a colleague present ethical problems for you that would make it necessary for you to refer her? What exactly is your responsibility to her?
- Assume that you did not know her husband and that she asked for your help. What values do you have (and what life experiences have you had) that are likely to increase your chances of working with her? What might get in the way of your providing her with this help?

5. A woman who wants her marriage and her affair

Loretta and Bart come to you for marriage counseling. In the first session you see them as a couple. Loretta says that she can't keep going on the way they have been for the past several years. She tells you that she would very much like to work out a new relationship with him. He says that he does not want a divorce and is willing to give counseling his "best shot." Loretta comes to the following session alone because Bart had to work overtime. She tells you that she has been having an affair for two years and hasn't yet mustered up the courage to leave Bart for this other man, who is single and is pressuring her to make a decision. She relates that she feels very discouraged about the possibility of anything changing for the better in her marriage. She would, however, like to come in for some sessions with Bart because she doesn't want to hurt him.

- What would you be inclined to say to Loretta based on what she has told you privately?
- Would you be willing to work with Loretta if her aim was to continue her affair and keep her marriage? Why or why not?
- How would your views on extramarital affairs influence the interventions you made with Loretta and Bart?
- Would you encourage Loretta to divulge what she had told you privately in a later session with Bart? Why or why not?
- Would the element of "the other man" pressuring Loretta to make a decision have a bearing on your intervention in this case?

Study Guide for Chapters 1 and 2

Chapter 1 Introduction and Overview

Chapter 2 The Counselor: Person And Professional

For each of the chapters in this *Instructor's Resource Manual*, I've developed

a study guide that you might want to use as a lecture outline for yourself. These study guides can be reproduced for your students as another resource in addition to the *Student Manual* that they may be using. These study guides can also be useful for student review for the tests.

1. Describe the basic components of the psychotherapy process. What are the key features? What is the nature of the therapist client relationship?
2. The author has grouped the major theories into five categories. What are the distinguishing features of each category?
3. What are some of Stan's presenting problems? What are his areas of strength and weakness? What issues do you expect to be prominent in his treatment with Jerry Corey?
4. Describe the research findings regarding treatment outcome of psychotherapy. What factors are the most important and why?
5. What is the value of personal therapy for the counselor? How does this process contribute to the professional development of counselors? How do most counselors feel about this process?
6. How might personal therapy help counseling students? What are the most important benefits of personal therapy to counseling students?
7. How do a counselor's personal values impact the therapeutic treatment with their client? Be sure to define value imposition and comment on its effects on counseling.
8. What are the key features of an effective counselor?
9. What is an authentic counselor? What attributes does an authentic counselor possess?
10. What are some specific elements of effective multicultural counseling? What must a counselor do to become culturally competent? How might the counselor have to adjust his or her own values to work with clients from differing cultures?
11. How does an effective counselor stay alive as a person and a professional?
12. What are the signs of burnout and how might burnout be treated or prevented?

13. How is therapist self-care an ethical matter as well as a way to prevent therapist burnout? What are some specific strategies that counselors can take as a way to take care of themselves? How is self-care an ongoing process?
14. What are some of the issues that beginning counselors face?
15. Be familiar with each of the theoretical overviews in the text.

Guidelines for Teaching

Ethical Issues in Counseling Practice

in

**Theory and Practice of
Counseling and Psychotherapy
the Student Manual
Chapter 3**

**Case Approach to
Counseling and Psychotherapy**

and

The Art of Integrative Counseling

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Chapter Objectives

Chapter 3 Ethical Issues in Counseling Practice

Students are expected to demonstrate they have a basic knowledge of:

- A framework for making ethical decisions
- The informed consent process and why it is essential for collaborative partnerships in therapy
- The dimensions of confidentiality
- Specific ethical issues related to multicultural counseling
- Ethical concerns pertaining to assessment and diagnosis
- The ethical aspects of the evidence-based practice movement
- How dual and multiple relationships can pose potential problems and how they can be managed
- The differences between boundary crossings and boundary violations

