

CHICAGO STATE UNIVERSITY

I. Counseling 5755 - Treatment Planning and Advanced Counseling Applications

II. Instructor:

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III. Attendance Policy

Attendance is required at all classes. If you must be absent from class notify the instructor before the class meeting time. Points will be taken from work turned in late. This class is highly interactive. Students will be expected to participate in group activities and class discussions. **Two unexcused absences will be allowed.** More than two unexcused absences will result in grade reduction and possibly administrative withdrawal from the course per CSU attendance guidelines. Note: Although a student may be administratively withdrawn from a class, students should initiate withdrawal when unable to successfully complete a course.

IV. ADA policy

Students with diagnosed learning disabilities, or physical disabilities that interfere with learning, are strongly urged to register each semester with the CSU abilities office (SUB 190, x4410). Services may be requested at any time but are not retroactive. The College of Arts and Sciences and the Department of Psychology are strongly committed to taking all reasonable steps to ensure that our students are able to work to their fullest potential. The Abilities Office provides services for all students in attendance at Chicago State University with verified disabilities. Please direct all requests for accommodations due to a disability to the Abilities Office: (773) 995-4401. The Office is located in the Student Union Building, Room 198.

V. Course Prerequisites: Psych 5600 or 5611 or concurrent enrollment in the same and admission to the Master's Degree Program.

VI. Conceptual Framework:

The College of Education's conceptual framework serves as the model for preparing all candidates to succeed in helping all urban children learn. This preparation is characterized and distinguished by five core themes: (1) **partnerships** with the education community; (2) **assessments** of teaching and learning that are consistent and frequent; (3) **contextualized**

teaching experiences; (4) **technology**-integrated curricula and instructional delivery and (5) **standards**-based teaching and learning. This course provides a basic foundation upon which an understanding of counseling theory can promote the learning process for youth.

Department Mission

The mission of the Counseling Graduate Program is to produce highly qualified graduates equipped to serve the complex counseling needs in the urban setting with specific emphasis on addressing the needs of urban youth and their families. This mission is generated from the belief that counselors equipped to deal with the more difficult problems in large cities will also be effective in other, less challenging settings.

VII. Course Description:

Covers integration of diagnostic assessment, biopsychosocial model, history, treatment format and planning, and evaluation of treatment effectiveness. Introduces students to psychopharmacology, crisis intervention, trauma counseling (for individuals, groups, organizations, and communities), and emergency preparedness.

VIII. Method of Instruction:

Course will include: didactic lectures, course discussion, review of videotaped examples of psychopathology, review of documents and films posted on Moodle, research paper instruction and review of integration of evidence-based practice in paper and clinical work

Use of Technology:

Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via Moodle (the CSU online learning system located at www.csu.edu), open attachments, and conduct a library search online. The CSU Moodle will be used to make announcements, post lecture notes, course documents, videos, and assignments. Email will be used to send messages to the class and to individual students. As such, it is your responsibility to ensure that you have access to Moodle and your email account as messages will be sent to the account on file with the university. In the event that you have problems with accessing either Moodle or your email account, contact Academic Computing as soon as possible. If you do not utilize your university email account, Academic Computing can assist you in having your messages forwarded to the address of your preference.

IX. Program Objectives met in this Course (*italicized*):

1. Integrate knowledge of human growth and development into the diagnostic and counseling process.
2. Appropriately use counseling assessment, research, and evaluation protocols.
3. Use the analysis of the dynamics of the helping relationship in the counseling process.
4. Prepare and utilize effective educational and career planning in school/clinical mental health counseling settings, including settings with the complex challenges of urban youth, families and communities.
5. *Effectively respond to professional and ethical issues.*
6. *Implement an appropriate plan of intervention to use in effectively teaching and counseling clients, including urban youth.*

7. *Appropriately respond to social and cultural issues in school/clinical mental health counseling settings.*
8. Integrate counseling knowledge and skills into effective performance as a school/clinical mental health counselor.
9. Effectively coordinate services with other professionals in the school/clinical mental health counseling setting.

