EDU 555: Advanced Counseling Theory, Research, and Practice
University of Rochester
Warner Graduate School of Education and Human Development
Department of Counseling and Human Development
Spring 2012
WELCOME!

Instructor:
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Class Meeting Times: Thurs 4:50-7:30

Course Description:
This course aims to deepen your knowledge of basic counseling approaches; explore newer counseling theories and approaches; examine the preceding approaches from critical perspectives; explore the methodologies and implication of counseling outcome research; and facilitate the development of your own integrative approach to counseling.

Course Objectives:
1. Overall, to inquire into, explore, and develop praxis – the translation of theory (and research) into practice – from many different perspectives, with the ultimate goal of facilitating your systematic integration of the different theoretical approaches into your own approach to counseling. To this end, the AQAL model of Integral theory will be discussed throughout the semester as a conceptual orienting aid. More specifically, the goals of this course are to help you:
2. Deepen your knowledge of traditional/major counseling approaches (II.C.1 and IV.G.1)
3. Learn newer/contemporary counseling theories and approaches (II.C.1)
4. Examine theories from various critical perspectives (IV.G.1)
5. Understand the principles and methods of gathering assessment data about clients from multiple perspectives (including multicultural, diversity, and developmental dynamics) in order to formulate comprehensive case conceptualizations and treatment plans (II.C.6 and IV.H.3)
6. Understand and explore counseling outcome research, both as it pertains to the methods and methodologies of counseling outcome research as well as what approaches appear to be effective with what types of people, with what types of disorders, under what circumstances (IV.G.2 and IV.G.3).
7. Compare and contrast different theoretical models on several dimensions pertaining to counseling and to evaluate the strengths and limitations of each model. This includes the ability to conceptualize the client’s presenting situation and the role that philosophical foundations, research, assessment, and different intervention strategies play in each model (IV.G.1 and IV.G.2).
8. To gain an understanding of how multicultural and social contexts affect individuals. To this end, we will explore how issues of race, ethnicity, socioeconomic status, family structure, age, gender, sexual orientation, and religious and spiritual beliefs have influenced (and continue to influence) counseling approaches (IV.G.1).
9. To cultivate an appreciation for the ways that developmental, biological, cultural, and systemic/ecological factors interact and impact clients and the change process.

10. To develop your own integrated theory and practice of counseling. This will involve not only the intellectual processes mentioned above but also your exploring and becoming more aware of yourself and the significant events, influences, and cultural factors that have contributed to your being the person you are, as well as what you can do to facilitate realizing your full (developmental) potentials. This will, in turn, better your ability to understand the developmental history of others/clients (including both nature/nurture and individual/societal components) and how, optimally, to help them with the issues, dynamics, and struggles with which they present (IV.H.1 and IV.H.2).

11. To develop your writing, critical thinking, and self-evaluating skills; and to successfully utilize the library/learning resources that are available to you in order to further you scholarly inquiry and development (i.e., data bases such as ERIC and Psyc info) (I.A).

12. Your scholarly research this semester should contribute to the development of an area of counseling expertise that will lead, eventually, to scholarly publications and/or presentations (II.B.1)

**Pedagogical Methods:**

This class will consist primarily of mini-lecture; small group and class discussion/critical thinking; and observations of, and critical analyses of, master counselors from various approaches. Overall, these different teaching methods are designed to provide you with an opportunity for your own experiential learning and self-reflection. Instructor lectures are NOT the primary modality for learning in this course. Thus, you are expected to immerse yourself in the multiple opportunities for learning that facilitate change processes in counseling and to perceive the instructor primarily as guide/consultant.