Concepts and Techniques

1. There is a growing trend toward including a study of counselor ethics in courses in the human services, counseling, and intern programs. This chapter contains many open-ended questions and brief case examples designed to make the student aware of ethical issues and problems in the counseling profession. In addition to the frequent examples presented in the textbook, the *Student Manual* contains a series of questions for evaluation and discussion. There are some additional open-ended questions in this *Instructor's Resource Manual* in the test section.
2. Rather than lecture on the topic of ethical issues, I prefer an inquiry approach that urges students to answer for themselves the questions and issues I pose in the textbook and *Student Manual*. Of course, I think it is important that I share my own views and clinical experience with my students, but many of the issues I raise are open-ended and call on the student to make a critical judgment and take a definite stand on the issue. When I teach ethics, I do not provide the students with simple answers. Instead I encourage them to think through an ethical dilemma and come up with an answer that makes sense to them. My emphasis is on ethical reasoning and learning how to grapple with the many dimensions involved in any ethical problem.
3. The *Student Manual* has questions geared to each of the major topics and sections covered in this chapter of the textbook. Have students use these questions as a guide for study, review, and for class discussion of these issues. There is also a self-inventory of ethical issues. The *Student Manual* contains addresses of the major professional organizations in Chapter 3.
4. The *Student Manual* describes several cases involving ethical dilemmas. These all lend themselves to role-playing and discussion. I find that brief cases are a good way to introduce students in this course to the kinds of ethical dilemmas they are likely to face in practicing counseling. Although most programs have a separate course in ethics, I like to devote a week or two to ethics as a part of the theories course because of my belief that ethics ought to be integrated into the total curriculum. Students will not get an in-depth treatment of ethics in this counseling theory course. However, they can be exposed to ethical dimensions of practice associated with such matters as making a diagnosis at the first session, informed consent, use of techniques, dealing with goals for therapy, and a host of other ethical aspects associated with applying theory to practice.

Other Resources

5. I use *Issues and Ethics in the Helping Professions* (Corey, Corey, Callanan, 2011) as a resource to design lectures for this chapter on ethical issues in counseling. I typically cover in some depth the following topics, which are covered in the above book:
 - A. The importance of the counselor's personality and character; some personal characteristics of effective therapists
 - B. The issue of personal therapy for therapists
 - C. Common concerns facing the counselor; and some ways of struggling and dealing constructively with these personal and professional issues
 - D. Values and the therapeutic process: effects of counselor values on client; client/counselor value clashes; imposing versus exposing one's values; practical situations illustrating a variety of value conflicts
 - E. Ethics pertaining to therapist responsibility, therapist competence, and confidentiality
 - F. Ethics pertaining to the client/therapist relationship
 - G. Ethical and professional aspects of dual and multiple relationships and boundary issues

I find that students particularly like the open-ended cases and situations that are presented. The emphasis during the last few weeks is on exploration of issues, sharing of views, and open discussion. I am less concerned that they amass knowledge about ethics; rather, at this point my major aim is to introduce the students to a variety of ethical and professional issues that they'll likely face when they are doing their field work or practicing as a paraprofessional in their job. I hope that students learn that developing a sense of professionalism and ethical responsibility is a task that is never finished, that is developmental. I expect that they will remain open to rethinking their positions as they leave school and gain more practical experience.