X. Course Objectives and Assessments/Student Outcome Measures

	Course Objectives: At the conclusion of this course, students will be able to:	Standards CACREP = Council for Accreditation of Counseling and Related Educational Programs	Assessments/Outcome Measures
1	To understand factors impacting and the difficulty in distinguishing normal from abnormal behavior.	CACREP = 3f	Discussion, Exams. Written Assignments,
3	To understand the major theoretical perspectives underlying the diagnosis and treatment methodologies in the DSM-5 and ICD.	CMH = 2d	Discussion, Exams. Written Assignments,
4	To identify correct diagnostic categories and specific psychopathology/mental disorders by symptom criteria through the use of clinical vignettes and videos.	CACREP = 3f CMH = 2d	Discussion, Exams. Written Assignments,
5	To understand the importance and demonstrate use of appropriate evidence-based (theories, approaches, strategies, and techniques) treatment and outcome assessment for specific disorders.	CACREP = 8a,	Discussion, Exams. Written Assignments,
6	To be able to conceptualize a case and develop a treatment plan.	CACREP =5g	Discussion, Exams. Written Assignments,
7	To understand factors impacting abnormal development including the neurobiology of behavior.	CACREP = 3e	Discussion, Exams. Written Assignments,

8	10. To understand how to differentiate intervention strategies for individuals with exceptional abilities.	CACREP = 3e	Discussion, Exams. Written Assignments,
9	To know the etiology, diagnostic process, nomenclature, treatment (i.e., initiation, maintenance, and termination of counseling), referral, and prevention of emotional and mental disorders.		Discussion, Exams. Written Assignments,
10	To understand the principles of crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	CACREP =5n	Reading, discussions, assignment, exams
11	To know the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	CMH = 1c	Reading, discussions, assignment, exams
12	To demonstrate application of procedures for assessing and managing suicidal risk.	CMH =7c	Reading, discussions, assignment, exams
13	To understand the impact of crisis and trauma on individuals with mental health diagnoses	CMH = 2f	Reading, discussions, assignment, exams
14	To understand how to complete an intake interview, mental status exam, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	CMH = 3a	Reading, discussions, assignment, exams

Professional Standard Sets

- Council for Accreditation for Counseling and Related Educational Programs (CACREP)
<<http://www.cacrep.org>>

XI. Grading Policy

A = 90-100%

B = 80-89

C = 70-79

F = 69-below

A=387-430

B=344-386

C=301-343

D=258-300

F= 299 and Below

Evaluation Criteria

All students are expected to contribute questions, comments, observations, personal views, and relevant experiences to the discussions. The depth and evidence of familiarity of readings will be assessed for the class participation grade. Your overall grade for the course is determined by the following criteria:

1. Theory paper	10 points
2. Case Conceptualization #1 due	75 points
3. Case Conceptualization with treatment plan #2	100 points
4. Outline	25 points
5. Biopsychosocial and Clinical Interview video	150 points
6. Reflective paper	10 points
7. Class Participation Grade	70 points
8. Midterm and Final	60 points

Total 500 points

5 % will be deducted each day the assignment is late. *You may NOT submit a paper that has been or will be submitted for another course.*

Outline: Develop an outline and locate at least five appropriate references for the paper. For the final paper, you will need a total of at least 12 references. At least 10 of these must be from psychological journals. Talk to the CSU reference librarian about how to identify journals and access full-text journals from a computer. You may **NOT** use web sites for references unless they represent a journal, psychological association, NIMH, or similar reputable sites. All sources used in the paper must include references citations for the information presented. When in doubt, have your instructor approve anything from a website. **The outline and first five references are due in class by 2/20/ 2018.**

Recommended Generic Paper Outline (individualize to your disorder)

I. Introduction (Overview of paper topics)

*II. Description of the symptoms – Describe the disorder as well as any theories

explaining what may cause the disorder

*III. Research on demographics of the clinical population with the disorder – including data relating to gender, race, culture, age of diagnosis, etc.

*VI. Outcome Research - What are the evidence-based strategies/interventions for treatment of this disorder? What are the results of any meta-analysis studies? Are these treatments found to be effective with specific populations (if so, which ones)? Are their populations for which any treatment is not recommended ?