**Required Texts:**


**Recommended Texts:**


Attendance and Participation:
The intensive nature of adult learning and graduate instructional methods necessitate your full and committed participation for the sake of your own learning as well as that of your fellow classmates. Because much of your learning will occur during classroom activities and discussions, attendance is mandatory. One excused absence is permissible but your grade will be reduced by ½ letter grade for each additional absence. Students should come to class having completed all required assignments and be fully prepared to participate in discussions and activities. Although there may be a brief lecture during class, the bulk of your time will be spent discussing and critiquing course content with peers, viewing video demonstrations by experts, and enacting/role-playing counseling scenarios. Actively participating in class activities may involve some level of personal disclosure. It is important that confidentiality regarding classroom activities be maintained. Due to the interactive nature of this course, it is crucial that students conduct themselves professionally during activities that involve challenging peers and constructively critiquing one another. Additionally, out of respect for other students, please make sure to turn off cell phones, beepers, and pagers before entering class.

++In all cases, page lengths refer to double-spaced, 12 font, with 1” margins.

Weekly Reflection Papers:
These are not merely summaries of what you read for each class meeting. Rather, they should entail highlighting what you deem key points in the readings, followed by a critical reflection upon the underlying assumptions and implications of those points. I may not grade these papers in depth and will only ask you to turn them in a few times during the semester; they are intended to help you reflect upon your reading and to facilitate your consolidating your learning. You are expected to share (not read) key points from your weekly reflection papers in class (this will facilitate discussion and dialogue of important aspects of each week’s readings). It is required that a significant portion (at least 1/3 of your writing in these reflective papers) is devoted to theoretical aspects of counseling practice.

Assignments:

1. Read (and preferably study) all required reading assignments before the class in which we are covering that material and write a 1-2 page reflective/critical paper.
2. Attend and actively participate in class discussions and experiential exercises.
3. An Integral analysis of at least one fairly common presenting problem (i.e., depression; bipolar; anxiety; personality disorder; ADHD; relationship difficulties; systemic/social structural problem such as poverty, racism etc.; substance-abuse disorders; etc.). This can be done by yourself or with one partner; if done with a partner, I will expect more than if you had done it individually.
4. A final scholarly “term” paper addressing your (or an) approach to counseling integration. Approximately 15-20 pages in length, the paper must also include sections on theory, research, practice, and a critique. You are expected to integrate theory, research, and practice in your paper. This paper will be evaluated on both content and writing/organization/grammar. Thus, it is important that you proofread and edit your paper numerous (5-10) times. Regarding organization, I
encourage you to consult with the Warner School writing center staff. Papers must be written in APA style (points will be taken off for the grade in this course and it will negatively influence its evaluation in your portfolio if you do not demonstrate APA style/format of writing). If you do not already write in APA format, you will have to spend considerable time with the APA manual 6th edition regarding everything from cover page, running head, headings, margins, reference citations and list, quotations, etc.)

***This paper may be -- and usually is -- submitted as part of your Portfolio Examination, so it is very important that you demonstrate your best work.

**Grading:**
Grades will be given in accordance with the guidelines for graduate study as outlined in the “Graduate Studies Official Bulletin.” This course is taught on a satisfactory/unsatisfactory basis, with 80% or higher required to pass. Grading weight will be calculated as follows:

- Attendance, participation, and reflection papers: 20%
- Integral Analysis of some problem/“disorder”: 30%
- Final Paper: 50%

Students may receive a grade of “Incomplete” (I) only by arrangement with the instructor. Failure to make such arrangements will lead to a grade being assigned on the basis of the work completed by the student. Once assigned, such a grade cannot be changed. Work for courses with grades of “Incomplete” must be completed no later than one year after the course concludes, although instructors may require that work be submitted sooner. If the work is not completed within the designated time, the instructor will grade the student on the basis on the work completed at that time, and this grade will be permanent. Extensions will be granted only for documented cases of illness or disability.

**Classroom Environment:**
Aspects of class discussions may be difficult or challenging. We share, as a classroom community, the task of negotiating the dual priorities of authentic free speech and active regard for all others. Given the nature of our discussions, we need to have these discussions in a safe and supportive environment. It is important that we listen to each other about how our words and actions are affecting one another and that we openly address any class moment in which something may feel hurtful. Racial, sexual, gender, or abled slurs and personal attacks will not be permitted. However, it is appropriate, even expected, for you to disagree with and critique the ideas of me and other students, but you should focus on the ideas, not the person who said them. We will negotiate other guidelines about classroom discussions throughout the course.

