Course Description:

This course surveys primary current theoretical approaches to psychotherapy and demonstrates how theory relates to the practice of Mental Health Counseling and Marriage and Family Therapy. The historical components of these theories are examined for their continuing impact on the delivery of mental health services.

This two-hour course meets seven times throughout the fall term, roughly every other week as per Course Schedule, and is completed during the latter half of Spring Term. Dr. Terry Hight will guest-lecture for three classes during the Fall Term. Dr. Hight is a Licensed Psychologist and the Chief Administrative Officer for Mississippi Children’s Home Services, Inc., Jackson, MS.

Course Objectives:

When this course is complete students should be able to

1) Identify the core content of specified major theoretical approaches in counseling/therapy
2) Recognize limitations and strengths of each of the theoretical orientations discussed
3) Describe experiential interaction with some aspects of each approach
4) Describe personal qualities that support or hinder the therapeutic relationship
5) Understand the historical connections and themes which shape modern psychotherapy
6) Explain an overview of the counseling process from a cognitive behavioral perspective
7) Understand a model of cognitive behavioral therapy as it is integrated with a Christian worldview

Course requirements and grading:

1. Students will be required to successfully complete chapter, non-comprehensive quizzes covering the Corey text and course lecture content. Quiz scores will constitute 25% of the course grade. (See Course Schedule for content & dates.) Eighty to ninety percent of quiz content will come directly from distributed Corey questions and will therefore be multiple choice; no more than 20% may be short essay questions, e.g., “What is Roger’s general view of human nature?” Two lowest scores will be dropped in final averaging. Make-up quizzes will not be given.

   These quizzes will be administered during the first 15-20 minutes of each class.

2. One comprehensive exam covering the Corey text and course lecture content will be administered/available Jan 6, 2014, 12:00 p.m. until Jan 24, 4:00 pm, constituting 25% of the course grade.

3. Students will be required to read and complete the cognitive therapy workbook by Greenberger & Padesky. (See Course Schedule for content & dates.) To document the completion of the assignment, students will email partner written statements of completion for one another to the Prof and Assistant. Assessment of the timely completion of this assignment will constitute 25% of the course grade.
4. Students will be required to complete chapter summaries of the McMinn text, in sections, due as specified at the beginning of Spring Term. Assessment of the quality and timely completion of these outlines will constitute 25% of the course grade. (Six to Seven classes will take place weekly during the second half of the Sp 2012 Semester; dates will be specified at the beginning of Sp. Semester.) Designated McMinn chapter summaries will be due at each class.

5. The material in items 3 and 4, above will be assessed as follows: each reading assignment (Greenberger & Padesky) and chapter (McMinn) assigned will be considered a ten-point quiz, each school day late will result in a ½ point deduction. For McMinn material quality will be assessed subjectively based on student demonstration of having read and mentally interacted with all of the assigned material (ten points are assumed unless unusually terse or vague content).

6. Additional assignments may be required.

7. Satisfactory completion of all course assignments is a necessary requirement for passing.

Texts:


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*Projected Course Schedules, below.*

<table>
<thead>
<tr>
<th>562 COURSE SCHEDULE</th>
<th>562 COURSE SCHEDULE Spring 2014</th>
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<tbody>
<tr>
<td><strong>Fall 2013</strong></td>
<td><strong>Class Meeting</strong></td>
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<td>Class date</td>
<td>Professor *</td>
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<td>* R - Richardson, H - Hight</td>
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### MAMFTC Student Learning Outcomes

In order to measure the success of the MAMFTC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAMFTC outcomes.

<table>
<thead>
<tr>
<th><strong>Rubric</strong></th>
<th><strong>Mini-Justification</strong></th>
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<tbody>
<tr>
<td>Strong</td>
<td>Required course</td>
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<tr>
<td>Moderate</td>
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<td>Minimal</td>
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#### Completion of Curriculum Requirements
Completion of the required 67 semester hours, 500 hours of client contact (including a minimum of 250 hours with two or more clients present), and 100 hours of MS/AAMFT approved supervision (including a minimum of 50 hours with two or fewer supervisees present) serves as our baseline for graduate students to become competent family therapists.

- **Rubric**: Strong
- **Mini-Justification**: Required course

#### Licensure Requirements
Fulfillment of pre-MA licensure requirements for the State of Mississippi as set forth in the Rules and Regulations of the Mississippi Board of Examiners in Social Workers and Marriage and Family Therapists.

- **Rubric**: Minimal
- **Mini-Justification**: This course is aimed primarily at the Professional (Individual) Counseling theoretical field and LPC licensure requirements

#### Theoretical/Philosophical Concepts
Understand the theoretical and philosophical concepts underlying marriage and family therapy.

- **Rubric**: Minimal
- **Mini-Justification**: This course is aimed primarily at the Professional (Individual) Counseling theoretical field

#### Individual Development/Family Relations
Gain an understanding of individual development and family relations.

- **Rubric**: Moderate
- **Mini-Justification**: Individual development is addressed especially relative to parental relationships and treatment transference issues

#### Clinical Knowledge
Achieve the ability to understand and to apply clinical knowledge effectively.

- **Rubric**: Moderate
- **Mini-Justification**: A the clinical application of a particular treatment model (CBT) receives extra focus

#### Professional Identity & Ethics/Ethical Conduct
Form a professional identity and awareness of ethics and ethical conduct.

- **Rubric**: Minimal
- **Mini-Justification**: Professional identity issues across LPC and LMFT fields are addressed

#### Integration
Integrate research and clinical skills and knowledge.

- **Rubric**: Moderate
- **Mini-Justification**: Outcome research on each theory considered is given particular attention

#### Contemporary Culture
Develop an understanding of diversity issues in contemporary culture (e.g. gender, age, socioeconomic status, culture, race, ethnicity, sexual orientation, religion, basic philosophical worldviews).

- **Rubric**: Moderate
- **Mini-Justification**: Multicultural relevance and application of each theory considered is given particular attention

#### Biblical Worldview
Develop an understanding of a biblical worldview and skills to bring to bear in relation to the field of marriage and family therapy.

- **Rubric**: Moderate
- **Mini-Justification**: Lectures address biblical issues pertinent to each theory and an overarching biblical integrative framework; the class reads a Christian-authored CBT text