V. Summary

***Note:** *Parts II and III can come from books or book chapters. Part IV must come from journal articles or chapters from books on evidence-based strategies (HINT – your text is a great starting point and includes references that may also be helpful.) Don't use websites unless pre-approved by instructor.*

What this paper is NOT –

- A personal story or story of someone else with a disorder

Style: The paper should be written and documented in the style of the American Psychological Association Publication Manual, 6th Ed. A copy of this is available in the reference section of our campus library. All parts of the paper should be double-spaced. Websites with information about APA style are:

<http://webster.comnet.edu/apa/index.htm>

<http://www.uwsp.edu/psych/apa4b.htm>

<http://www.wooster.edu.psychology/apa-crob.html>

The following website describes the changes in the latest edition (6th) of the Publication Style Manual, which was recently published:

<http://www.apastyle.org/learn/tutorials/brief-guide.aspx>

Plagiarism: One significant misconception that students have is that rewriting something is not plagiarism, because “they are putting it in their own words.” However, if the source is not officially acknowledged, IT IS PLAGIARISM. Copying and pasting actually only accounts for small percentage of plagiarism. The majority of plagiarism is a result of text manipulation. Simply stated, plagiarism is using someone’s work without giving the appropriate credit. This can mean several things.

For examples, all of the following are considered plagiarism:

Copying and pasting text from on-line media, such as encyclopedias.

Copying and pasting text from any web site.

Transcribing text from any printed material, such as books, magazines, journals, encyclopedia, and newspapers.

Simply modifying text from any of the sources is plagiarism. For example, replacing a few words, using a thesaurus does not constitute original work.

Using another students’ work and claiming it as your own, even with permission, is academically unethical and is treated as plagiarism.

Any time you quote, summarize, or paraphrase; you must acknowledge the original source. Even if you summarize or paraphrase, you must acknowledge the original source, if you so not directly credit your sources through a citation you are plagiarizing. The above information on plagiarism was taken from the following website. Please refer to this website for more information on plagiarism.

<http://www.hamilton.edu/academics/resource/wc/AvoidingPlagiarism.html>

Cheating/Plagiarism:

A grade of F will be given on any exam or assignments in which a student cheats. A student who is guilty of copying will receive a grade of “F” on that assignment by the instructor. The university policy for plagiarism will be enforced.

NOTE: To assist in the identification of plagiarism, the research papers will be submitted to Turn-it-in through the CSU Moodle section for this class. Turn-it-in identifies sections of papers that are taken directly from sources. Appropriate citations are needed for all such sections or the paper will be considered plagiarized.

Examples of Acceptable Journal Titles:

Adultspan Journal
Counselor Education and Supervision
Journal of Abnormal Psychology
Journal of Abnormal Child Psychology
Journal of Clinical Psychology
Journal of College Counseling
Journal of Counseling and Development
Journal of Behavior
Journal of Counseling Psychology
Journal of Multicultural Counseling and Development
Journal of Substance Abuse
Journal of Addiction
The Journal of Addictions and Offender Counseling
Measurement and Evaluation in Counseling and Development

XII. Required Texts:

1. American Psychiatric Association. (2013). *Desk reference to the diagnostic criteria from DSM 5*. Arlington, VA: American Psychiatric Association.
2. Berman, P.S. (2010). *Case conceptualization & treatment planning integrating theory with clinical practice*. Thousand Oaks, CA: SAGE publications
3. Jackson-Cherry, L., & Erford, B. T. (Eds.). (2013). *Crisis intervention and prevention*. Columbus, OH: Pearson Merrill Prentice Hall.

Supplemental Readings:

American Counseling Association (ACA). (2014). *ACA code of ethics*. Alexandria, VA: Author.

American Counseling Association (ACA). (2016). *What is counseling?* Retrieved from

