



COU 602
Theories of Counseling and Practice II
Winter I 2015

Instructor:	Beverlee J. Linder
Office Phone:	(402)- 770-5040 or (402) 479-6383
E-mail	Coulinder@gmail.com

Course Description

A study of basic theories, principles, and techniques of counseling and of their application to therapeutic settings. Students actively practice counseling skills.

Texts

Required

Gehart, D. R. (2015). *Theory and treatment planning in counseling and psychotherapy: A competency-based approach to applying clinical theory in practice*. (2nd ed.) Pacific Grove, CA: Cengage/Brooks-Cole.
ISBN 9781305089617

Required Reference

American Psychological Association. (2010). *Publication manual of the American Psychological Association*, (6th ed). Washington, D.C.: Author.

Journal articles as assigned

Course Objectives, CACREP Standards, and Assessments: (course objectives are aligned with CACREP 2009 Standards which are posted at the 'Introduction to Counseling' Blackboard site):

The Doane MAC program requires students demonstrate competency in knowledge and skills in the eight common core counseling curricular areas, including: professional orientation and ethical practice; social and cultural diversity; human growth and development; career development; helping relationships; group work; assessment; and research and program evaluation (CACREP II G). In addition, competency and accountability are assessed through performance of not only the student, but also of the Doane MAC program by collecting data, assessing that data, along with a

thorough evaluation process which provides for an open, ongoing assessment practice.

Each Doane MAC course calls for 36 hours of in-class room instruction along with an estimated minimum of 50 to 60 hours of out-of classroom preparation.

Course Learning Objectives

1. Write case conceptualizations using core concepts from a single theory.
 - To be measured on the Case Conceptualization in the Group Presentation
 - To be measured on the Case Conceptualization on the Theory Paper.
2. Write professional quality treatment plans using a single theory.
 - To be measured on the Case Conceptualization in the Group Presentation
 - To be measured on the Case Conceptualization on the Theory Paper.
3. Develop theory-specific techniques to address client concerns.
 - To be measured on the Case Conceptualization in the Group Presentation
 - To be measured on the Case Conceptualization on the Theory Paper.
4. Select appropriate and/or adapt theories for application with diverse populations.
 - To be measured on the Case Conceptualization in the Group Presentation
 - To be measured on the Case Conceptualization on the Theory Paper.
5. Select an appropriate theory to address client concerns using the evidence base for counseling and psychotherapy theories.
 - To be measured by the choice of theory for the Theory Paper.
 - To be measured by the final role plays in weeks 8- 9.
 - To be measured on the Final Exam.
6. Distinguish major schools of counseling and psychotherapy theory and describe their basic premises, processes and techniques.
 - To be measured on the Final Exam.

Instructional Philosophy

This instructional philosophy used in this course and the primary text, *Theory and Treatment Planning in Counseling and Psychotherapy* (Gehart, 2013), include a learning-centered, outcome-based approach, which is briefly summarized below:

- *Learning Centered.* A cross-disciplinary, constructivist pedagogical model, learning- or learner-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge. In this approach, learning is the focus of curriculum design; thus, student learning is frequently measured to determine whether students are meaningfully engaging the material. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it. Clearly defined learning objectives and criteria are used to facilitate student learning and democratize the student-teacher relationship. In this course, students will be learning theory using clinically relevant case documentation.
- *Outcome-Based:* Closely related to learning-centered pedagogy, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives. Rather than simply following the textbook chapter by chapter, the learning objectives drive the curriculum. In the case of this course, the learning objectives focus on learning aspects of

theory that are relevant to everyday therapy practice. Thus, learning is measured using common clinical case documentation.

Instructional Format

This course will be conducted primarily as a seminar and will include experiential components. For this process to be successful, students are expected to participate fully by reading assigned materials, attending class, and participating in class exercises and discussions.

