COURSE DESCRIPTION

3 CREDIT HOURS
An in-depth exploration of theories of human nature and the practice of counseling. Comment(s): Requires admission to PhD program in Counselor Education or consent of instructor. Registration Restriction(s): Minimum student level – graduate. Prerequisites: COUN 551 and 552, or equivalent.

CONTENT ADDRESSED

<table>
<thead>
<tr>
<th>CACREP CURRICULAR CONTENT</th>
<th>2016 STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>scholarly examination of theories relevant to counseling</td>
<td>6.B.1.a</td>
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<tr>
<td>integration of theories relevant to counseling</td>
<td>6.B.1.b</td>
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<tr>
<td>conceptualization of clients from multiple theoretical perspectives</td>
<td>6.B.1.c</td>
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<td>evidence-based counseling practices</td>
<td>6.B.1.d</td>
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<tr>
<td>methods for evaluating counseling effectiveness</td>
<td>6.B.1.e</td>
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<tr>
<td>ethical and culturally relevant counseling in multiple settings</td>
<td>6.B.1.f</td>
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<tr>
<td>leadership roles and strategies for responding to crises and disasters</td>
<td>6.B.5.f</td>
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ADDITIONAL CONTENT ADDRESSED

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<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>STANDARD</th>
<th>EVALUATION</th>
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<tr>
<td>Demonstrate a thorough understanding of own philosophy of counseling</td>
<td>6.B.1.b</td>
<td>THEORY INTEGRATION PAPER</td>
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</tbody>
</table>
Conceptualize clients from a variety of theoretical perspectives 6.B.1.c  STUDENT FACILITATIONS READING REFLECTIONS

Conceptualize a client population from a specific theory in a cohesive manuscript 6.B.1.a 6.B.1.c MANUSCRIPT

Demonstrate understanding of how culture, ethics, integrative models, systems and environment, crisis and trauma, and neuroscience inform counseling theoretical orientation 6.B.1.b 6.B.1.f 6.B.5.f THEORY INTEGRATION PAPER READING REFLECTIONS

PROFESSIONAL DISPOSITIONS
The Counselor Education Program has adopted a set of dispositions to be demonstrated by all students. You can use the acronym CORIS (pronounced ‘chorus’) to help you remember them. The dispositions include:
- **Commitment**, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- **Openness** to idea, learning, change, giving and receiving feedback, others, and self-development
- **Respect** to self and others, including honoring diversity, self-care, and wellness
- **Integrity**, including personal responsibility, maturity, honesty, courage, and congruence
- **Self-awareness**, including humility, self-reflection, and understanding of place in history

CORIS is a representation of our values. All students, and faculty, should embody these dispositions inside and outside class meetings to the greatest extent possible.

METHODS OF INSTRUCTION
Course content will be delivered primarily in a seminar-style format, with various opportunities for student-led discussions and presentations.

REQUIRED TEXTS & MATERIALS
Selected journal articles and book chapters.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Learner Activities
1. **Theory Review (10 points)**: Students will assist with the theory review during the second and third weeks of class. Each student will provide a review of a counseling theory for the class; this review can be formal (e.g., powerpoint) or informal (e.g., handout on the theory). Each review should be 15-20 minutes total. The purpose is to ensure all students have a general understanding of the popular counseling theories. Use the Theory Review Outline for the handout portion of this assignment. Theories to be covered include: Adlerian, Gestalt, Person Centered, Existentialism, Reality, Feminist, REBT, CBT, SFBT, Narrative, Super (career), Trait and Factor (career), SCCT (career). Grading: Major tenets (2 points), view of humankind (1 point), goals (1 point), treatment and interventions (2 points), strengths and limitations (2 points)

2. **Manuscript (35 points)**
   Through the creation of a 15-20 page manuscript (not including title page or abstract), students will combine theory and practice in a meaningful way. Each student will select a theory of his/her choice along with a specific population of interest and then combine the two in a case example. The first part of the manuscript should focus on a population. The second part should describe a counseling theory. The third section should demonstrate the use of the theory with this population through a detailed case example. The manuscript should conclude with implications and conclusions related to the topic. Each time a manuscript draft is due, you will also provide a peer review for another student. For the first draft only, a manuscript that includes the first two sections of the paper is required (population and theory), plus citations. The case study and implications section is optional for the
first draft. This draft should be at least 10 pages long (not including references) and include full sentences; an outline will not be considered sufficient. Failure to complete this draft as described will result in a final manuscript grade being lowered by one letter grade (in other words, the best you could earn is a B). The second draft should be a complete paper, including title, abstract, all required paper sections, references, and APA style. Again, failure to complete the second draft will result in your final manuscript grade being lowered by one letter grade.

