



RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION & HUMAN DEVELOPMENT
Department of Counseling, Educational Leadership & School Psychology
Syllabus of Record – February 2011

Course: CEP 538: Clinical Practicum I

CEP 538 Faculty fall 08 to fall 10			
	Williams, Joy	Adjunct	CAGS-Mental Health
	Dukes, Thomas	Full time	Ed.D.
	Brabeck, Kalina	Full time	Ph.D.

Prerequisites: CEP 532, matriculation in a graduate program in Counseling and Educational Psychology

Required Texts: Hill, C. (2009). *Helping skills: Facilitating exploration, insight, and action (3rd ed)*. Washington, DC: American Psychological Association.

Blackboard: This course requires you to use Blackboard. All readings outside the text book will be posted on Blackboard. You can access a Blackboard tutorial on-line at:
http://www.ric.edu/studenttoolbox/bb_student_support.htm

Course Description:

This course provides students with the opportunity to develop their counseling skills to learn the fundamental components of the helping relationship and process. Students will practice their counseling skills through role-plays, class presentations, and individual counseling sessions. Counseling experience is offered under supervisory laboratory conditions, with emphasis on observation and evaluation in a laboratory-seminar sequence. Closed circuit TV, tape recordings, transcripts, and process notes will be used (as long as technology is available).

Relationship of Course to Program:

This course is required of all graduate students in the M.A. programs in Counseling and School Psychology. It is a central component of the program's goal to develop skilled and sensitive professional counselors and Reflective Practitioners.

Relationship to Conceptual Framework and Feinstein School of Education and Human Development (FSEHD): This course builds on a solid conceptual framework of counseling theory believed to be essential for emerging reflective practitioners. This course transmits and transforms this conceptual framework into a professional helping process that is responsive to the diverse global population emerging in the 21st century. Through mutual incorporation of the Reflective Practitioner Model, students will broaden their knowledge base and develop a culturally sensitive professionalism. The instructor will plan varied learning experiences and implements them in a dialogue fashion. The ongoing performance assessment of the learning process will enable the instructor to improve the overall learning experience and its relationship to the mission of the FSEHD.

This course will examine the following questions:

- What are the essential components of the counseling process?
- What various verbal and nonverbal strategies can I use to best understand clients?
- What various functions do questions serve in the counseling process?
- What are my strengths as a counselor? What areas require further attention?
- What client factors predict a positive counseling outcome?
- What counselor factors predict a positive counseling outcome?
- What are the risks and benefits of counseling?

- How can counseling best meet the needs to multicultural populations?
- How do you evaluate the effectiveness of counseling?
- What self-help and internet resources are available today and are they effective?
- How do we best integrate research with practice?
- What is my own personal model of counseling and philosophy of change?

Course Objectives:

<u>Course Learning Objectives</u>	<u>SPA</u>	<u>Conceptual Framework: Advanced Competencies</u>
1) Develop a counseling style that reflects a solid conceptual framework and a flexibility to establish positive rapport with diverse clients	CACREP Standards 1, 5; Curricula Domain C	Knowledge Practice Diversity
2) Develop sensitivity and responsiveness to diverse client populations and diverse counseling issues/ problems	CACREP Standards 2, 5; Curricula Domain A, C	Knowledge Practice Diversity
3) Become conversant with a variety of counseling techniques and approaches used to establish effective working relationships with multicultural populations	CACREP Standards 2, 5; Curricula Domains A, C	Knowledge Practice Diversity
4) Demonstrate basic counseling skills such as emphatic listening, reflecting, responding, clarifying, and treatment planning via audio and/or video-taped counseling sessions and classroom exercises	CACREP Standards 1, 5; Curricula Domain A, C	Knowledge Practice
5) Expand knowledge base of technology and Internet resources and how these may be applied to practical problems in varied counseling situations	CACREP Standard C; Curricula Domain B	Knowledge Practice
6) Become familiar with psychotherapy process and outcome research and how these findings may impact the practice of counseling	CACREP Standard 5; Curricula Domain C	Knowledge Practice
7) Become familiar with factors that may contribute to biases in the counseling process	CACREP Standards 3, 5; Curricula Domains A, C	Knowledge Practice Diversity
8) Develop a personal philosophy of counseling which is sensitive to diversity and global perspectives in the emerging counseling field	CACREP Standards 1; Curricula Domains C	Knowledge Practice Diversity Professionalism

Course Requirements (explained in detail below):

1. Counsel and audio-tape counseling sessions with a client for 5 sessions.
2. Complete a written critique for each session (total = 5 written critiques).
 - a. Meet individually with instructor for one meeting of one-on-one supervision that will focus on one portion of one tape (hand in written critique but not the tape for this session).

