



THE UNIVERSITY OF
TENNESSEE
 KNOXVILLE

BIG ORANGE. BIG IDEAS.

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

**COUN 662 ADVANCED THEORY AND PRACTICE OF COUNSELING
 SPRING 2016**

Course Section: 001, 3 Credit hours
Course Meetings: Thursdays, 2:10-4:55pm
Course Location:

Faculty Instructor: Melinda M. Gibbons, Ph.D., NCC
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Phone: 865-974-4477 (office) 865-456-2272 (cell, for emergency use)
Office: 441 Claxton Complex
Office Hours: By Appointment

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

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

STUDENT LEARNING OUTCOMES

SLO	STANDARD	EVALUATION
Demonstrate a thorough understanding of own philosophy of counseling	6.B.1.B	THEORY INTEGRATION PAPER

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:

- ◆ **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.

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.

Assignment	Points	Due
Theory Review	10	
Manuscript	35	
Student Facilitation/Case Conceptualization	25	
Class Participation/Reflections:	10	
Theory Integration Paper	20	
TOTAL	100	

Grading Scale	
A:	93-100
B+	88-92
B	83-87
C+	78-82
C	70-77
D	Xxx
F	0-69

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 (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)

TENTATIVE COURSE CALENDAR

Date	Topics	Readings & Assignments Due
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) Luke (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:

- American Counseling Association (2014). *ACA Code of Ethics*. Alexandria, VA: Author.
- 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*.
- Barrio Minton, C. A., Myers, J. E., & Paredes, D. M. (in press). Developmental counseling and therapy: The promise for counselor preparation. Accepted by...
- Bluestein, D. L. (2011). A relational theory of working, *Journal of Vocational Behavior*, 79, 1-17.
- Brott, P. E. (2015). Qualitative career assessment processes. In M. McMahon & M. Watson (Eds.), *Career Assessment: Qualitative Approaches* (pp. 31-39). Sense Publishing.
- Comstock, D. L., Hammer, T. R., Strentzsch, J., Cannon, K., Parsons, J., & Salazar, G. (2008). Relational-cultural theory: A framework for bridging relational, multicultural, and social justice competencies. *Journal of Counseling & Development*, 86, 279-287.
- Corey, G. (n.d.). Article 29: Designing an integrative approach to counseling practice. *Vistas*, 271-291.
- Day-Vines, N. L., Wood, S. M., Grothaus, T., Craigen, L., Holman, A., Dotson-Blake, K., & Douglass, M. J. (2007). Broaching the subjects of race, ethnicity, and culture during the counseling process. *Journal of Counseling & Development*, 85, 401-409.
- Duffy, T., & Somody, C. (2011). The role of relational-cultural theory in mental health counseling. *Journal of Mental Health Counseling*, 33, 223-242.
- Falco, L. D., & McCarthy, C. J. (2013). Writing for publication: A guide for counseling practice articles. *Journal of Counseling & Development*, 91, 343-348.
- Frey, L. L. (2013). Relational-cultural therapy: Theory, research, and application to counseling competencies. *Professional Psychology: Research and Practice*, 44, 177-185.
- Goodman, R. D., & Calderon, A. M. (2012). The use of mindfulness in trauma counseling. *Journal of Mental Health Counseling*, 34, 254-268.
- Gysbers, N. C. (2013). Career-ready students: A goal of comprehensive school counseling programs. *Career Development Quarterly*, 61, 283-288.
- Hartung, P. J. (2015). The career construction interview. In M. McMahon & M. Watson (Eds.), *Career Assessment: Qualitative Approaches* (pp. 115-121). Sense Publishing.

- Hinkle, M. S., Radomski, J. G., & Decker, K. M. (2015). Creative experiential interventions to heighten emotion and process in emotionally focused couples therapy. *The Family Journal, 23*, 239-246.
- Hughes, A. N., Gibbons, M. M., & Mynatt, B. (2013). Using narrative career counseling with the underprepared college student. *The Career Development Quarterly, 61*, 40-49.
- Ivey, A. E. (1993). *Developmental strategies for helpers: Individual, family, and network interventions*. North Amherst, MA: Microtraining Associates.
- Ivey, A. E., & Zalaquett, C. P. (2011). Neuroscience and counseling: Central issues for social justice leaders. *Journal for Social Action in Counseling and Psychology, 3*, 103-116.
- Jones-Smith, E. (2016). Neuroscience, psychotherapy, and neuropsychotherapy (pp. 635-666). In *Counseling and Psychotherapy: An Integrative Approach* (2nd ed.). Thousand Oaks, CA: Sage.
- Lemberger, M. E. (2010). Advocating student-within-environment: A humanistic theory for school counseling. *Journal of Humanistic Counseling, Education and Development, 49*, 131-146.
- Lent, R. W. (2013). Career-life preparedness: Revisiting career planning and adjustment in the new workplace. *The Career Development Quarterly, 61*, 2-14.
- Luke, C. (2016). Anxiety and Neuroscience (pp. 146-178). In *Neuroscience for counselors and therapists: Integrating the sciences of mind and brain*. Thousand Oaks, CA: Sage.
- Lytle, M. C., Foley, P. F., & Cotter, E. W. (2015). Career and retirement theories: Relevance for older workers across cultures. *Journal of Career Development, 42*, 185-198.
- McAdams, C. R. & Keener, H. J. (2008). Preparation, action, recovery: A conceptual framework for counselor preparation and response in client crises. *Journal of Counseling & Development, 86*, 388-398.
- Miranda, A. O., Bilot, J. M., Peluso, P. R., Berman, K., & Van Meek, L. G. (2013). Connection among acculturation, family dynamics, and health for family counseling research and practice. *The Family Journal, 14*, 268-273.
- Myer, R. A., & Moore, H. B. (2006). Crisis in context theory: An ecological model. *Journal of Counseling & Development, 84*, 139-147.
- Myers, K. J. (2013). Counseling theories converge: Person, client, therapist. Retrieved from <http://ct.counseling.org/2013/11/counseling-theories-converge-person-client-therapist/> .
- Orlinsky, D. E., Botermans, J. F., Ronnestad, M. H., & SPR Collaborative Research Network.

- (2001). Towards an empirically grounded model of psychotherapy training: Four thousand therapists rate influences on their development. *Australian Psychologist*, 36, 139-148.
- Ponterotto, J. G., Fingerhut, E. C., & McGuinness, R. (2012). Legends of the field: Influential scholars in multicultural counseling. *Psychological Reports: Mental & Physical Health*, 111, 364-382.
- Prochaska, J. O. & Di Clemente, C. C. (1982). Transtheoretical therapy: Toward a more integrative model of change. *Psychotherapy: Theory, Research, and Practice*, 19, 276-288.
- Rosen, C. M., & Atkins, S. S. (2014) Am I Doing Expressive Arts Therapy or Creativity in Counseling? *Journal of Creativity in Mental Health*, 9, 292-303.
- Savickas, M. L. (2012). Career intervention in the 21st century. *Journal of Counseling & Development*, 90, 13-19.
- Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62, 271-286.
- Watts, R. E. (2011). Developing a conceptual article for publication in counseling journals. *Journal of Counseling & Development*, 89, 308-312.
- Whiston, S. C., & Cinamon, R. G. (2015). The work-family interface: Integrating research and career counseling practice. *The Career Development Quarterly*, 63, 44-56.