



THE UNIVERSITY OF  
**TENNESSEE**  
KNOXVILLE

**BIG ORANGE. BIG IDEAS.**

**COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES  
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING  
COUNSELOR EDUCATION PROGRAMS**

**COUN 551 THEORY AND PRACTICE OF COUNSELING  
FALL 2016**

**Course Section:** Section 001, 3 credit hours  
**Course Meetings:** Thursdays, 9:40-12:25pm  
**Course Location:** BEC 425

**Faculty Instructor:** Melinda Gibbons, PhD, NCC  
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#### **COURSE DESCRIPTION**

##### **3 CREDIT HOURS**

Philosophical bases of helping relationships; development of counselor and client self-awareness; counseling theory/techniques.

##### **METHOD OF INSTRUCTION**

This course will combine lecture, discussion, and small and large group activities. It is vital that everyone actively participate during each and every class meeting. In order to achieve the course objectives, most class meetings will require student participation. In order to make the coursework meaningful, ALL students must contribute to the discussion and group activities.

Learning new concepts and applying them to one's future career path can be a powerful experience. This course offers a unique opportunity to apply new ideas and integrate new skills. So, as an instructor, it is my goal to help each of my students to gain not only knowledge from my courses, but also a feeling of personal growth. I will attempt to accomplish this by creating an atmosphere of respect, inclusion, and challenge.

#### **CONTENT ADDRESSED**

<b>CACREP CURRICULAR CONTENT</b>	<b>2016 STANDARD</b>
theories and models of counseling	2.F.5.a
a systems approach to conceptualizing clients	2.F.5.b
evidence-based counseling strategies and techniques for prevention and intervention	2.F.5.j
processes for aiding students in developing a personal model of counseling	2.F.5.n
identification of evidence-based counseling practices	2.F.8.b
qualitative, quantitative, and mixed research methods	2.F.8.f

theories and models related to clinical mental health counseling	5.C.1.b
techniques and interventions for prevention and treatment of a broad range of mental health issues	5.C.3.b
techniques of personal/social counseling in school settings	5.G.3.f

#### STUDENT LEARNING OUTCOMES

SLO	STANDARD	EVALUATION
Understanding of various counseling theories	2.F.5.a 5.C.1.b	<b>Quizzes</b> <b>Presentation</b>
Understanding of various techniques associated with counseling theories	2.F.5.j 5.C.3.b 5.G.3.f	<b>Presentation</b> <b>Research Paper</b>
Initial development of a personal theory of counseling	2.F.5.n	<b>Research paper</b> <b>Final paper</b>
Understanding of how research informs theory	2.F.8.b 2.F.8.f	<b>Research Paper</b>

#### 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:

- ◆ **C**ommitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- ◆ **O**penness to idea, learning, change, giving and receiving feedback, others, and self-development
- ◆ **R**espect to self and others, including honoring diversity, self-care, and wellness
- ◆ **I**ntegrity, including personal responsibility, maturity, honesty, courage, and congruence
- ◆ **S**elf-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.

#### REQUIRED TEXTS & MATERIALS

Seligman, L., & Reichenberg, L. W. (2014). Theories of counseling and psychotherapy: Systems, strategies, and skills (4th ed.). Boston, MA: Pearson.

Selected journal articles and books

#### STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Assignment	Points	Due
Class Participation	10	ongoing
Quizzes	20	9/15, 10/13, 11/10
Research Paper	30	
Original Source Reflection Paper	5 25	10/13 11/17
Theory Overview Presentation	20	11/10
Final Paper	20	12/5

Grading Scale	
A	93-100
B+	88-92
B	83-87
C+	78-82
C	70-77
F	Below 70

### TASKSTREAM STATEMENT

This course requires that you upload documentation to Taskstream. Specifically, you must upload your final paper by 12/5. Select your faculty instructor as the evaluator for this submission. Please see your program handbook or website for guidance regarding how to utilize Taskstream.