6. ***Ethics in Action: CD-ROM*** (available from Brook/Cole, Cengage Learning) is a self-study program that is designed to bring to life the ethical issues and dilemmas that counselors often encounter. This is a way to present a host of ethical problems in the short time that is typically given to the topic of ethics in the theory course. This program provides opportunity for discussion, self-exploration, and problem-solving of a variety of issues and dilemmas. This CD-ROM program is divided into three segments:

- *Ethical Decision-Making*
- *Values and the Helping Relationship*
- *Boundary Issues and Multiple Relationships*

The first segment, *Ethical Decision-Making*, examines the steps necessary in resolving ethical dilemmas and puts this model into practice through role-plays and discussion. The importance of self-awareness, as well as having a multicultural perspective, is also covered as these topics relate to becoming an ethical practitioner. The second segment, *Values and the Helping Relationship*,

addresses the fact that every counselor has a value system, which is likely to impact the counseling relationship. Again, role-plays and discussion bring the issues to life. The final segment, *Boundary Issues and Multiple Relationships*, addresses an ever-growing concern in practice regarding engaging in multiple roles and relationships with clients. Role-plays and discussion focus on topics such as managing boundaries, social relationships, sexual attraction, bartering, and accepting gifts from clients.

As the instructor of your course, you may want to use this video in various ways. Ideally, you would stop after each segment and have the class discuss the issues and the role-play and then embark on several role-plays, enlisting class members to play the various roles. This can be followed by a discussion which identifies the ethical issues, reviews the relevant codes and laws, and applies the eight-step decision-making model to a specific ethical dilemma, which is briefly described in Chapter 3 of *TPCP* – and also described in the video. The class could then role-play various responses or approaches to the situation.

Key Terms for Review and Definition

Aspirational ethics A higher level of ethical practice that addresses doing what is in the best interests of clients.

Assessment Evaluating the relevant factors in a client's life to identify themes for further exploration in the counseling process.

Boundary crossing A departure from a commonly accepted practice that could *potentially* benefit a client (e.g., attending a client's wedding).

Boundary violation A boundary crossing that takes the practitioner out of the professional role, which generally involves exploitation. It is a serious breach that harms the client and is therefore unethical.

Confidentiality This is an ethical concept, and in most states therapists also have a legal duty not to disclose information about a client.

Diagnosis The analysis and explanation of a client's problems. It may include an explanation of the causes of the client's difficulties, an account of how these problems developed over time, a classification of any disorders, a specification of preferred treatment procedure, and an estimate of the chances for a successful resolution.

Dual or multiple relationships A counselor assumes two (or more) roles simultaneously or sequentially with a client. This may involve assuming more than one professional role or combining professional and nonprofessional roles.

Ethical decisions To make ethical decisions, consult with colleagues; keep yourself informed about laws affecting your practice; keep up-to-date in your specialty field; stay abreast of developments in ethical practice; reflect on the impact your values have on your practice; and be willing to engage in honest self-examination.

Evidence-based practice (EBP) Psychotherapists are required to base their practice on techniques that have empirical evidence to support their efficacy.

Informed consent The right of clients to be informed about their therapy and to make autonomous decisions pertaining to it.

Mandatory ethics The view of ethical practice that deals with the minimum level of professional practice.

Nonprofessional interactions Additional relationships with clients other than sexual ones.

Positive ethics An approach taken by practitioners who want to do their best for clients rather than simply meet minimum standards to stay out of trouble.

Practice-based evidence Using data generated during treatment to inform the process and outcome of treatment.

Privileged communication A legal concept that generally bars the disclosure of confidential communications in a legal proceeding.

Suggested Activities and Exercises

The following are some activities that can make the topic of ethical issues in counseling “come alive.” While the *Student Manual* contains some activities that can be done alone or in small groups in the classroom, some instructors might want additional exercises. I typically find that students get very involved in discussions of ethical issues, and many of these activities can lead to personal involvement with these topics.