www.counseling.org/about-us/about-aca

- American Mental Health Counselors Association (ANHCA). (2015). *Code of ethics of the American Mental Health Counselors Association – 2015 revision*. Alexandria, VA: Author.
- American Psychological Association. (2009). *Publication Manual for the American Psychological Association*, 6th Ed. DC: APA Press.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorder (5th ed.)*. Arlington, VA: American Psychiatric Publishing.
- Ametrano, I. M. (2014). Teaching ethical decision making : Helping students reconcile personal and professional values. *Journal of Counseling and Development*, 92, 154-162.
- Aponte, J.F. & Wohl, J. (2000). *Psychological intervention and Cultural Diversity*. Boston, MA; Allyn and Bacon.
- Association for Assessment in Counseling and education. (2012, May). *Standards for multicultural assessment (4th Ed.)*. Retrieved from <http://aarc-counseling.org/assets/cms/uploads/files/AACE-AMCD.pdf>
- Barden, S.M., Conley, A. H., & Young, M. E. (2015). Integrated health and wellness in mental health counseling: Clinical, educational, and policy implications. *Journal of Mental health Counseling*, 37, 152-163.
- Barnett, J. E., & Johnson, W. B. (2015). *Ethics desk reference for counsellors (2nd ed.)*. Alexandria, VA: American Counseling Association.
- Belsey, J. B. (2016). *Experiencing the lifespan (4th ed.)*. New York:, NY: Worth.
- Calhoun, L. G., & Tedeschi, R. G. (Eds.). (2013). *Handbook of post traumatic growth*, New York, NY: Routledge.
- Castillo, L. G., Brossart, D. F., Reyes, C. J., Conoley, C. W., & Phoummarath, M.J. (2007). The influence of multicultural training and perceived multicultural counseling competencies and implicit racial prejudice. *Journal of Multicultural Counseling and Development*, 35, 4, 243-254.
- Chi Sigma Iota (CSI). (2016). *About CSI*. Retrieved from https://www.csi-net.org/?page=About_CSI

- Colangelo, J. J. (2009). The American Mental Health Counselors Association: Reflection on 30 historic years. *Journal of Counseling and Development, 87*, (2), 234-240.
- Cooper, J. (2014). Essential crisis intervention skills. In L. R. Jackson-Cherry & B. T. Erford (Eds.), *Crisis assessment, intervention, and prevention (2nd ed.)*, pp. 67-84). Upper Saddle River, NJ: Pearson.
- Comas-Diaz, L., & Greene, B. (1994). *Women of color: Integrating ethnic & gender identities in psychotherapy*. Guilford Publications.
- Corey, G. (2016). *Theory and practice of group counseling (9th ed.)*. Boston, MA: Cengage.
- Daniels, M. J., Thompson, E. S., & Wolf, C. P. (2017). Program evaluation. In C. J. Sheperis, J. S. Young, & M. H. Daniels, (Eds.), *Counseling research: Quantitative, qualitative, and mixed methods* (pp.301-316). Hoboken, NJ: Pearson.
- Davis, L. (1998). *Working with African-American Males*. CA: Sage Publication.
- Gladding, S. (2004). *Counseling: A comprehensive profession*. Upper Saddle River, NJ: Pearson/Merril Prentice Hall.
- Day-Vines, N. L., & Terriquez, V. (2008). A strengths-based approach to promoting prosocial behavior among African American and Latino students. *Professional School Counseling, 12*, 170-175.
- Huber, C.H., & Savage, T.A. (2009). *Promoting research as a core value in master's-level counselor education. Counselor Education & Supervision, 48*, (3), 167-178.
- Hays, D. G. (2008). Assessing multicultural competence in counselor trainees: A review of instrumentation and future directions. *Journal of Counseling and Development, 86*, (1), 95-101.
- Jackson, S. (2009). *Research methods and statistics*, (3rd ed.) Belmont, California: Wadsworth.
- James, R. K., & Gilliland, B. E. (2017). *Crisis intervention strategies (8th ed.)*. Boston, MA: Cengage learning.
- Kettner, P., Moroney, R., & Martin, L. (1999). *Designing and managing programs: An effectiveness-based approach*. CA: Sage Publications.

