PSY 562  Theory and Practice of Counseling and Psychotherapy
Fall 2014 and Spring 2013
William J. Richardson, Ph.D.

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 $\frac{1}{2}$ 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:**

Brooks/Cole: Belmont, CA. [9TH Edition exists but will not be used.]

Change How You Feel by Changing the Way You Think* by Dennis Greenberger, Christine
Padesky.)

Publishing. [Library reserve]

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*Projected Course Schedules, below.*

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<th>562 COURSE SCHEDULE</th>
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<tr>
<td><strong>Fall 2013</strong></td>
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<td>Class date</td>
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<td>* R - Richardson, H - Hight</td>
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<tr>
<th>562 COURSE SCHEDULE</th>
<th>Spring 2014</th>
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<tbody>
<tr>
<td><strong>Class Meeting</strong></td>
<td>Chapter Summaries</td>
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* R - Richardson, H - Hight*
## 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>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Strong</td>
<td>Required course</td>
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<tr>
<td>Moderate</td>
<td>This course is aimed primarily at the Professional (Individual) Counseling theoretical field and LPC licensure requirements</td>
</tr>
<tr>
<td>Minimal</td>
<td>This course is aimed primarily at the Professional (Individual) Counseling theoretical field</td>
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<tr>
<td>None</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 marriage and family therapists.

### 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.

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

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

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

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

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

### 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)

### 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