1. In small groups, explore the topic of when and how you might make a referral. If there is time, role-play a referral, with one student playing the client and one playing the counselor. After a few minutes, the “client” and the other students can give the counselor feedback on how he or she handled the situation. As a variation, one student can play the role of a client who simply does not want to accept a referral. Each person in the group can have a few minutes to work with the client. When everyone has had a chance to work with the client, the client can talk about how he or she felt with each person. This role playing can lead into a discussion about ways of making referrals without alienating a client.
2. In small groups, explore what you think is involved in assisting clients in understanding what counseling is about and how best to make use of the counseling process. What are the elements of informed consent that need to be addressed early in the counseling relationship?
3. In small groups decide what specific rights of clients you deem as most essential. As a group, how would you safeguard those rights? How might you educate your clients with respect to their rights and their responsibilities? (You might draw up a therapeutic contract that you'd want to present to a client.)
4. In a class debate, one side can take the position that absolute confidentiality is necessary to promote full client disclosure. The other side can argue for a limited confidentiality that still promotes effective therapy.
5. In small groups, discuss specific circumstances in which you would break confidentiality, and see whether you can agree on some general guidelines. When your class convenes for a general meeting, the results of all the small groups can be shared and discussed.

6. Consider inviting an attorney who is familiar with the legal aspects pertaining to the client/therapist relationship to address your class. Possible topics for consideration are: What are the legal rights of clients in therapy? What are the most common grounds for malpractice suits?

Thought Questions for Reflection, Evaluation, and Discussion

1. Take a position and defend it: For counseling to make any significant impact on clients, it must deal with the underlying social and environmental factors that are contributing to the psychological problems of the clients.
2. Ethically, it is the counselor's responsibility to terminate a relationship with a client when this relationship is not benefiting the client. What specific guidelines would you use to make this decision? What criteria can you use to judge whether or not your client is benefiting from his or her counseling relationship with you?
3. Assume that your client engages in self-destructive behavior and refuses to change; is so certain of his or her values that you think are a definite danger to his or her life. For example, your adolescent client continues to escape from reality by using hard drugs. How might you deal with this situation?
4. Do you think it is unethical for you as a counselor to meet your psychological needs partly through your work?
5. Assume that you are opposed to involuntary counseling, but you are doing your internship in an agency where all of your clients are sent to you by the judge, and very few want counseling. How would you deal with the discrepancy between your philosophical position and the practical realities of your job placement?
6. Assume your client asks you "Is whatever I say in here strictly confidential, and can I be assured that nothing that I talk about with you will go outside of this room?" How would you reply? What specific guidelines could you offer to your client? What kinds of situations might compel you to disclose confidences to others?
7. If you were to encounter an ethical dilemma, what steps would you take in making an ethical decision?
8. If you were in a job interview, how would you respond to the question: "What do you consider to be the most pressing and central ethical issue facing the counselor?"
9. What are some guidelines you might employ to determine when and how to make a referral? Under what conditions might you refer a client or potential client to another counselor?
10. In what ways might you be practicing unethically if you do not address cultural factors in your counseling practice?
11. The therapist has a responsibility primarily (but not exclusively) to the client, but as a therapist you also have a responsibility to the family members of the client, to your own agency or institution, to a referring agency, to society, and to the profession. In cases where there are conflicts of responsibilities, what guidelines could you use to resolve these conflicts? Can you think of any

situations where you might be involved in a conflict over deciding where your primary responsibility lies?

12. Some writers have alleged that current theories of counseling are inadequate to describe, explain, predict, and deal with the richness and complexity of a culturally diverse population. As you study the theories in the textbook, keep alert in critiquing each theory from the perspective of its relevance to dealing with diversity.
13. What are some clinical and ethical issues you can see that are associated with diagnostic procedures. What do you think is the appropriate role of diagnosis in counseling?
14. Dual and multiple relationships can be problematic in counseling relationships, yet there can be benefits to certain forms of performing multiple roles. How would you go about determining whether there are more risks or benefits in a particular form of multiple relating?
15. What do you think are some of the most important guidelines for ethical practice?

Test Bank

for

Theory and Practice of Counseling and Psychotherapy

Ninth Edition

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Chapters 1 [Back to Top](#)

Introduction and Overview

MULTIPLE-CHOICE TEST ITEMS

Note: Below are test items for chapter 1 of *Theory and Practice of Counseling and Psychotherapy*.