- Lambie, G. W., Sias, S. M., Davis, K.M., Lawson, G., & Akos, P. (2008). A scholarly writing resource for counselor educators and their students. *Journal of Counseling and Development, 86*, (1), 18 - 25.
- MacCluskie, K.C. & Ingersoll, R.E. (2001). *Becoming a 21st century agency counselor: Personal and professional explorations*. CA: Brooks/Cole.
- Martz, E. (2001). Expressing counselor empathy through the use of possible selves. *Journal of Employment Counseling, 38*, 128-133.
- McGoldrick, M., Preto, M. A. G., & Carter, B. A. (2016). *The expanding family life cycle: Individual, family, and social perspectives (5th ed.)*. Hoboken, NJ: Pearson.
- Norcross, J. (2010). The therapeutic relationship. In Duncan, B., Miller, S., Wampold, B., & Royce, D., Thyer, B. A., Padgett, D. K., & Logan, T. K. (2006). *Program evaluation: An introduction. 4th Edition*. United States: Thomson Brooks/Cole.
- Reichenberg, L. W., & Seligman, L. (2016). *Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders (5th ed.)*. Hoboken, NJ: Wiley.
- Roscoe, L. J. (2009). Wellness: A review of theory and measurement for counselors. *Journal of Counseling and Development, 87*, (2), 216-226.
- Sheperis, C. J., Young, J. S., & Daniels, M. H. (Eds.). (2017). *Counseling research: Quantitative, qualitative, and mixed methods*. Hoboken, NJ: Pearson.
- Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice (7th ed.)*. Hoboken, NJ: Wiley.
- Utsey, S.O., Bolden, M.A., & Brown, A.L. (2001). Visions of revolution from the spirit of Frantz Fanon: A psychology of liberation for counseling African Americans confronting societal racism and oppression. In Ponterotto, J.G., Casas, J.M. Suzuki, L.A., Alexander, C.M. (Eds.). *Handbook of multicultural counseling (2nd)*. (pp. 311-336). Thousand Oaks, CA: Sage.
- Wampold, B. E. (2010). What works and what does not: The empirical foundations for the common factors. In Duncan, B., Miller, S., Wampold, B., & Hubble, M. (Eds.) *The heart & soul of change, second edition: Delivering what works in therapy*. Washington, DC: American Psychological Association.
- Wheeler, A. M., & Bertram, B. (2015). *The counselor and the Law: A guide to legal and ethical practice (7th ed.)*. Alexandria, VA: American Counseling Association.

XIII. Required Reading: Various articles posted on the Moodle course website.

XIV. Bibliography

Franklin, N. B. (1989). *Black families in therapy: A multisystems approach*. New York, NY: Guilford Press.

Hackney, H.L. & Corimier, L.S. (2001). *The professional counselor, a process guide to helping, 4th edition*. Boston, MA: Allen & Bacon.

Howatt, W.A. (2000). *The human services toolbox*. Pacific Grove, CA: Brooks/Cole.

Jacobs, E. (1992). *Creative Counseling techniques: An illustrated guide*. Odessa, FL: Psychological Assessment Resources, Inc.

MacCluskie, K.C. & Ingersoll, R. E. (2000). *Becoming a 21st century counselor: personal and professional explorations*. Pacific Grove, CA: Brooks/Cole.

Murphy, B.C. & Dillon C. (1998). *Interviewing in action: process and practice*. Pacific Grove, CA: Brooks/Cole.

Robinson, T.L. & Howard-Hamilton, M.F. (2000). *The convergence of race, ethnicity and gender: Multiple identities in counseling*. Upper Saddle River, N.J: Prentice-Hall.

Seligman, L. (1999). *Diagnosis and treatment planning in counseling, second edition*. New York, NY: Human Resources Press.

Tyber, E. (1997). *Interpersonal process in psychotherapy: A relational approach. Third Edition*. Pacific Grove, CA: Brooks/Cole.

Young, M.E. (1998). *Learning the art of helping: Building blocks and techniques*. Columbus, OH: Merrill/Prentice Hall.

XV. Course Calendar

Week Topic:	Readings and Other Assignments	Assignment/Assessment
1/8/18	Introductions Overview of case conceptualization and treatment planning Developing a theoretical perspective	
1/15/18	Martin Luther King day - No class	
1/22/18	Introduction to DSM-V Course orientation and overview of DSM-V Diagnostic grouping of the DSM-V Appropriate assessment of abnormal behavior. Multicultural implications and	Theory Assignment due

	biases for diagnosing	
1/29/18	Appropriate use of theories and case conceptualization to develop treatment plans	
2/5/18	Develop case conceptualization and treatment plan	
2/12/18	Finding your writing style Strategies for treatment goals Purpose of homework	
2/19/18	President's Day-NO Class	Outline references due Case Conceptualization with treatment plan #1
2/26/18	Crisis Intervention Understanding Crises Types of Crisis Impact of Crisis, Disaster, Trauma on Case	Midterm Exam
3/5/18	Treating Trauma (for individuals, groups, organizations, and communities) Emergency preparedness	
3/12/18	Evaluating Treatment Effectiveness and counseling outcomes Post traumatic growth	Case Conceptualization with treatment plan #2
3/19/18	Spring Break – No class	
3/26/18	Principles, models, and documentation formats of biopsychosocial, case conceptualization and treatment planning	
4/2/18	Essential intake interviewing and counseling skills Working alliance Assessing and managing risk	