Overview of Learning Activities

Detailed instructions for each activity follow

- Theory Summaries: Total of 10 to be submitted via LiveText
- Weekly submission of case conceptualization and treatment plans related to a specific theory, and based upon in class videos or role plays to be submitted via LiveText
 - SOAP notes submitted weekly based upon videos/role play
- Individual Presentations of Assigned Theory
 - Power point presentations
 - Role Play
- Theory paper with case conceptualization and treatment plan to be submitted via LiveText
- Final exam
- Quizzes

Instructions for Eight Critical Learning Activities

- I. Theory Summaries:** Students will develop summaries for each of the 9 chapters on theories (Chapters 4-13) excluding systems theory; these will be due on the day of the lecture (e.g., the psychodynamic theory summary is due at the beginning of class on psychodynamic theory). **This document needs to be handed in to the instructor as well as uploaded via LiveText.** Students will use these to prepare for the lecture, the final exam, and eventually their comprehensive exams (if applicable). These summaries should be 3-5 typed pages long. In addition, a review of two journal articles that relate to the theory needs to be integrated into the summary and cited using the current APA format.

Each of these summaries is to be compiled into a Theory Study Guide with APA format that will be handed in as a hard copy and uploaded via LiveText at the end of the course for final review by the instructor.

II. Case Conceptualization and Treatment Plans:

- 1) Each week, each student will submit a Case Conceptualization and Treatment Plan based on the week's assigned theory.
 - This theory-specific case conceptualization needs to be based on examples in *Theory and Treatment Planning in Counseling and Psychotherapy*
 - A treatment plan needs to be developed modeling Chapter 3 of *Theory and Treatment Planning in Counseling and Psychotherapy* (blank templates available on the

Cengage website for the textbook or www.masteringcompetencies.com).

- The case conceptualization and treatment plan should address the issues raised in the video for the assigned theory.

III. Individual Presentation of Assigned Theory

- 1) Presentations should be no longer than 20 minutes.
 - Students must have PowerPoint overheads to facilitate class discussion (no more than 5 slides with no more than 4 primary bullets for discussion @ slide). These may be distributed to classmates and the instructor.
 - Students will provide feedback to the presenter
 - The instructor will provide feedback via LiveText
- 2) Role Play of Theory. Student(s) will participate in a 15- 20 minute role play of an assigned theory. The student will be assigned a specific theory to be role played in the first class session. The role play should demonstrate how the assigned theory is applied to a counseling session. The instructor will be the client or the session content and dialogue will be created by the student(s). Students will be given 10 minutes to formulate role play content. Students not participating in the role play will be observers of the role play and identify, in writing, the theory and techniques used in the role play.

- ✓ Focusing and following
- ✓ Accurate identification and reflection of client emotion
- ✓ Clear verbal reflecting of the content of interviewee's statements
- ✓ Developing individual style – use of skills appears comfortable and congruent
- ✓ Appropriate communication of feelings and thoughts in the context of the session
- ✓ Noting discrepancies or inconsistencies in client's behavior without value judgment
- ✓ Use of self-disclosure when appropriate

- ✓ Orienting statements, feedback, reframe or other information statement when appropriate
- ✓ Verbally reconstructing the client's narrative to assist in attributing meaning
- ✓ Assist client in examining issues, considering alternative decisions
- ✓ Using verbal/nonverbal skills to decrease client discomfort and to increase cooperation

IV. SOAP Notes:

Each student will complete a clinical note using the SOAP formatting on the in-class role play(s) for the week which will be submitted via LiveText.