1. Synthesizing the approaches covered in the text:
 - a. can easily be accomplished after taking an introductory course.
 - b. is usually mastered by the end of the first year of one's graduate program.
 - c. often requires many years of study, training, and practical counseling experience.
 - d. rarely, if ever, happens and is a completely unrealistic goal.

ANS: C PG: 5

2. Which one of the following is *not* considered an experiential and relationship-oriented therapy?
 - a. Gestalt therapy
 - b. family systems therapy
 - c. existential approach
 - d. person-centered approach

ANS: B PG: 10

3. Which one of the following is *not* associated with the cognitive-behavioral action-oriented therapies?
 - a. existential therapy
 - b. cognitive therapy
 - c. reality therapy
 - d. behavior therapy
 - e. rational emotive behavior therapy

ANS: A PG: 10

4. Which humanistic approach emphasizes the basic attitudes of the therapist as the core of the therapeutic process?
 - a. psychoanalytic therapy
 - b. Adlerian therapy
 - c. person-centered therapy
 - d. cognitive-behavioral therapy
 - e. family therapy

ANS: C PG: 12

5. Presenting one model to which all trainees subscribe
 - a. is what the counseling profession endorses at present.
 - b. is likely to be a reality by the year 2020 when the CACREP standards are revisited.
 - c. is dangerous in that it can limit their effectiveness in working with a diverse range of future clients.
 - d. is illegal in the Northeastern region of the U.S., but not in other parts of the country.

ANS: C PG: 5

6. The author makes a case for:
- initially getting an overview of the major theoretical orientations, and then delving more deeply into each approach.
 - delving deeply into one approach initially and then taking a superficial look at other theoretical models.
 - learning the theories of counseling only after starting to work with clients in order to make the theories more relevant.
 - the reader to choose the approach to which s/he subscribes.

ANS: A PG: 5

7. Which of the following statements about theories or models of counseling/ psychotherapy is true?
- Extensive research has shown that certain popular models of psychotherapy are “wrong.”
 - There is a clear place for theoretical pluralism in our society.
 - Accepting the validity of one model implies rejecting the validity of other models.
 - Theoretical pluralism has been frowned on by several major professional organizations.

ANS: B PG: 5

8. What type of factors oftentimes limit our freedom of choice?
- social
 - environmental
 - cultural
 - biological
 - all of these

ANS: E PG: 6

9. Which of these statements about interventions is true?
- It is helpful to use one type of intervention with most clients.
 - During the course of an individual’s therapy, different interventions may be needed at different times.
 - It is best to require clients to adapt to your approach to counseling and the interventions that you are skilled at using.
 - You should only use counseling interventions when you are certified or licensed.

ANS: B PG: 8

10. Which approach was developed during the 1940s as a nondirective reaction against psychoanalysis?
- person-centered therapy
 - family systems therapy
 - Adlerian therapy
 - reality therapy
 - cognitive therapy

ANS: A PG: 10

11. Francesca, a cognitive behavioral therapist, likes to give homework assignments to her clients. What might her rationale be for doing this?

- a. Homework can be a vehicle for assisting her clients in putting into action what they are learning in therapy.
- b. By assigning homework to her clients, she establishes her clear authority over them (as if she is their teacher).
- c. She is probably a novice therapist who is insecure about her skills; thus, by assigning homework, she may feel like she is being more productive.
- d. In order to be reimbursed by insurance companies, Francesca is required to give her clients homework assignments.

ANS: A PG: 6

12. Which of the following statements best describes the author's view of the medical model?

- a. Corey appreciates the focus on psychopathology and believes it gives clinicians the tools to assess what's wrong with clients.
- b. A focus on the medical model restricts therapeutic practice because it stresses deficits rather than strengths.
- c. The medical model emphasizes strengths and competencies rather than psychopathology.
- d. The medical model is especially relevant for culturally diverse client populations.