- b. Present one part of one taped sessions in class (hand in written critique but not the tape for this session).
 - c. Submit the remaining 3 tapes to the instructor, each accompanied by a written critique.
3. Compile a list of internet-based resources for your client.
 4. Submit 3 reflection papers.
 5. Submit a final paper.
 6. Attend and participate in all classes.
 7. Counsel in class through various role play exercises (some of which will be recorded via closed circuit TV if technology is available).
 8. Complete readings by the day they will be discussed.
 9. Complete all assignments in a professional and timely manner; any late assignments turned in 1-2 days after due date will be penalized in the following manner: A becomes A-, A- becomes B+, etc. Papers turned in more than 2 days late will drop one whole grade: A becomes B, A- becomes B-, etc. Please consult with instructor beforehand if you have a valid reasons for handing in an assignment late.

1. **Counsel and audio tape outside client for 5 sessions (Handed in tapes = 45%).**

- a. Students will conduct **5 counseling sessions** with a volunteer client. Guidelines for selecting this volunteer client, as well as informed consent procedures, will be discussed in class. For **EACH** counseling session, students will complete a write-up. (Hence, 5 counseling sessions = 5 write-ups. See below for the format of the write-ups.)
- b. All students will submit **Tape 1** to the instructor, along with write-up (see below for write-up format).
- c. **Tape 2** will be used for one-on-one supervision with instructor. Write-up for Tape 2 (see below for write-up format) will be submitted to instructor and the tape will be reviewed along with instructor. These meetings will occur during the month of March. (See guidelines for individual supervisory meetings below.)
- d. Students will sign up to present EITHER **Tape 3 OR Tape 4** to the class (see guidelines for Tape Presentation below). The presented tape will not be handed in, but a write-up for the presented tape will be handed in. The tape that is not presented will be handed in, along with write-up (see below for write-up format). (For example: If Student A presents Tape 3, she will not hand in Tape 3 but will hand in a write-up for Tape 3, and she will then hand in Tape 4 and the Tape 4 write-up.)
- e. All students will submit **Tape 5** to instructor, along with write up (see below for write-up format).

Grading for Tapes/Write-ups that are Handed in:

Each tape, along with the written critique that accompanies it, is worth a potential total of 15 points.

Total (15 points x 3 tapes) = 45 points

2. **Guidelines for Written Critique**

A written critique will be completed for EACH of the taped counseling sessions, including those that are presented to the class and used for individual supervision. The written critique for all 5 tapes should be 3-4 pages, typed. The following questions should be answered in short paragraphs:

1. Briefly summarize the content of what was discussed during the session.
2. Identify the techniques (e.g., open-ended questions, reflecting, other specific interventions) you used and explain your rationale for using these techniques. Note whether the client seemed responsive to these interventions and what evidence you have to support this.
3. Describe the times when you felt “stuck” with the client and explain.
4. Identify your strengths and areas for growth in this sample.
5. Identify goals for yourself for next session, i.e., specific things you want to work on as a counselor.

3. **Individual one-on-one supervision of Tape 2 with Instructor (10%)**

All students must schedule a **30 minute appointment** outside of class time with the instructor to evaluate the student's counseling skills and perceptions of the counseling process. During this meeting, a short segment of Tape 2 will be reviewed. These meetings will be scheduled during the month of March. **The student should come prepared with:**

1. Write-up to hand in.
2. Keyed up section(s) of tape to be discussed with instructor.
3. Thoughts on the process of counseling, your relationship with the client, your client's dynamics, and your strengths and areas for growth as a counselor.
4. Specific supervisory questions.