V. Case Study and Theoretical Foundations Paper

Students will develop an **8-15 page** paper with a theory-specific case conceptualization with treatment plan for their theory of choice. **This document needs to be handed in to the instructor as well as uploaded via LiveText.** The paper must be in APA format with headings that align with the following sections:

1. **Vignettes:** Students will write a brief, one-paragraph vignette for the case client using one of the following:
 - A personal life situation the student is comfortable discussing in the paper (students should choose a situation that is fairly well resolved for this exercise rather than a currently painful issues).
 - A case specified by the instructor (could be from video, a movie, etc.)
 - Any other source of vignette instructor finds appropriate
2. **Selected Theory for Case Study:** Students will choose one theory from the following: Psychodynamic, Jungian, Adlerian, person-centered, existential, gestalt, cognitive-behavioral, systemic family therapy, solution-based, collaborative, narrative or feminist. Dialectical Behavioral Therapy (DBT) and Interpersonal Therapy (IPT) are also an options. An explanation as to the evidence for the selection of the theory in relative to the case vignette is required.
3. **Case Conceptualization:** Assess the client in the vignette using the case conceptualization concepts from *Theory and Treatment Planning in Counseling and Psychotherapy*. Students should feel free to go beyond the examples in the book to customize the conceptualization for their clients.

[Note: The integrative case conceptualization from Chapter 14 can be used for a more standardized assignment; templates for this assignment may be found on the Cengage webpage for this book or www.masteringcompetencies.com.]
4. **Treatment Plan:** Develop a treatment plan using the form in Chapter 3 of *Theory and Treatment Planning in Counseling and Psychotherapy* (blank template available on the Cengage webpage for this book); the rubric in the textbook will be used to score the assignment. Each treatment plan should be designed using a *single theory*, e.g., solution-focused, psychodynamic, Jungian, etc. A SMART goal writing technique is required.
5. **Personal Theoretical Orientation:** This section should be dedicated to refining your personal theoretical orientation that you would be comfortable in promoting change of a client. This needs to be supported by evidence based theory, and cited by the text or by use of journal articles.
6. **Social and Cultural Diversity Foundations:** This section should be focused upon illustrating your understanding of the cultural context of relationships, issues, and trends in a multicultural society by integrating these attributes across theories; including all of the

following:

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including an understanding of self and culturally diverse clients;
- c. strengths of specific theories that address multicultural counseling, identity development, and social justice;
- d. the importance of counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

One Last Hint: Remember to make sure you choose a theory that is a good fit for treating the presenting problem you choose. You will find certain problems lend themselves to certain theories.

Approximate time to complete: 30-40 hours depending on understanding of material and writing ability.

Grading: Students will be graded using the CACREP rubrics available on the textbook's website.

Educational Goals:

- Develop familiarity with a theory of interest
- Apply concepts studied in class to actual case situations
- Develop assessment skills
- Develop treatment planning skills
- Begin to develop a sense of your personal approach to therapy
- Provide opportunity for personal growth and reflection

Format Instructions

All assignments must be typed in accordance with the current edition of the *APA Publication Manual*. Additionally, students should use the following guidelines:

- The papers must be double spaced in 12 point Times Roman font. Use 1.0 inch margins on all sides; this is to ensure that everyone has a similar understanding of "one page."
- Students are encouraged to use *headers* to structure their papers. Please use the format for two levels of headers; bolding may be added to level one and italics are required for level 2.
- Papers must be stapled; no binders or plastic covers will be accepted. Please note, the cover page and bibliography are *not* included when counting paper length.
- Use full APA coversheet format; no additional information should be added (e.g., class number, professor name, etc.)

All writing submitted to the professor should be a final draft, free of spelling, grammatical, stylistic, and typographical errors. Students are encouraged to allow ample time for writing, keeping in mind the frequency of computer glitches.

Students are encouraged to access the A Quick Guide to APA Style, 10th edition (March 2014), compiled by Ray M. Zeisset, PhD., Doane Master of Arts in Counseling faculty is an invaluable resource guide, and is found on the 'Introduction to Counseling' Blackboard site. The Master of Arts in Counseling Writing Rubric is also found on the 'Introduction to Counseling' Blackboard site allowing the student to self-assess their written work.

VI. Take Home Quizzes

Take Home quizzes are designed to encourage a thorough review of assigned materials text and/or journal articles

VII. Final Exam

The final exam is designed to be a culminating experience for the class to solidify the knowledge that has been presented over the course of the term. The exam will be multiple-choice and cumulative, in the hope that it will give students some preparation for the licensing exam. This is an exam that is considered to have a high degree of difficulty, and is comprehensive.