ANS: B PG: 7

13. A comprehensive approach to counseling:

- a. goes beyond focusing on our internal dynamics and addresses those environmental and systemic realities that influence us.
- b. focuses almost exclusively on the client's internal dynamics.
- c. focuses primarily on the therapist's internal reactions to the client's behavior.
- d. focuses only on systemic factors.

ANS: A PG: 7

14. Effective psychotherapy is a practice in which:

- a. the therapist solves problems for clients.
- b. the therapist is merely a skilled technician.
- c. the client and therapist collaborate in co-constructing solutions to problems.
- d. the client is in complete control of the direction of the therapy.

ANS: C PG: 7

15. Which of the following is *not* an issue that Stan struggles with?

- a. fear of being alone
- b. fear of intimate relationships with women
- c. substance use
- d. lacking a sense of direction and meaning in his life
- e. aggressive outbursts

ANS: E PG: 14

TRUE-FALSE TEST ITEMS

1. An undisciplined mixture of approaches can be an excuse for failing to develop a sound rationale for systematically adhering to certain concepts and to the techniques that are extensions of them.

ANS: T PG: 5

2. An integrative perspective is not developed in a random fashion.

ANS: T PG: 5

3. Since Corey challenges the deterministic notion that humans are the product of their early conditioning and, thus, are victims of their past, he believes that an exploration of the past is rarely useful.

ANS: F PG: 6

4. Both family therapy and feminist therapy are based on the premise that to understand the individual it is essential to take into consideration the interpersonal dimensions and the sociocultural context rather than focusing primarily on the intrapsychic domain.

ANS: T PG: 7

5. Psychotherapy is a process of engagement between two people, both of whom are bound to change through the therapeutic venture.

ANS: T PG: 7

6. Those practicing brief therapy are in business to change clients, to give them quick advice, and to solve their problems for them.

ANS: F PG: 11

7. With respect to mastering the techniques of counseling and applying them appropriately and effectively, it is Corey's belief that *you* are your own very best technique.

ANS: T PG: 7

8. Techniques can counteract a client–therapist relationship that is lacking in certain respects.

ANS: F PG: 8

9. Much of effective therapy is the product of artistry.

ANS: T PG: 8

10. Rudolf Dreikurs is credited with popularizing the Adlerian approach in the United States.

ANS: T PG: 10

11. Reality therapy applies the principles of learning to the resolution of specific behavioral problems.

ANS: F PG: 11

12. Donald Meichenbaum is a prominent contributor to the development of cognitive behavior therapy.

ANS: T PG: 10

13. Reality therapy is based on choice theory and focuses on the client assuming responsibility in the present.

ANS: T PG: 11

14. Michael White and David Epston are the major figures associated with narrative therapy.

ANS: T PG: 11

15. An experiential approach is Gestalt therapy, which offers a range of experiments to help clients gain awareness of what they are experiencing in the here and now.

ANS: T PG: 12

Chapter 2 [Back to Top](#)

The Counselor: Person and Professional

MULTIPLE-CHOICE TEST ITEMS

Note: Below are test items for chapter 2 of *Theory and Practice of Counseling and Psychotherapy*.

1. It is especially important for counselors who work with culturally diverse client populations to:
 - a. be aware of their own cultural heritage.
 - b. have a broad base of counseling techniques that can be employed with flexibility.
 - c. consider the cultural context of their clients in determining what interventions are appropriate.
 - d. examine their own assumptions about cultural values.
 - e. all of these

ANS: E PG: 25

2. According to the text, research shows that counselor values influence:
 - a. therapy goals.
 - b. assessment strategies.
 - c. treatment outcome.
 - d. all of these
 - e. none of these

ANS: D PG: 23

3. Clients place more value on _____ than on _____
 - a. the personality of the therapist; the specific techniques used.
 - b. the specific techniques used; the personality of the therapist.
 - c. the therapist's theoretical orientation; the quality of the services being provided.
 - d. the aesthetics of the therapeutic setting; the personality of the therapist.