3. **Student Facilitation and Case Conceptualizations (25 points):** In groups of two (and one group of three), you will facilitate a 1 ½ to 2 hour discussion on one of the weekly topics. The purpose of the facilitation is to help the class thoughtfully reflect on the topic and engage in a thorough discussion. Along with the readings assigned by me, each pair will select one additional reading for the discussion. This reading must be selected and assigned at least 1 week prior to the class discussion. In addition, you will create two counseling cases so we can apply the topic to client issues. You will facilitate an analysis of each case, focusing on both counseling theory and the specific topic being covered each week. Rubric on BB.

Topics:

a. Integrative models of counseling (Multimodal, transtheoretical, other)

b. Considering systems and environment (ecological, systems, social justice)

c. Considering creative arts in counseling (must be associated with counseling theory)

d. Considering crisis and trauma counseling theory

e. Considering culture and theory (multicultural counseling theory, culturally competent counseling)

f. Considering neuroscience and counseling theory

4. **Class Participation/Reading Reflections (10 points):** In order for our seminar-style format to work, students must come to class having read AND reflected on the readings/topics each week. To facilitate this process, you will complete a 2-page reflection (total, not for each article) on the readings for the week and submit these prior to class. You may want to bring a copy with you to class to help with discussions. Reflection topics: how have this week’s readings impacted your identity as a clinician? Supervisor in training? Counselor educator in training? How will I integrate this material into my evolving understanding of my counseling identity? Reflecting on the readings will help you critically analyze them as well as prepare you to thoughtfully discuss the topics.

5. **Theory Integration Paper (20 points):** As a culminating activity, you will write a theory integration paper. This paper will include a statement of your theoretical orientation to counseling, including: counseling theory(ies), approach to crisis and trauma, approach to multicultural considerations, approach to theory integration, approach to career-related issues, approach to systemic/ecological issues, consideration of ethical and legal issues, and empirical support for your theoretical orientation. You should use peer-reviewed articles to support this paper.

### INSTRUCTOR POLICIES

**Writing Quality**
All written work is expected to be mechanically and grammatically correct (i.e., APA style, well-organized, correct spelling, noun-verb agreement, proof-read, edited, etc.). Evaluation of all written work will reflect the quality of the writing as well as the content. All work should be typewritten, in 12-point font (preferably Times New Roman), double-spaced, with one-inch margins, and stapled. Additionally, if you choose to use any materials or ideas borrowed from other sources other than your own creative head, you must attach a full reference list of these sources using APA style and cite these ideas in the body of the paper using APA style.

A note about plagiarism: Plagiarism will not be tolerated. Plagiarism includes both directly lifting sentences from another source as well as taking a sentence and changing 1-2 words. Even with a citation, these are still examples of plagiarism. I strongly encourage you to read an article, then put it aside and write your recollections about the article. Then, return to the article and check your recollection for accuracy. This will help prevent plagiarism. I should never be able to find a sentence in your paper that matches a sentence from another source. Do what you must to prevent this from happening.
Attendance
You are permitted one absence without penalty. No distinction is made between an excused and unexcused absence. Otherwise, you are expected to attend class, arrive promptly, participate throughout, and remain for the entirety of the class meeting. **More than one absence will result in a lowering of your final grade by five points per additional absence.** These points will be subtracted from your final percentages. Only in a true emergency will this penalty be waived – it is STRONGLY recommended that students save the absence for when the unexpected occurs rather than using it for a non-emergency.

Late Work
Late work will not be accepted except for emergencies. In-class presentations cannot be completed late. Therefore, if you miss class on the day of your presentation, you will receive a zero on that assignment. Additionally, rough drafts and peer reviews of manuscripts must be completed on time; lateness on these assignments affects not only you but also your peers, which is unacceptable.

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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due</th>
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<tr>
<td>Theory Review</td>
<td>10</td>
<td></td>
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<tr>
<td>Manuscript</td>
<td>35</td>
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<tr>
<td>Student Facilitation/Case Conceptualization</td>
<td>25</td>
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<tr>
<td>Class Participation/Reflections:</td>
<td>10</td>
<td></td>
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<tr>
<td>Theory Integration Paper</td>
<td>20</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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**Grading Scale**

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<tr>
<th>Grade</th>
<th>Range</th>
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<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>B+</td>
<td>88-92</td>
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<tr>
<td>B</td>
<td>83-87</td>
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<tr>
<td>C+</td>
<td>78-82</td>
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<tr>
<td>C</td>
<td>70-77</td>
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<tr>
<td>D</td>
<td>Xxx</td>
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<tr>
<td>F</td>
<td>0-69</td>
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Dear Student,

The purpose of this Campus Syllabus is to provide you with important information that is common across courses at UT. Please observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high quality learning experience.