4. **Tape Presentation of Tape 3 or 4 (10%)**

Students will present one of their audio-taped sessions in class. This tape will not be handed in, but a written critique will be submitted to the instructor. Students will sign up in class for the tape they would like to present; students can present Tape 3 or Tape 4. Students will sign up for presentation dates in class. For the presentation, students should select a 5-10 minute segment of the session to present. Students will provide a brief summary of the presentation to the other students. The summary should cover the following:

- Presenting "problem": *What issue does the client introduce as the focus of counseling?*
- Precipitating events and relevant history: *What events led up to the issue/symptom/problem that prompted the client to seek counseling? Note any relevant aspects of the client's history.*
- Overview of meeting(s): *Briefly discuss the work you have been doing with the client and issues that have arisen in the treatment. Contextualize the taped segment we are about to hear.*
- Supervision issue(s): *Ask the class at least THREE SPECIFIC supervision question(s) that arise from your work with this client and the selected portion of tape.*

Following the summary above and the playing of the tape segment, there will be a period of group supervision/discussion. This time is allotted for other students to comment on what they noticed as strengths and areas for attention from the tape, as well as to respond to the presenter's supervision questions.

Suggested timeline for presentation:

- Case summary and presentation of supervision questions: 5-10 minutes
- Tape playing: 5-10 minutes
- Group discussion/peer supervision: 15-20 minutes

5. **List of Internet-based Resources for Client (5%)**

Based on the client's presenting problem(s), each student counselor will prepare a list of internet-based resources to give to their client at the fifth counseling session. The list should include a minimum of **5 resources**. The format for the list should be: 1) Name of resource, 2) Web link, and 3) 3-4 sentence explanation of the resource.

For example, if the client's presenting problem is "test anxiety," the following resource might be included on the list:

Test Anxiety Tips

<http://www.testanxietytips.com/>

This website offers a definition of test anxiety and information about what causes and what exacerbates test anxiety. It contains links to several strategies to reduce test anxiety, including ways to take care of one's self through diet and exercise to minimize test-related stress. This website also provides suggestions for where one might find help to reduce one's test anxiety.

This list will be submitted to the instructor for review BEFORE it is given to the client. Please remember to carefully screen the web-based material you suggest.

6. **In-Class Counseling and Participation (5%)**

Students are expected to attend and participate in every class. Students will complete in-class role-plays. Some of these may be recorded via closed circuit TV if technology is available.

7. Reflection Essays (15%)

Students will complete three reflection essays. These will not be graded, but they are required for the course. If a student's essay is insufficient for the assignment, the instructor will contact the student individually. The assignments will consist of short (i.e., 2-3 pages typed) essays. These essays will give students a chance to read and respond to supplemental readings. These readings address different issues in counseling, and are intended to provide students with the opportunity to examine the class concepts in greater detail or to explore topics that may not be covered in class. All readings are available on Blackboard. See the syllabus for exact due dates.

For each essay, answer the following questions:

1. What is the main thesis of the article? Summarize the article's key points.
2. What parts of the article do you most agree with?
3. What parts of the article do you most disagree with?
4. What questions did the article raise for you?

Essay One Article:

Tallman, K. & Bohart, A.C. (1999). The client as common factor: Clients as self-healers. In M. Hubble, B. Duncan, & S. Miller (Eds.) *The heart and soul of change* (pp. 91-131). Washington, DC: American Psychological Association.

Essay Two Article: Choose ONE of the following:

Bartoli, E. & Pyati, A. (2009). Addressing clients' racism and racial prejudice in individual psychotherapy: Therapeutic considerations. *Psychotherapy: Theory, Research, Practice, Training*, 46, 145-157.

Eder, K.C. & Whiston, S.C. (2006). Does psychotherapy help students? An overview of psychotherapy outcome research. *Professional School Counseling*, 9, 337-343.

Goldfried, M.R. (2000). Reflections of a scientist-practitioner. In S. Soldz & L. McCullough (eds.) *Reconciling empirical knowledge and clinical experience: The art and science of psychotherapy* (pp. 17-31). Washington, DC: American Psychological Association.

Hill, C., Stahl, J., & Roffman, M. (2007). Training novice therapists: Helping skills and beyond. *Psychotherapy: Theory, Research, Practice, Training*, 44, 364-370.

Ladany, N. (2007). Does psychotherapy training matter? Maybe not. *Psychotherapy: Theory, Research, Practice, Training*, 44, 392-396.