**Accommodations:**
Students requiring special accommodations due to a disability should contact the instructor as soon as possible. It is important that students requiring special needs contact the Office of University Disability Resources, which is the department responsible for maintaining the Universities compliance with regulations under Section V of the Rehabilitation Act.
Tentative Course Calendar

Jan 19 Orientation to course; Syllabus; My approach to teaching & learning
Opening (II.C.1 and IV.G.1).
- Introductions
- What is the relationship between theory, research, and practice?
- Negotiating this syllabus such that next week it will be a contract

26 What is counseling and what does it mean to be a counselor? (94)
- Mahoney (2003) Foreward, Preface, Ch 2 (31)
- Mahoney (1991) ch 13 The person and experience of the psychotherapist (30)
- Mahoney (1991) Epilogue (1)
- (optional) Kottler (1991) What therapists actually do with clients that makes a difference (40)

Feb 2 What does it mean to counsel; what is the role of theory in counseling? (100) (II.C.1).
- Fall, Holden, Marquis (2010): Introduction (to counseling theory) (24)
- Psychopathology, Suffering, and the Moral Domain (Marquis, in press) (45)
- Miller (2004): The morally engaged clinical psychologist (or counselor): Recommendations on education and training (13)
- Welwood (2000): ch 9 The healing power of unconditional presence (11) and ch 11: Psychotherapy as a practice of Love (8)
- (optional) Yalom (2002) ch 8-13 (18)
- (optional) Anchin (2005): Introduction to the special section on philosophy and psychotherapy integration and the inaugural focus on moral philosophy (10) (this article, and the Miller 2005 and Mahoney 2005 are lumped together with a packet beginning with Anchin 2005)
- **** be SURE that your reflection paper for tonight’s readings addresses ethical aspects of counseling

9 The Process of Change (80) (I.A and II.B.1)
- Mahoney (1991) preface (3)
- Mahoney (1991) ch 1 Human change: The ultimate ethical frontier (20)
- Mahoney (1991) ch 7 Human psychological development (30)
- McWilliams (1994) Developmental levels of personality organization (27)
- (optional) Kegan (1982) ch 9 Natural therapy (42)
- (optional) Kegan & Lahey (2001): What do you really want…and what will you do to keep from getting it? (10)
- Discuss term paper
16  NO CLASS

23  Exploring psychotherapy integration (87)
   • Norcross (2005): A primer on psychotherapy integration (handout) (16)
   • Anchin & Magnavita (2007): The nature of unified clinical practice: Implications for psychotherapeutic theory, practice, training, and research (8)
   • Gold (1993) ch 36: The therapeutic interaction in psychotherapy integration (handout) (6)
   • Wachtel (1987): On theory, practice and the nature of integration (20)
   • Yalom (2002) ch 50-62 (37)
   • (optional) Prochaska & Norcross (2003): Comparative conclusions: Toward a transtheoretical therapy (30)

March 1  Integral counseling and models and methods of assessment (118) (I.A and II.C.6).
   • Marquis (2008) chapters 1, 2, 3, 5 (88)
   • Marquis (2009) An integral taxonomy of therapeutic techniques (30)
   Discuss integral analysis assignment

8  Research issues in counseling and psychotherapy I (105) (IV.G.1 and IV.G.2 and IV.G.3).
   • Marquis & Douthit (2006): The Hegemony of "Empirically Supported Treatment": Validating or Violating? (29)
   • Slife (2004): Theoretical challenges to therapy practice and research: The constraints of naturalism (33)
   • Polkinghorne (1999): Traditional research and psychotherapy practice (9)
   • Zane et al. (2004) Research on psychotherapy with culturally diverse populations (31)
   • Yalom (2002) ch 76 (3)
   • (optional) Westen, Novotny, & Thompson-Brenner (2004): The empirical status of empirically supported psychotherapies: Assumptions, findings, and reporting in controlled clinical trials. (53)