I wish you the best for a successful and productive semester.

Provost Susan Martin

UNIVERSITY CIVILITY STATEMENT

Civility is genuine respect and regard for others; politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/

ACADEMIC INTEGRITY

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

DISABILITIES THAT CONSTRAIN LEARNING

“Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 2227 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.”

YOUR ROLE IN IMPROVING TEACHING AND LEARNING THROUGH COURSE ASSESSMENT

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

KEY RESOURCES FOR STUDENTS:

- Undergraduate Catalog: http://catalog.utk.edu (Listing of academic programs, courses, and policies)
- Graduate Catalog: http://catalog.utk.edu/index.php?catoid=2
- Hilltopics: http://dos.utk.edu/hilltopics (Campus and academic policies, procedures and standards of conduct)
- Course Timetable: https://bancairsb.utk.edu/kbanpr/bwckschd.p_disp_dym_scheid (Schedule of classes)
- Academic Planning: http://www.utk.edu/advising (Advising resources, course requirements, and major guides)
- Student Success Center: http://studentsuccess.utk.edu (Academic support resources)
- Library: http://www.lib.utk.edu (Access to library resources, databases, course reserves, and services)
- Career Services: http://career.utk.edu (Career counseling and resources; HIRE-A-VOL job search system)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings &amp; Assignments Due</th>
</tr>
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</table>
| 1/14  | Introduction, presentation selections, your own view of counseling,    | Orlinsky et al (2001)  
Myers (2013)  
NO REFLECTION DUE                      |
| 1/21  | Counseling theory review (6), planning for final paper, ethics and counseling theory | Theory review  
Paper topic  
Hughes, Gibbons, & Mynatt (2013)  
Banks & Gibbons (2015)  
Falco & McCarthy (2013)  
Watts (2011)  
ACA code of Ethics (2014)  
NO REFLECTION DUE |
| 1/28  | Counseling theory review (7)  
Filling in the gaps: RCT                                                | Comstock et al. (2008)  
Frey (2013)  
Duffy & Somody (2011) |
| 2/4   | Filling in the gaps: RCT, Career counseling                            | Gysbers (2013)  
Whiston & Cinamon (2015)  
Lytle, Foley, & Cotter (2015)  
Lent (2013)  
Blustein (2011) |
| 2/11  | Filling in the gaps: Narrative career counseling  
My Career Story                                                       | Savickas (2012)  
Hartung (2015)  
Brott (2015) |
| 2/18  | Filling in the gaps: DCT                                               | Barrio Minton et al. (2015)  
Ivey chapters (1993)  
DCT Interview |
| 2/25  | Student presentation: Integrative Models of Counseling  
How to complete peer reviews                                           | Final Paper Draft 1  
Prochaska & Di Clemente (1982)  
Corey (Vistas) |
| 3/3   | Peer Review 1 discussion  
Manuscript next steps                                                   | Peer Review 1  
NO REFLECTION DUE |
| 3/10  | Student Presentation: Crisis and Trauma in Counseling                   | Myer & Moore (2006)  
McAdams & Keener (2008)  
Goodman & Calderon (2012) |
| 3/17  | Spring Break – No class                                                |                                                                         |
| 3/24  | Student Presentation: Systems and Environment                          | Final Paper Draft 2  
Lemberger (2010)  
Miranda et al. (2006) |
| 3/31  | ACA – no class                                                         |                                                                         |
| 4/7   | Peer Review 2 discussion  
Student Presentation: Culture and Theory                                | Peer Review 2 due  
Day-Vines et al. (2007)  
Sue et al. (2007) |
| 4/14  | Student Presentation: Neuroscience                                     | Ivey & Zalaquett (2011)  
Jones-Smith (2016)  
| 4/21  | Student Presentation: Creative Arts in Counseling                       | Hinkle et al. (2015)  
Rosen & Atkins (2014) |
| 4/28  | Putting it all together                                                | Manuscript due |
| 5/3   | THEORY INTEGRATION PAPER DUE                                           |                                                                         |
|       | BY 12 NOON                                                             |                                                                         |
Required Readings:


Banks, B. P., & Gibbons, M. M. (In Press). Dialectical behavior therapy techniques for counseling incarcerated female youth: A case illustration. Accepted by the *Journal of Addictions and Offender Counseling*.


Hartung, P. J. (2015). The career construction interview. In M. McMahon & M. Watson (Eds.), *Career Assessment: Qualitative Approaches* (pp. 115-121). Sense Publishing.


Towards an empirically grounded model of psychotherapy training: Four thousand therapists rate influences on their development. *Australian Psychologist, 36*, 139-148.