Westen, D. (2007). Discovering what works in the community: Toward a genuine partnership of clinicians and researchers. In S. Hoffman & J. Weinberger (eds.) *The art and science of psychotherapy* (pp. 3-29). Washington, DC: American Psychological Association.

Essay Three Article: Choose ONE of the following:

Bedi, R.P., Davis, M.D. & Williams, M. (2005). Critical incidents in the formation of the therapeutic alliance from the client's perspective. *Psychotherapy: Theory, Research, Practice, Training* 42, 311-323.

Bugas, J. & Silberschatz, G. (2001). How patients coach their therapists in psychotherapy. *Psychotherapy: Theory, Research, Practice, Training*, 37, 64-70.

Castonguay, L.G., Boswell, G.F., Constantino, M.J., Goldfried, M.R., & Hill, C. (2010). Training implications of

harmful effects of psychological treatments. *American Psychologist*, 65, 34-49.

Castonguay, L.G., Constantino, M.J. & Holtforth, M.G. (2006). The working alliance: Where are we and where should we go? *Psychotherapy: Theory, Research, Practice, Training*, 3, 271-279.

Skovholt, T.M. (2001). The elevated stressors of the novice practitioner. In T.M. Skovholt, *The resilient practitioner: Burnout prevention and self-care strategies for counselors, therapists, teachers, and health professionals* (pp. 55-75). Boston: Allyn & Bacon.

Wampold, B .E., Lichtenberg, J.W., & Waehler, C.A. (2002). Principles of empirically supported interventions in counseling psychology. *The Counseling Psychologist*, 2, 197-217.

Zedlow, P. (2009). In defense of clinical judgment, credentialed clinicians, and reflective practice. *Psychotherapy: Theory, Research, Practice, Training*, 46, 1-10.

8. Final Paper (10%)

A final paper, 5-7 pages, will be submitted at the end of the semester. This paper will address the following questions:

1. What have I learned about my style as a counselor?
2. What have I learned about my strengths as a counselor?
3. What have I learned about areas in my counseling that need further attention?
4. What have I learned about my personal theory of counseling and change? How has it changed as a result of this counseling experience?

Final Grading Composed of:

Handed in taped sessions with write-ups = 45%

One-on-one supervision with instructor: 10%

Tape Presentation = 10%

List of Internet Resources for Client: 5%

In-class participation = 5%

Reflection essays = 15%

Final paper = 10%

Total = 100%

Handing in Assignments

With the exception of the tapes and tape write-ups, all assignments will be turned in via Blackboard. They MUST be attached as a Word Document. (Do NOT copy and paste or directly type text into the dialogue box.) In order to submit an assignment via Blackboard, follow the steps detailed at:

http://www.ric.edu/toolbox/BB9/assignments/Student_Submitting_Assignment.pdf

Assignments that should be handed in via Blackboard are: 3 reflection papers, internet resource list, and final paper.

Rhode Island College
CEP 538: Clinical Practicum I
Spring 2011
Artifact Scoring Rubric

Name: _____

Date: _____

Individual Counseling Sessions

Below Standard

Meets Standard

Exceeds Standard

<ul style="list-style-type: none"> <input type="checkbox"/> Vague Opening Skills <input type="checkbox"/> Minimal or Ineffective Questioning Skills <input type="checkbox"/> Minimal Reflecting Skills <input type="checkbox"/> Minimal Empathy Skills <input type="checkbox"/> Poor/Weak Listening Skills <input type="checkbox"/> Judgmental and weakly Supportive stance toward client <input type="checkbox"/> Unclear discussion of goals <input type="checkbox"/> Vague and weakly implemented counseling techniques <input type="checkbox"/> Session ends abruptly <input type="checkbox"/> Discussion of personal strengths and weaknesses in the process report is weak 	<ul style="list-style-type: none"> <input type="checkbox"/> Adequate Opening Skills <input type="checkbox"/> Adequate Questioning Skills <input type="checkbox"/> Adequate Reflecting Skills <input type="checkbox"/> Adequate Empathy Skills <input type="checkbox"/> Adequate display of Listening Skills <input type="checkbox"/> Non-Judgmental and Supportive stance toward client <input type="checkbox"/> Adequate discussion of goals <input type="checkbox"/> Clear and adequately executed counseling techniques <input type="checkbox"/> Session ends with adequate summary and some continuity with counseling goals <input type="checkbox"/> Discussion of personal strengths and weaknesses in the process report is adequate 	<ul style="list-style-type: none"> <input type="checkbox"/> Highly effective Opening Skills <input type="checkbox"/> Highly effective Questioning Skills <input type="checkbox"/> Highly effective Reflecting Skills <input type="checkbox"/> Effective and high level of Empathy Skills <input type="checkbox"/> Very effective Listening Skills <input type="checkbox"/> Clearly Non-Judgmental and highly Supportive stance toward client <input type="checkbox"/> Clear and coherently integrated discussion of goals <input type="checkbox"/> Well-executed and conceptually consistent implementation of techniques <input type="checkbox"/> Sessions ends with well-articulated summary and clear continuity with counseling goals <input type="checkbox"/> Discussion of personal strengths and weakness in the process report is well-articulated, thoughtful, and thorough.
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Tentative Course Schedule