### COURSE ASSIGNMENTS

**Class Participation (10 points):** You will actively participate in the discussion about each theory covered in class. To assist this process, you will submit written questions and comments about each chapter/reading prior to each class meeting. We will use these questions as a launchpad for class discussions and theory critiques. These questions and comments are to be typed; you will turn them in to me via blackboard prior to each class meeting. I will use the questions as well as my evaluation of your active involvement in class discussion to determine your participation grade for each meeting. I will grade all 10 of your reflections, with each one being worth up to one-half (.5) point. At the end of the semester, I will total your participation grade (up to 5 points for written reflections and up to 5 points for class participation). Things to consider when creating your questions and comments are: What concepts/techniques caught your attention? What concepts did you struggle with and why? If you were a client, what would your reaction be to the theory?

**Theory Overview Activity (20 points):** In groups of 4, you will complete a brief overview of a theory not covered in class and present two creative expressions related to that theory. Theories to choose from include: Existential Therapy, Gestalt Therapy, Brief Psychodynamic Theory, Rational Emotive Behavior Therapy, Motivational Interviewing, Emotion-Focused Therapy. You cannot choose the theory that you are writing about in your research paper. You must include the following in your presentation:

- 1-2 page fact sheet on your theory (format will be distributed). 10 points
- Creative expression (word cloud, bumper sticker, tv commercial, create a game, picture collage, brochure, short documentary/video) – pick 2 from this list. 10 points

Presentations will be 15-20 minutes total. Fact sheets and creative expression products should be provided for all students.

**Research Paper (30 points):** You are to research one of the major theories of counseling and write an integrated essay (10 – 15 pages) that incorporates the original development of the theory, its major tenets, and its current applications. As part of your research, you are required to read an original source. An original source includes either a book written by the theory creator or a book written by another expert on the theory. You will be given a list of possible books to select from or you may choose another with my permission. You will complete your reading of this book midway through the semester and turn in a reaction paper highlighting your opinion about the theory based on the book. You will then use the book as one of your references for this research paper.

- The research paper must adhere to the following guidelines:
  - Reflection Paper on Original Source (5 points) - DUE 10/13
    - Coherence and organization
    - 2-3 pages in length
    - Feelings and thoughts about the theory
    - Overall reactions to original source
    - Key points gathered about the theorist's point of view
  - Research Paper (10-15 pgs.) 25 points
    - Formatting and References (5 points)
      - Quality of writing (spelling, grammar, appropriate APA 6th format)
      - Proper referencing throughout paper
      - Neatness; organization
      - At least 5 additional relevant references (excluding the textbook but including the original text) must be used
    - References cannot be web pages; they must be articles from peer reviewed journals or book chapters from other texts
      - Reference page is in APA 6th format and style

Content (20 points)

- **Review of Theory** (8 points)
- Overview
  - Therapeutic Focus (e.g., thoughts, behaviors, background, emotion)
  - Therapeutic Relationship (between counselor and client)
  - Therapeutic Change (how change occurs)
- Theory of Normal Development and Dysfunction (must include both – normal and dysfunction)
- Assessment and Treatment
  - Goals in counseling (based on theory)
  - Assessment methodology and techniques (specific to theory)
  - Treatment interventions
- **Effectiveness and Limitations of Approach** (6 points)
  - Is it empirically based? (how, what does research say)
  - How does it fit within the constraints of your proposed work site? (developmental issues)
  - Cultural sensitivity?
- **Case study** (6 points)
  - John (any age) comes to you for counseling. He is quite overweight, of average height, and has never been to a counselor before now. John says he feels anxious a lot and wonders if there is something wrong with him. In addition, he mentions that he has problems getting along with family members, and that they fight often. He also thinks that others are overly critical of him.
  - Feel free to add whatever you want to this case and then apply the theory to help John.
  - Demonstrate how to use your theory with this client.
  - Remember to tailor the case to the theory – considering the theory's approach to working with clients, its treatment process, goals for counseling, and effectiveness and limitations of the theory. The case study should be no more than 2 pages of your total paper.

**Quizzes (20 Points):** You will have 4 closed-book, closed-note, in-class quizzes. They will include multiple choice, true and false, matching, and short answer questions. The quizzes will not be cumulative and will cover various theories covered in the semester. For the first three quizzes, you will receive a question bank that includes the possible quiz questions. Your scores will be converted into a 20 point scale.