**** be SURE that your reflection paper for tonight’s and next week’s readings addresses 1) issues regarding the applicability of counseling approaches with multicultural populations and 2) methods used for evaluating counseling effectiveness (and critiques of such) as well as the research base for extant counseling theories
15  **Research issues in counseling and psychotherapy II (119)** (IV.G.1 and IV.G.2 and IV.G.3).
- Kendall, Holmbeck, & Verneuin (2004): Methodology, design, and evaluation in psychotherapy research (handout) (21)
- Lambert (2004) ch 5: 10 conclusions of the efficacy and effectiveness of psychotherapy (handout) (4)
- Therapeutic Practices (Norcross et al., 2011) (34)
- Slife & Gantt (1999): Methodological pluralism: A framework for psychotherapy research (12)
- Yalom (2002) ch 36-49 (40)
- (optional): Asay & Lambert (2003): The empirical case for the common factors in therapy: Quantitative findings (27)
- **** be SURE that your reflection paper for tonight’s or last week’s readings addresses methods used for evaluating counseling effectiveness (and critiques of such) as well as the research base for extant counseling theories

22  NO CLASS

29  **Approaches to Self/Selves (88)**
- Marquis (2008) ch 6 (38)
- Mahoney (1991) ch 9 The self in process (38)
- Video – Levenson: Time-Limited Dynamic Psychotherapy
- Yalom (2002) ch 68-75

April 5  **Developmental therapy: Principles and techniques (112)**
- Marquis (2008) ch 4 (42)
- Mahoney (1991) ch 10 Principles of developmental psychotherapy (35)
- Mahoney (1991) ch 11 Selected techniques for encouraging psychological development (35)
- (optional; this is a chapter of 2 case studies): Marquis (2008) ch 7 (70)
12 **Contextualism, intersubjectivity and diversity in counseling** (88) (IV.H.3).
- Orange, Atwood, & Stolorow (1997): Thinking and working contextually (23)
- Stolorow, Atwood, & Orange (2002): Perspective realism and intersubjective systems (22)
- Mahoney & Marquis (2002): Integral constructivism and dynamic systems in psychotherapy processes (18)
- (optional) Ivey (1995): Psychotherapy as liberation: Toward specific skills and strategies in multicultural counseling and therapy (18)
- (optional) Yalom (2002) ch 14-32 (56)
- **Integral Analysis due**

19 **Experiential approaches** (77)
- Mahoney (1991) ch 8 Emotional process and human experience (35)
- Fosha (2000): Affect and transformation (20)
- Fosha (in press) The activation of affective change processes in AEDP (22)
- Video – Fosha demonstrating AEDP

26 **More exploration of psychotherapy integration** (72) (IV.H.1 and IV.H.2).
- Stricker (1993) ch 37: The current status of psychotherapy integration (12)
- Yalom (2002) ch 63-67 (13)
- **Final Paper due**

May 3 **Final class meeting; Closing** (65)
- Mahoney (1991) The personal experience of change (30)
- Mahoney (2003) Ch 11: Being human and a therapist (handout) (17)
- Mahoney (1991) Epilogue (1)

Other videos we could potentially watch and discuss:
- Video – Greenberg: Process Experiential Therapy/ depression
- Video – Bugental: Existential-Humanistic Psychotherapy
• Video – Norcross: Prescriptive Eclectic Therapy