Date	Topic	Readings/Assignments
January 24	Course Introduction Self-assessment	N/A
January 31	Overview of Helping & 3-Stage Model Introduction to Ethics in Counseling Accounting for Change in Counseling	Chapters 1, 2, 3 Lambert & Barley, 2001
February 7	Exploration Stage Intro Client-Centered Theory Basic Nonverbal Skills	Chapters 4, 5 REFLECTION ESSAY #1 DUE
February 14	Exploration of Thoughts & Feelings	Chapters 6, 7
February 21	Integration of Exploration Skills	Chapter 8 TAPE #1 DUE
February 28	Insight Stage Intro Psychodynamic Theories Challenges & Fostering Awareness	Chapters 9, 10
March 7	Facilitating Insight	Chapter 11
March 14	<i>SPRING BREAK; CLASS DOES NOT MEET</i>	
March 21	Using immediacy Integrating Insight Skills	Chapters 12, 13 REFLECTION ESSAY #2 DUE
March 28	Action Stage Intro Cognitive & Behavioral Theories Goal Setting	Chapters 14, 15 TAPE #3 DUE (Tape Presentations)
April 4	Action through Changing Thoughts: The Dysfunctional Thought Record	Coon & Gallagher-Thompson, 2002 Tompkins, 2002 <i>(Tape Presentations)</i>
April 11	Action through Changing Behaviors: Behavioral Activation Integrating Action Skills	Chapters 16, 17 Hopko, Lejuez, Ruggiero, & Eifert, 2003 TAPE #4 DUE (Tape Presentations)
April 18	Client-Directed Outcome Evaluation Goal-Attainment Scaling & the ORS/SRS	Bringhurst, Watson, Miller & Duncan, 2006 Hurn, Kneebone & Cropley, 2006 REFLECTION ESSAY #3 <i>(Tape Presentations)</i>

Date	Topic	Readings/Assignments
April 25	Diagnostic Assessment while Maintaining the Relationship Suicide Assessment and Intervention	Hilsenroth & Cromer, 2007 Granello & Granello, 2007 INTERNET RESOURCE LIST DUE
May 2	Integrating the Three Stages Termination Final Self-Assessment	Ward, 1984 Chapter 18 TAPE #5 DUE
May 9	<i>CLASS DOES NOT MEET; FINAL PAPER DUE BY 6:45PM</i>	

** A note on due dates: The due dates for the taped sessions are approximations. It is understood that students have to accommodate both their own and their clients' schedules in order to meet these due dates. If a student requires an extension of the due date due to scheduling difficulties, he/she should speak to the instructor individually. If students complete their tapes before the due date, they are encouraged to hand them in as soon as they are ready. Students should schedule their sessions with clients such that they have enough time to receive feedback from instructors on one session before proceeding to the next.*

Feinstein School of Education and Human Development
Requirement for Students Working with Children/Youth

A current Background Criminal Investigation (BCI) is required for all individuals who are enrolled in the Feinstein School of Education and Human Development courses that require contact with children/youth. A current, valid copy of the original BCI must be in your possession anytime you are in a school setting.

You must also submit a copy to:
Office of the FSEHD Dean
Rhode Island College
105 Horace Mann Hall
Providence, RI 02908

More information is on the RIC website at <http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/>

STUDENTS WITH DISABILITIES

Rhode Island College is committed to making reasonable efforts to assist students with documented disabilities. If you are seeking reasonable accommodations under the Americans with Disabilities Act, and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office in Craig-Lee Hall Room 127 (456-8061). To receive accommodations, please obtain the proper forms from the Student Life Office and meet with me at the beginning of the semester.