**Final Paper (20 points):** The final will be a 4-6 page paper describing your counseling theoretical orientation based on your current understanding of the theories presented in class. You can select one theory or describe how you hope to integrate several theories as you move toward working with clients. You must use at least 4 sources beyond the book for this paper. I suggest articles from the following journals: Journal of Counseling and Development, Journal of Mental Health Counseling, Professional School Counseling, Counseling and Values, Journal of College Counseling, Journal of Humanistic Counseling, Journal of Counseling Psychology, Journal of Multicultural Counseling and Development (other peer-reviewed journals are fine). More details to follow.

*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 Catalogs: <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://bannersb.utk.edu/kbanpr/bwckschd.p\\_disp\\_dyn\\_sched](https://bannersb.utk.edu/kbanpr/bwckschd.p_disp_dyn_sched) (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)

## 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.

### Attendance

Attending class is vital to your learning experience. We all learn from each other, so everyone needs to be present at every class. That said, I know that emergencies and illnesses arise, so you are permitted one absence without penalty. No distinction is made between an excused and unexcused absence. You may email me if you plan to miss class, or you may simply choose to not show up to class. More than one absence, however, 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. It is your responsibility to make sure you sign the attendance roster in order to be counted as present for the class. Excessive tardiness will not be accepted and also will be reflected in your final grade.

### Late Work

Except under emergency circumstances, late work is not accepted. If you believe you will be unable to complete an assignment on time, talk with me **BEFORE** the assignment is due; I will be much more understanding with students who are proactive versus those that are reactive, except in extreme situations such as severe illness or unforeseen family emergencies.

### Class Participation

Class participation is expected during each and every class meeting. Activities that demonstrate class participation include: answering questions, asking questions, being actively engaged in all activities, sharing your opinion about readings. Activities that demonstrate lack of participation include: texting, surfing the web, sleeping, chatting, or anything other than focusing on class.

## TENTATIVE COURSE CALENDAR

Date	Topics	Readings & Assignments Due
8/18	Introduction What is a theory? Ethics Common factors and core conditions	<b>Ch. 1</b>
8/25	Background focused theories Stages of change (TTM) Classic psychoanalysis Adlerian	<b>Ch. 2-4, Ch. 19 (p. 442-444)</b> <b>Weekly reflection 1</b>
9/1	NO CLASS – Football	
9/8	Adlerian techniques Emotion-focused theories	<b>Ch. 7</b> <b>Weekly reflection 2</b>
9/15	Quiz 1 (Freud, Adlerian) Person-Centered Counseling Person-Centered techniques	<b>Ch. 8</b> <b>Weekly reflection 3</b>
9/22	Narrative Therapy Narrative techniques	<b>Ch. 11 (p. 230-241)</b> <b>Weekly reflection 4</b>

9/29	Feminist Therapy Feminist techniques	<b>Ch. 11 (p. 249-256)</b> <b>Weekly reflection 5</b>
10/6	NO CLASS – Fall Break	
10/13	Quiz 2 (Person-Centered, Narrative, Feminist) Thought-focused theories Cognitive-Behavioral Theory	<b>Ch. 12, 14-16</b> <b>Weekly reflection 6</b> <b>Original Source reflection due</b>
10/20	Cognitive-Behavioral Techniques Action-focused theories	<b>Ch. 14</b> <b>Weekly reflection 7</b>
10/27	Reality Therapy and techniques	<b>Ch. 17</b> <b>Weekly reflection 8</b>
11/3	Solution-Focused Brief Therapy and techniques	<b>Ch. 11 (p. 241-249)</b> <b>Weekly reflection 9</b>
11/10	Quiz 3 (CBT, Reality, SFBT) Additional Theory Presentations	<b>Presentations</b>
11/17	Mindfulness-based approaches Family Systems	<b>Ch. 18</b> <b>Weekly reflection 10</b> <b>Research paper due</b>
11/24	NO CLASS – Thanksgiving	
12/1	Quiz 4 (systems, mindfulness, other theories from presentations) Intentionally integrating theories Connecting theory and research Wrap up and review	
12/5	Final Paper due by 12 noon	