***The professor reserves the right to modify these guidelines in order to promote optimal learning opportunities***
<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Learning Objective</th>
<th>Observable Outcome</th>
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<tr>
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<tr>
<td>IV. G. 1.</td>
<td>Knows the major counseling theories, including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, and ethical/legal considerations.</td>
<td>Weekly reflection papers that entail highlighting key points in the readings regarding the major counseling theories, including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, and ethical/legal considerations; followed by a critical reflection upon the underlying assumptions and implications of issues</td>
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<td>Counseling - Knowledge</td>
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<td>IV. G. 2.</td>
<td>Understands various methods for evaluating counseling effectiveness</td>
<td>Weekly reflection papers that entail highlighting key points re: the effectiveness of counseling, followed by a critical reflection upon the underlying assumptions and implications of the methods and methodologies used to evaluate effectiveness</td>
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<td>Counseling - Knowledge</td>
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<td>IV. G. 3.</td>
<td>Understands the research base for existing counseling theories</td>
<td>Weekly reflection papers that entail highlighting key points re: what approaches appear to be effective with what types of people, with what types of disorders, under what circumstances. In addition, part of the term paper includes a section on the research base of the approaches you address in your paper</td>
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<td>Counseling - Knowledge</td>
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<td>IV. H. 1.</td>
<td>Demonstrates a personal theoretical orientation that is based on a critical review of existing counseling theories</td>
<td>A final scholarly “term” paper addressing your (or an) approach to counseling integration.</td>
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<td>Counseling – Skills and Practices</td>
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<td>IV. H. 2.</td>
<td>Demonstrates effective application of multiple theories</td>
<td>A final scholarly “term” paper addressing your (or an) approach to counseling integration.</td>
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<td>Counseling – Skills and Practices</td>
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<td>IV. H. 3.</td>
<td>Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings</td>
<td>Integral analysis assignment.</td>
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<td>Counseling – Skills and Practices</td>
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EDU 555: ADVANCED THEORY, RESEARCH, AND PRACTICE

WEEKLY REFLECTIVE PAPERS RUBRIC (IV.G.1, IV.G.2, IV.G.3)

STUDENT NAME ________________________________

In your weekly reflective papers, you should demonstrate the ability to:

- Ask and ponder relevant and meaningful questions
- Follow a course of thinking, hopefully leading to some increase in awareness or knowledge – both theoretical and practical
- Demonstrate thinking that goes beyond the surface of issues or problems
- Make connections between what is discussed in class, readings, life experiences, and practice sessions in class
- Demonstrate graduate-level writing which is focused, well-organized and uses standard English conventions

n/o = Not Observable  1 = Insufficient  2 = Emergent/needs improvement  3 = Basic proficiency  4 = Outstanding

CHARACTERISTICS OF A REFLECTIVE PAPER:

n/o 1 2 3 4 - Demonstrates a deep understanding of the topics covered in each week’s readings. Student is able to identify, and raise questions about concepts he/she does not fully understand and draws upon course readings and class discussions to propose answers. Student is able to reflect upon his/her own process of thinking and learning.

n/o 1 2 3 4 - Reflective papers are well-written and organized. The topic of the writing is clearly identified and focused throughout. There are very few or no errors in usage or English conventions.

n/o 1 2 3 4 - Discusses and critically reflects upon the counseling approaches covered in any given week, including their strengths and weaknesses, their theoretical bases, applicability to diverse/multicultural populations, and ethical/legal considerations (IV.G.1)

n/o 1 2 3 4 - demonstrates an understanding of different methods with which to evaluate the effectiveness of counseling approaches, as well as limitation to traditional EST/evidence-based practice (IV.G.2)

n/o 1 2 3 4 - demonstrates an understanding of the research base for existing counseling theories (IV.G.3)

Overall this assignment is (1 = insufficient  2 = emergent  3 = proficient  4 = outstanding) in meeting the requirement.
EDU 555: ADVANCED THEORY, RESEARCH, AND PRACTICE

INTEGRAL ANALYSIS RUBRIC (IV.H.3)

STUDENT NAME

n/o = Not Observable  1 = Insufficient  2 = Emergent/needs improvement  3 = Basic proficiency  4 = Outstanding

CHARACTERISTICS OF AN INTEGRAL ANALYSIS:

n/o  1 2 3 4  - Provides the general criteria, dynamics and presentation of a disorder/problem from the perspective of the four quadrants

n/o  1 2 3 4  - Provides a case example that you conceptualize from an integral perspective to illustrate how integral theory provides a comprehensive understanding of the problem/disorder (IV.H.3)

n/o  1 2 3 4  - Addresses the case example from the a quadratic perspective

n/o  1 2 3 4  - Addresses the case example for the disorder/problem in the abstract from the perspective of developmental dynamics (levels AND lines)

n/o  1 2 3 4  - Addresses the case example for the disorder/problem in the abstract from the perspective of states of consciousness

n/o  1 2 3 4  - Addresses the case example for the disorder/problem in the abstract from the perspective of types/styles (this is optional)