ACADEMIC HONESTY STATEMENT

Students in this course are expected to abide by the principles of academic honesty. Students who willfully violate these principles (e.g., by cheating on examinations and assignments, plagiarizing, altering or changing records, etc.) cheat themselves, destroy any presumption of personal integrity, and degrade the value of education. It is especially important that all students understand the nature of plagiarism, for their written work will be judged rigorously for honesty. There are various forms of plagiarism of which the following are most common:

- 1. Word-for-word plagiarism:** This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (book, magazine or newspaper article, unpublished paper or thesis) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work within your paper use of quotation marks.
- 2. Patchwork plagiarism:** This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.
- 3. Unacknowledged paraphrase:** It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference with the text of the paper.
- 4.** Many facts, ideas, and expressions are common property and need not be acknowledged, (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "A rolling stone gathers no moss," or "New York-It's a great place to visit, but I wouldn't want to live there"), to acknowledge indebtedness.

(Note: The above paragraphs are based largely on D. Sears, Harbrace Guide to the Library and the Research, p. 39). It is especially important that all students understand the nature of plagiarism; for further explanation, see Sears, Harbrace, *Guide to the Library and Research paper*. Student Handbook, pg 35

- 5. Self-plagiarism:** Unauthorized multiple submissions of work for credit is a form of academic dishonesty. It occurs when a student, who has not been given permission to do so, submits for academic credit work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s),

and only when the student acknowledges the multiple submission in the work itself. *Adopted by the Rhode Island College Council, spring 2006.*

A student who commits academic dishonesty will incur one of the following penalties depending on the severity of the infraction:

1. A low or failing grade on the assignment in which the offense occurred.
2. An additional assignment.
3. Reduction of the final grade up to and including course failure
4. Any combination of the above.

Students who willfully violate the principles of academic honesty (e.g., through cheating on examinations or assignments, plagiarism [see below], altering or changing records, etc) are subject to consequences ranging from an effect on their grade to academic probation or expulsion depending on the seriousness of the act. Any student accused of academic dishonesty may appeal to the Board of College Discipline.

COMPUTER LABS ON CAMPUS

http://www.ric.edu/uss/facilities_labs.php

Internet Resources

American Mental Health Counselors Association: **www.amhca.org**
 American Counseling Association: **www.counseling.org**
 American Psychological Association: **www.apa.org**
 American Psychological Society: **www.psychologicalscience.org**
 American Psychiatric Association: **www.psych.org**
 Association for Advancement of Behavior Therapy: **www.aabt.org**
 Department of Counseling & Educational Psychology Web Site: www.ric.edu/cep
 Guide to Beneficial Psychotherapies: **www.apa.org/divisions/div12/rev_est**
 Herbert Benson's Mind-Body Clinic: **www.mbmi.org**
 Institute for the Study of Therapeutic Change: **www.talkingcure.com**
 Society for Psychotherapy Research: www.psychotherapyresearch.org
 Therapy Resources: **Psychotherapistresources.com**

Sample Therapy Journals:

American Journal of Psychoanalysis
 American Journal of Psychotherapy

Behavior Therapy

Individual Psychology (Adlerian Psychotherapy)

Journal of Child Psychotherapy

Journal of Clinical Psychology: In Session
 Journal of Cognitive Psychotherapy
 Journal of Contemporary Psychotherapy
 Journal of Counseling Psychology
 Journal of Counseling and Development
 Journal of Family Psychotherapy
 Journal of Integrative and Eclectic Psychotherapy
 Journal of Marital and Family Therapy
 Journal of Mental Health Counseling
 Journal of Multicultural Counseling and Development
 Journal of Psychotherapy and Independent Practice
 Journal of Psychotherapy Integration
 Journal of Psychotherapy Research
 Journal of Psychotherapy Research and Practice
 Journal of Rational Emotive and Cognitive Behavior Therapy
 Journal of Reality Therapy
 Psychotherapy: Theory, Research, Practice, Training
 The Counseling Psychologist
 The Psychotherapy Patient
 Transactional Analysis Journal