Educational Goals:

- Provide opportunity to review and integrate materials
- Provide opportunity to improve test taking skills
- Practice for licensing exam

VIII. Final Application of Case Conceptualization & Theory

The student will be provided a video case scenario where the student will be required to develop a brief case conceptualization, and treatment plan supported by a theory of choice. No more than two goals will be identified along with no more than one strategy that can be applied per goal.

Evaluation of Learning

Students will be evaluated on their understanding of the material presented and on the quality of their participation.

The final course grade will be determined by the following:

Course Activity	Value
I. Theory Summaries:	10%
II. Case Conceptualization and Treatment Plans	10%

III. Individual Presentation of Assigned Theory	15%
IV. SOAP Notes:	10%
V. Case Study and Theoretical Foundations Paper	25%
VI. Take Home Quizzes	5%
VII. Final Exam	10%
VIII. Final Application of Case Conceptualization & Theory	15%
Total	100%

Grading: Final letter grades will be assigned based on the following grade equivalents:

A+	98-100	B+	87-89	C+	77-79
A	93-97	B	83-87	C	73-77
A-	90-92	B-	80-82	C-	70-72

Note: This table is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. To complete the course satisfactorily, a minimum grade of B- is required.

Take Home Quizzes: There will be take home quizzes as assigned by the instructor that will be reviewed in class each week.

Attendance:

There is no way a student can “makeup” missing a class. If you need to miss a class, notify the instructor as soon as possible. If you miss one class, your grade will drop one grade level (Example, A to A-). Missing more than one class is not acceptable. You will need to drop or retake the course with approval from the instructor and the Graduate Office.

Professional Performance Evaluation (PPE): This is the professional performance evaluation by the instructor that is an indirect assessment and considered to be a critical measurement of growth, and is utilized in assessing readiness for promotion to a different level.

As a result, a high premium is placed by the instructor on class participation. Ideal class participation, that which earns the highest number of participation points, will exemplify the following:

- Interaction in classroom discussions: Often articulates fit of readings with the topic at hand and, Always a willing participant; responds frequently to questions; routinely volunteers point of view, and,
- Interaction in classroom learning activities: Always a willing participant; acts appropriately during all
- Integrating class readings into participation: Often cites from readings; uses readings to support points;

role plays, etc.; responds frequently to questions;
routinely volunteers point of view.

Course Evaluations: Each student is requested to complete course evaluations to assist with ongoing assessment of curriculum, teaching strategies, e.g. In addition, a self-evaluation must be submitted via LiveText.

Remediation of Identified Deficits: The student will be responsible for initiating a collaborative process with the instructor to improve any perceived deficits of performance.

Rubric Descriptions: Rubrics will be utilized assessing journal submissions, live interviews, critical thinking, and participation that will influence PPE's.

Rubrics specific to this course are also found at the 'Introduction to Counseling' Blackboard site.

LiveText/Blackboard Usage:

LiveText and Blackboard will be utilized to collect various artifacts that can represent the student's body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics and are integrated in LiveText.

The online portfolio is maintained in the student's personal file on the LiveText website. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

Website Resources: Will be identified by instructor as needed.

Classroom Conduct, Confidentiality & Ethics: Conduct in the learning environment in the classroom as well as outside the classroom setting is representative of the professional standards and is expected to be of the highest standard.

Cell Phone Use: Cell phones should be turned off and not visible during class. Disregard for this request may affect your evaluations. If professional and personal reasons necessitates its use, it must be with the instructor's permission, and used discretely.

Accommodating Students with Special Learning Needs: Students who believe that they may need accommodations in this class are encouraged to contact the instructor as soon as possible to ensure that accommodations are implemented in a timely fashion.