n/o  1 2 3 4  - Addresses the case example for the disorder/problem in the abstract from the perspective of the self-system

n/o  1 2 3 4  - Identifies how you gathered the data from each of the four quadratic perspectives (this can include questions you asked, any intake or assessment forms you administered, etc. If you didn’t actually assess each quadratic perspective, mention that but also take an educated guess at how factors from each quadrant could be involved)

n/o  1 2 3 4  - Provides the treatment plan you formulated for the person you counseled and conceptualized (the case you conceptualized above) as well as how you would treat someone with similar struggles who is from a diverse population or setting (if the person in your case example is not from a diverse population or setting) (IV.H.3)

Overall this assignment is (1 = insufficient  2 = emergent  3 = proficient  4 = outstanding) in meeting the requirement. (IV.H.3)
EDU 555: ADVANCED THEORY, RESEARCH, AND PRACTICE

TERM PAPER INSTRUCTIONS & RUBRIC (IV.G.3, IV.H.1, IV.H.2)

STUDENT NAME__

n/o = Not Observable  1 = Insufficient  2 = Emergent/needs improvement  3 = Basic proficiency  4 = Outstanding

Basic Description: A scholarly paper addressing an approach to counseling integration. The body of the paper (not including title page or references) should be approximately 15 pages in length (papers that are substantially longer than 15 pgs that are not concisely written will have points deducted). The paper must address theory, research, practice, and include a critique.

This paper may be – and usually is -- submitted as part of your Portfolio Examination.

This paper is intended to help you 1) explore and understand the relationship between your theoretical approach to counseling and its associated practice and research components and 2) further refine the integrative dimensions of your approach. Thus, I encourage and, in fact, require that you think integratively, unless there is an authentic theoretical purist among you (which in my personal and research experience is very rare).

You are expected to integrate theory, research, and practice in your paper. This paper will be evaluated on both content and writing/organization/grammar; and it is expected to be publication-quality. Thus, it is important that you proofread and edit your papers numerous (5-10) times. Regarding organization, I encourage you to consult with the Warner School writing center staff. Papers must be written in APA style (points will be taken off for the grade in this course and it will negatively influence its evaluation in your portfolio if you do not demonstrate APA style/format of writing). If you do not already write in APA format, you will have to spend considerable time with the APA manual 6th edition regarding everything from cover page, running head, headings, margins, reference citations and list, quotations, etc.

P-A-S-S CHART:

PURPOSE: Does this paper convey that the student has mastered the ability to garner and then pass information concerning the subject of counseling theory, research and practice in a clear and concise written manner?  n/o 1 2 3 4

AUDIENCE: Does this paper reflect that it was written with the idea that the intended audience is the “profession of counseling,” in other words, is it academic, formal and professional?  n/o 1 2 3 4

SUBJECT: Is the subject matter of this paper addressing the issue of counseling theory, research and practice with an emphasis on integrative issues? n/o 1 2 3 4

SELF: Does this paper project that the author is perceived as a professional counselor, who is knowledgeable, articulate and who can possibly be perceived as an expert in this particular field? n/o 1 2 3 4

GENERAL CHARACTERISTICS OF ARTICLE: This essay reflects the general characteristics of a Review Article.

n/o 1 2 3 4  - defines and clarifies the topic of focus

n/o 1 2 3 4  - summarizes literature to inform reader of current research and knowledge of subject
n/o 1 2 3 4 - identifies relations, strengths, limitations, contradictions, gaps, and inconsistencies from literature on the topic of focus

n/o 1 2 3 4 - demonstrates a personal theoretical orientation that is based on a critical review of existing counseling theories (IV.H.1)

n/o 1 2 3 4 - demonstrates effective application of multiple theoretical approaches in the student’s own personal integrative approach to counseling (IV.H.2)

n/o 1 2 3 4 - demonstrates the research base for your integrative counseling approach and how that compares to the research base for other widely used counseling theories (IV.G.3)

Overall this paper is (1 = insufficient 2 = emergent 3 = proficient 4 = outstanding) in meeting the above requirements.