4/9/18	Social justice and client advocacy Client's rights in the process of treatment plan	
4/16/18	Record keeping and legal and ethical considerations Integration of diagnostic assessment Importance/use of research and evidence-based practice and need to stay current	Biopsychosocial and intake video due #4
4/23/18	Biopsychosocial and intake Continuous evaluation of client progress and effectiveness of therapy Choosing to continue with new goals or to end therapy Planned and unplanned termination Supervision Theories Collaboration with multidisciplinary team and other professionals	Outline due
4/30/18	FINAL EXAM	

*****Syllabus is subject to change; therefore, allow flexibility with any changes to dates and or assignments***

Educational Policies: Classroom expectations and procedures will be governed by the policies of Chicago State University

A. *Disclaimer:* Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Chicago State University and any student. The instructor reserves the right, acting within the policies and procedures of CSU, to make changes in course content or instructional techniques without notice or obligation.

B. *Academic Honesty:* Students are encouraged and expected, with the assistance of faculty, to conduct themselves in conformance with the highest standards in regard to academic honesty...It is recommended that students seek the advice of instructors as to the proper procedure to avoid such violations.

Policy on Unattended Children

Unattended children are not allowed in Harold Washington Hall and other campus buildings.

Policy on Plagiarism and Academic Misconduct

Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in “Student Policies and Procedures”, article X, section 2. If an incident of academic misconduct occurs, the instructor has the option to notify the student in writing and adjust grades downward, award a failing grade for the semester, or seek further sanctions against the student.

Bicknell-Hentges Hints for Writing Better Papers:

1. Put most of the paper in your own words, but cite (using APA style) all parts of the paper that include information that is not original to the student. This means that almost every part of a research paper requires a citation. Generally, all paragraphs have at least one citation and often more than one. If information in the paper is reports in several different references, cite all the references that have reported this finding.
2. Always use a spell and grammar check for all parts of the paper.
3. Reread the paper several times to catch errors (BEFORE submitting the paper). Sometimes if you read the paper out loud, you will notice parts of the paper or sentences that are awkward, do not flow well, or are unclear.
4. Never use one-sentence paragraphs. All paragraphs need at least four sentences.
5. Never use one-paragraph pages. You almost always need a minimum of two paragraphs per typewritten page.
6. If you have an extremely long and complicated sentence, consider dividing it up into two more simple sentences. It often clarifies the idea and helps avoid run-on sentences. Look for sentences that stretch out over several lines in the paper.
7. Make sure that you are using formal and clinical terms in papers, rather than more colloquial terms (e.g., “a lot” vs. a significant amount; “hard” vs. challenging or difficult; “a pain in the neck” vs. resistant; “too much going on” or “having a hard time” vs. overwhelmed).
8. In formal writing, never use any forms of the personal pronouns of “I” or “you”. The pronoun “one” can be used, but sparingly. At times, formal descriptive phrases can be used to reflect opinions of the student (e.g., “the author of this paper” or “the counselor in training”)
9. Vary the words used in a paragraph. Use a thesaurus to get other word ideas (e.g., reported, stated, found, said, noted, concluded) to make the word selection less redundant.
10. Double check grammar for appropriate tense and plural/singular matching of subjects and verbs.
11. Make sure that you use consistent tense within each paragraph and usually throughout an entire paper. Typically, research papers and clinical reports are written entirely in past tense except when future recommendations are made.
12. Edit for sentence fragments and run-on sentences.
13. Start writing a paper by developing an outline that you build after reviewing some of the literature. You will begin to see some of the subheadings related to your overall topic. Edit the outline for the best method of organization (e.g., chronological comparison and contrast, cause and effect, increasing important, classification). You can get more information on methods of organization at: <http://web.uvic.ca/wguide/Pages/EssayOrgMethods.html>
14. The best writers write and rewrite, over and over until the paper is fine-tuned. You need some time in between these editing sessions, so that you can get a fresh perspective. Procrastination can limit your ability to improve your paper.
15. Every paragraph needs to start with a transition from the previous paragraph. Transitions are also need between the different sections of the paper. You can use subheading to separate paper sections following APA style for literature reviews.