Statement about Diversity: The Master of Arts in Counseling program as a whole is committed to social justice. The Master of Arts in Counseling program cherishes the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class. The department emphasizes the importance of diversity and multicultural influences on development in each course, work and research, as well as throughout the practicum and internship training.

Questions, Concerns, Grievances: Students are encouraged to schedule an appointment to talk with the instructor, if you have any issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the Dean

regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

Plagiarism and Collaboration: The Master of Arts in Counseling program recognizes that the open exchange of ideas plays a vital role in the academic endeavor, as often it is only through discussion with others that one is fully able to process information or to crystallize an elusive concept.

Students who, for whatever reason, submit work either not their own or without clear attribution to its sources will be subject to disciplinary action up to and including requirement to withdraw from the Master of Arts in Counseling program. Further explanation of issues relating to plagiarism is found in the Student Handbook.

Case Conceptualization Considerations

When writing a case conceptualization, the following needs to be addressed in the narrative (summary of client issues/characteristics) in paragraph format) when identified:

- I. Introduction
 - A. Presenting Concerns
 - B. Background Information
 - C. Client Strengths & Diversity

- II. Attributes of Client Amenable to Treatment Approaches, for example:
 - A. Psycho-dynamic and Adlerian
 - B. Humanistic-Existential
 - C. Solution-Focused
 - D. Narrative, Dominant Discourses, and Diversity

Case Study and Theoretical Foundations Paper

Section I

Case Study Vignette

Short paragraph describing client and reason for referral

Case Conceptualization:

Utilize the Case Conceptualization rubric

Case Study Theory of Choice

- I. Description of theory
 - a. Strengths
 - b. Limitations
 - c. Predicted benefits and risks
- II. Alternative theory
 - a. Reasons not selected

Treatment Plan

At least two goals identified along with applicable strategies written in a SMART format.

For example:

Goal #1—I want to be able to participate by asking questions at least two questions or by making two comments in staff meetings without feeling overwhelmed and embarrassed.

Strategy #1: I will practice mindfulness exercises such as becoming centered, using deep breathing exercises, muscle relaxation before the staff meeting, and will journal about my participation after the staff meeting.

Strategy#2: I will share with my best friend as possible my evaluation as to how I was able to meet my goal.

Section II

Personal Theoretical Orientation

General discussion describing your theoretical orientation in terms of what draws you personally to be affiliated with a specific theoretical approach or if you are drawn to a fully eclectic approach or to an eclectic approach with an emphasis upon a specific construct.

Reasons for Selecting a Strategic Theory of Choice

It is critical for the clinician to be able connect with the client in a manner that is going to be therapeutic. As a result, a discussion comparing and contrasting implications of theoretical approaches that can illustrate your understanding of the cultural context of relationships, issues, and trends in a multicultural society that recognizes the importance of the clinician's role in recognizing biases, prejudices, e.g. inherent in certain theories

SELECTED BIBLIOGRAPHY

See www.masteringcompetencies.com for suggested readings

List of Psychology Benchmark Competencies* for Treatment Plan with Theory-Specific Case Conceptualization

1. Individual and Cultural Diversity
 - A. Applies knowledge of others as cultural beings in assessment, treatment, and consultation

B. Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others

2. Relationship

A. Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines

3. Assessment

A. Utilizes systematic approaches of gathering data to inform clinical decision-making

B. Writes assessment reports and progress notes and communicates assessment findings verbally to client

4. Intervention

A. Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation

B. Implements evidence-based interventions

C. Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures

*American Psychological Association. (2011, June). Revised competency benchmarks for professional psychology. Retrieved from <http://www.apa.org/ed/graduate/competency.aspx>.

*Fouad, N. A., Grus, C. L., Hatcher, R. L., Kaslow, N. J., Hutchings, P., Madson, M. B., & Crossman, R. E. (2009). Competency benchmarks: A model for understanding and measuring competence in professional psychology across training levels. *Training and Education in Professional Psychology*, 3(4, Suppl), S5-S26. doi:10.1037/a0015832