Your grade will be based upon:

- Content (how well do you address the Content points, I-V) (60 points)
- Writing (clarity and organization – see Roman Numeral II under APA) (25 points)
- Adherence to APA format (see Roman Numerals I, III, IV & V under APA) (10 points)
- References (you must include information from 6-10 sources, at least 5 of which should be primary sources; if you are not sure what counts as a primary source, consult with me) (5 points)

Content (60 points): You must address all six of the Roman Numerals below and all the bulleted points (they should each have their own heading), and you should address most of the non-bulleted points as well.

I. Introduction (5 points)

II. Philosophical underpinnings (i.e., empiricism, phenomenology) (5 points)

III. Psychological Development (20 points)
- Nature of humans
- Function of psyche
- Structure of psyche
- Role of environment (familial and extrafamilial)

IV. Change Process (15 points)
- Basic principles of change
- Client’s role
  - Motivation to change
  - Capacity to change
  - Responsibility for change
  - Source of resistance
- Counselor’s role
  - Goals of counseling
  - Characteristics of an effective counselor
  - Stages (if any)
  - What constitutes a good therapeutic relationship
  - Assessment (if any)
  - Change strategies (interventions)
  - How to work with resistance

V. Critique (10 points)
• Given that this is the theory/theories with which you most align/resonate, demonstrate your knowledge of its weaknesses, limitations, inconsistencies with research, lack of applicability to diverse populations, etc. (Be sure to address how your approach can be applied to diverse populations in various settings or its limitations in doing so)

• Include any value assumptions that impact your counseling approach, especially if/as they may differ from those of your clients. This includes both values you want to promote (goals to work toward) and those values you want to discourage (i.e., intolerance). What are the bases/justifications for your value orientations?

VI. Conclusion (5 points)

Be SURE to address research on many of the above points (from genetic/environmental influences, to capacity to change, characteristics of effective counselors, effectiveness of various interventions with particular problems, etc) – especially research demonstrating the effectiveness of the application of your integrative approach or the components that you are integrating.


__ I. MANUSCRIPT ELEMENTS:
  ___ Title Page (2.01)
  ___ Author’s Name (byline) and Institutional Affiliation (2.02)
  ___ Introduction (2.05)
  ___ Body/Content of paper (including Philosophical Underpinnings, Psychological Development, Change Processes, Critique)
  ___ Conclusion
  ___ References (2.11)

__ II. WRITING CLARITY AND ORGANIZATION:
  ___ Organization (3.01-3.04) * including Headings
  ___ Continuity in Presentation of Ideas (3.05)
  ___ Smoothness of Expression (3.06)
  ___ Tone (3.07)
  ___ Economy of Expression (3.08)
  ___ Precision and Clarity (3.09)
  ___ Linguistic Devices (3.10)
  ___ Strategies to Improve Writing Style (3.11)
  ___ Reduced Bias of Language (3.12-3.17)
  ___ Grammar and Usage (3.18-3.23)

__ III. THE MECHANICS OF STYLE: This essay has a clear style appropriate to APA
  ___ Punctuation (4.01-4.11)
  ___ Spelling (4.12-4.13)
  ___ Capitalization (4.14-4.20)
  ___ Italic (4.21)
  ___ Abbreviations (4.22-4.30)
  ___ Numbers (4.31-4.38)
  ___ Other (Metrication, Statistical and Mathematical Copy, and Equations see 4.39-4.49)

__ IV. CREDITING SOURCES
  ___ Plagiarism (6.01-6.02)
  ___ Quoting and Paraphrasing (6.03-6.10)
  ___ Citing References in Text (6.11-6.21)
  ___ Reference Lists (6.22-6.26)

__ V. MANUSCRIPT PREPARATION: This essay has been prepared in accordance with APA standards.
My Teaching Manifesto: A Declaration of Interdependence

When I reflect upon my life and contemplate the people who have most influenced me, I am struck by how many of them have been my teachers. I truly consider teaching to be a sacred profession – one with great privilege and, therefore, great responsibility. I feel fortunate to be an educator, and I will strive to bring my enthusiasm and passion for learning and inquiry into each lecture, class discussion, and dialogue with students. My goals are to guide, to inspire, and to be present in a way that communicates my respect for the process of inquiry, the role of community and dialogue in the learning process, and the importance of maintaining a humble sense of awe and wonder at the entire venture. To this end, I want to make my perspectives on teaching and learning explicit, so that we may discuss them and you may help me remain accountable to my intentions and commitments as a teacher. What I teach is powerfully influenced by my own continual learning and I attempt to learn from my students each time that I teach them.