ANS: A PG: 19

4. Regarding psychotherapy treatment outcome, research suggests all of the following except:
 - a. the therapist as a person is an integral part of successful treatment.
 - b. the therapeutic relationship is an essential component of effective treatment.
 - c. both the therapy methods and the therapy relationship make contributions to treatment outcome.
 - d. therapy techniques are the key component of successful treatment

ANS: D PG: 19

5. An authentic counselor is best described as:
 - a. having the highest regard for all clients.
 - b. being willing to be totally open and self-disclosing.

- c. being a technical expert who is committed to objectivity.
- d. being willing to shed stereotyped roles and being a real person.

ANS: D PG: 18

6. In the text, all of the following are listed as characteristics of the counselor as a therapeutic person except:
- a. counselors have a sense of humor.
 - b. counselors no longer have to cope with personal problems.
 - c. counselors feel alive and their choices are life-oriented.
 - d. counselors make mistakes and they are willing to admit them.
 - e. counselors appreciate the influence of culture.

ANS: B PG: 19

7. Which of the following statements about theories or models of counseling/ psychotherapy is true?
- a. Extensive research has shown that certain popular models of psychotherapy are “wrong.”
 - b. There is a clear place for theoretical pluralism in our society.
 - c. Accepting the validity of one model implies rejecting the validity of other models.
 - d. Theoretical pluralism has been frowned on by several major professional organizations.

ANS: B PG: 28

8. In the text, the main reason given for having counseling students receive some form of psychotherapy is to help them:
- a. work through early childhood trauma.
 - b. learn to deal with countertransference.
 - c. recognize and resolve their co-dependent tendencies.
 - d. become self-actualized individuals.

ANS: B PG: 21

9. Personal therapy for therapists can be instrumental in assisting them:
- a. to heal their own psychological wounds.
 - b. to gain an experiential sense of what it is like to be a client.
 - c. to understand their own needs and motives for choosing to become professional helpers.
 - d. to work through their own personal conflicts.
 - e. all of these

ANS: E PG: 22

10. With regard to the role of counselors’ personal values in therapy, it is appropriate for counselors to:
- a. teach and persuade clients to act the right way.
 - b. maintain an indifferent, neutral, and passive role by simply listening to everything the client reports.
 - c. avoid challenging the values of clients.
 - d. avoid the imposition of their values, yet expose their values to clients.

ANS: D PG: 23

11. The author describes the characteristics of an effective counselor. By including this information in the chapter, he is hoping to convey the message that:
- a. if you do not possess all of these characteristics, you are doomed to fail in the helping professions.
 - b. deficits in these qualities almost always require years of psychoanalysis.
 - c. you should develop your own concept of what personality traits you think are essential to strive for to promote your own personal growth.
 - d. those who possess all of these qualities can bypass the requirement to participate in clinical supervision.

ANS: C PG: 19

12. During an initial session, an adolescent girl tells you that she is pregnant and is considering an abortion. Which of the following would be the most ethical and professional course for you to follow?
- a. Encourage her to get the abortion as soon as possible, without exploring any other option.
 - b. Steer her toward having her baby and then consider adoption for her baby.
 - c. Suggest that she go to church and pray about her situation.
 - d. Help her to clarify the range of her choices in light of her own values.

ANS: D PG: 23

13. Culturally encapsulated counselors would be most likely to:
- a. depend entirely on their own internalized value assumptions about what is good for people.
 - b. have an appreciation for a multicultural perspective in their counseling practice.
 - c. recognize the cultural dimensions their clients bring to therapy.
 - d. accept clients who have a different set of assumptions about life.

ANS: A PG: 23

14. You are working with an ethnic minority client who is silent during the initial phase of counseling. This silence is probably best interpreted as:
- a. resistance.
 - b. a manifestation of uncooperative behavior.
 - c. a response consistent with his or her cultural context.
 - d. a clear sign that counseling will not work.