My philosophy of teaching is fundamentally a perspective on learning and development - and all learning and development require a journey beyond that which is comfortably known or assumed. If the journey goes too far or proceeds too quickly, the learner may become lost and may retreat or become discouraged by the process. If the journey is too small or too slow, the learner may become bored or disengaged from the quest. When the journey affords an optimal dose of “developmental frustration” – the appropriate balance of what can be assimilated and what must be accommodated – people can explore the edges and horizons of new lessons and, hopefully, integrate them in a manner that enriches and expands their conceptual base camp. I believe that, optimally, this process continues endlessly, helping us lead actively-engaged, dynamic and ever-developing lives.

I will strive to create a community of inquiry in which all members, including myself, recognize the intersubjectivity between themselves, as well as the interdependence of teaching and learning. Thus, I encourage all of us to continually re-examine our embeddedness within various contexts, hopefully creating a space in which, and from which, we may shed more light upon our tacit and overly-conservative commitments to keep our thinking and understanding at its present level and order.

I hope to intentionally foster a feeling of safety and a willingness to take risks, which depends, in part, upon our capacities to respect differences of all kinds. Learning always involves novelty and expansion. Thus, we must be willing to renounce our grasping to our old ordering processes, even though they offer security by reinforcing the illusion that we “have the answers.” Practicing this, I hope to continually develop my pedagogical abilities such that I do not teach simply as a dispenser of information or “beacon of knowledge.” Rather, I desire to explore transformational learning experiments from first-, second-, and third-person perspectives and methodologies.

I hope to genuinely honor as many different views as possible, exploring their strengths as well as their limitations. I will strive to model openness and receptivity to critical feedback - especially regarding my assumptions and commitment to Integral theory and other disciplines to which I subscribe. Consistent with my commitment to Integral/pluralistic inquiry, I aspire to honor body, mind, and spirit as they manifest in self, culture, and nature. I hope to communicate this intention with a variety of exercises and practices for first-, second-, and third-person experiences.
I want all of us to give and receive feedback – both positive and constructive/critical – throughout the semester. This class is designed not only for you to learn specific content, but also to further your critical thinking skills. Thus, I will challenge you in class, but I will challenge your intellectual views and how you support them with varying forms of evidence and warrant – not you personally. As such, I will ask you to support or justify your views and practices. I hope that both my communicative skills and your attitude toward learning allow you to not receive or perceive my challenges as personal. I have provided you with my intentions so that you may give me feedback as to how I am living up to my goals. In return, I hope that you make commitments of your own regarding your processes of inquiry and learning.

Perhaps the following can serve as a guide for your own intentional commitments:

I hope that our experience together will be a catalyst for your own personal development. Such development always requires some discomfort and frustration. Thus, I am asking that you not run away from material or challenges that do not “fit” with your worldview. Whenever something strikes you intensely, I encourage you to reflect upon your reactions to it, as well as the material itself, rather than quickly discounting it. Avoiding the frustrating aspects of learning is, truly, an abortion of our own development. Instead of being preoccupied with “truth” and the “answers,” I want all of us to become much more interested in the process of continual inquiry – the art and science of asking, considering, and pondering important and relevant questions. Rather than settle for premature claims to truth, let us quest together, wary of overly simplistic answers and thinking. Together, we can discover more inclusive, encompassing, and compassionate ways of being, both within ourselves, and with one another.

I feel privileged to be a teacher of yours and I hope that our work together will communicate both the excitement and humility with which I approach this endeavor.

Sincerely,

Andre Marquis, Ph.D.