ANS: C PG: 25

15. Which of the following is *not* considered an essential skill of an effective culturally competent counselor?
- a. being able to modify techniques to accommodate cultural differences
 - b. being able to send and receive both verbal and nonverbal messages accurately
 - c. being able to get clients to intensify their feelings by helping them to vividly reexperience early childhood events
 - d. assuming the role of consultant and change agent

ANS: C PG: 26

16. Which of the following is *not* considered essential knowledge for a culturally competent counselor?
- a. knowing how to analyze transference reactions
 - b. understanding the impact of oppression and racist concepts

- c. being aware of culture-specific methods of helping
- d. being aware of institutional barriers that prevent minorities from making full use of counseling services in the community

ANS: A PG: 26

17. Essential components of effective multicultural counseling include all of the following except:
- a. Counselors avoid becoming involved in out-of-office interventions.
 - b. Counselors feel comfortable with their clients' values and beliefs.
 - c. Counselors are aware of how their own biases could affect ethnic minority clients.
 - d. Counselors employ institutional intervention skills on behalf of their clients when necessary or appropriate.

ANS: A PG: 26

18. In working with culturally diverse clients, it helps to understand and assess:
- a. what these clients expect from counseling.
 - b. the degree of acculturation that has taken place.
 - b. the attitudes these clients have about seeking counseling for their personal problems.
 - c. the messages they received from their culture about asking for professional help.
 - e. all of these

ANS: E PG: 25

19. Which of the following is *not* a method of increasing effectiveness in working with diverse client populations?
- a. Learn about how your own cultural background has influenced your thinking and behaving.
 - b. Realize that practicing from a multicultural perspective will probably make your job very difficult.
 - c. Be flexible in applying techniques with clients.
 - d. Identify your basic assumptions pertaining to diversity.
 - e. Pay attention to the common ground that exists among people of diverse backgrounds.

ANS: B PG: 27

20. The _____ factors—the alliance, the relationship, the personal and interpersonal skills of the therapist, client agency, and extra-therapeutic factors—are the primary determinants of therapeutic outcome.
- a. logistical
 - b. contextual
 - c. psychodynamic
 - d. technical

ANS: B PG: 19

TRUE-FALSE TEST ITEMS

1. If we are inauthentic, it is unlikely that our clients will detect it.

ANS: F PG: 18

2. A meta-analysis of research on therapeutic effectiveness found that the personal and interpersonal components are, at best, only moderately related to effective psychotherapy.

ANS: F PG: 19

3. Effective therapists are not the victims of their early decisions.

ANS: T PG: 19

4. Therapists should not admit their mistakes since that could diminish their clients' confidence in them.

ANS: F PG: 20

5. Truly dedicated therapists carry the problems of their clients around with them during leisure hours.

ANS: F PG: 20

6. The vast majority of mental health professionals have experienced personal therapy, typically on several occasions.

ANS: T PG: 21

7. Therapists need to be free of conflicts before they can counsel others.

ANS: F PG: 21

8. It is not our function to persuade clients to accept or adopt our value system.

ANS: T PG: 23

9. Your role as a counselor is to provide a safe and inviting context in which clients can explore the congruence between their values and their behavior.

ANS: T PG: 23

10. The general goals of counselors must be congruent with the personal goals of the client.

ANS: T PG: 23

11. If you try to figure out in advance how to proceed with a client, you may be depriving the client of the opportunity to become an active partner in her or his own therapy.

ANS: T PG: 24

12. Counselors from all cultural groups must examine their expectations, attitudes, biases, and assumptions about the counseling process and about persons from diverse groups.

ANS: T PG: 25

13. Practitioners must have had the same experiences as their clients in order to have empathy for them.

ANS: F PG: 27

14. The skill of immediacy involves revealing what we are thinking or feeling in the here and now with the client.

ANS: T PG: 29

15. Ideally, our self-care should mirror the care we provide for others.

ANS: T PG: 34

