

**PSY 560 Theory and Practice of Counseling**  
**Reformed Theological Seminary**  
Fall 2018, Three Credit Hours

**Instructor**

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**Class meeting time**

Tuesday 1:00 PM - 3:55 PM  
August 27 - December 7  
Office hours: Wednesday 5-8:00 pm  
By appointment

**Course Description**

This course examines major theories and models of counseling and their application in the practice of clinical mental health counseling. These selected major counseling theories and their associated interventive techniques will be analyzed through the lens of Scripture / Special Revelation and in the light of current research, especially evidence-based counseling strategies. The historical development of major counseling theories will be considered as well as their continuing impact on the current treatment of a broad range of mental health issues.

**Course Objectives (Knowledge Outcomes)**

Upon the successful completion of this course students will be able to:

- CO1. Recount core concepts of *selected major counseling theories* (SMCT) related to clinical mental health counseling, (2.F.5.a. and 5.C.1.b.),
- CO2. Recount how core concepts of SMCT have contributed to the history and current practice of clinical mental health counseling (5.C.1.a.),
- CO3. Demonstrate knowledge of how core concepts of SMCT have been and could be further used preventively (2.F.5.j.) in the practice of clinical mental health counseling, (5.C.1.b.),
- CO4. Develop evidence-based counseling interventions (2.F.5.j.) derived from concepts and techniques of SMCT and applied to case studies of a broad range of mental health issues (5.C.3.b.). (Because of its evidenced-based, broad-range mental health counseling application, Cognitive Behavioral Therapy will be given extra focus in this course. Also, depending upon course professor and her/his particular background and experience, certain theories may be given extra focus relative to other SMCT.),
- CO5. Demonstrate an understanding of theological analyses of SMCT presented in class lecture and readings especially as they pertain to spiritual and worldview aspect of the counseling field. (2.F.2.g.),
- CO6. Demonstrate how knowledge of core concepts of SMCT is informing the development of their own personal models/frameworks of counseling (2.F.5.n.),
- CO7. Demonstrate an overview of ethical concepts relevant to mental health counseling theories and commensurate to students' level of training thus far achieved (2.F.5.e).

## **Course Objectives (Skill Outcomes, Lab Component)**

This course will include a lab portion appropriate to campus clinical facilities. The lab portion will provide students an opportunity for further development of fundamental helping skills begun in PSY502 Counseling and Helping-Relationship Skills, as well as the practice of skills and techniques associated with SMCT. The process of the lab experience will be elaborated via course handouts and in-class discussion.

## **Methods of Instruction**

- Didactic classroom presentation,
- Case examples,
- In-class exercises,
- Experiential lab skills-practice.

## **Assignments (Student Performance Evaluation Criteria)**

### **1. Quizzes: 33% of the course grade**

Quizzes will be administered during the first 15-20 minutes of each class after the first as designated on the Course Schedule.

- a. Students will be required to successfully complete non-comprehensive chapter quizzes covering the Corey text, course lecture content and the Schwartz text as per Course Schedule.
- b. At least 80% of Cory and Schwartz quiz content will come directly from sample questions distributed via Canvas. Quiz lecture content will come primarily from lecture points connected to class handouts.
- c. Corey quiz questions will be in multiple choice format. Schwartz and lecture items will be in short-answer format.
- d. Two lowest quiz scores will be dropped in final averaging. Make-up quizzes will not be given.

### **2. Final Examination: 33% of the course grade.**

A Final Exam in take-home essay format will be distributed in class, week 10 and due on the last day of the final exam period at 4:00 pm. in hard copy form. (The completed exam must also be emailed to the course Professor.) On this final exam students will be required to apply knowledge of specified counseling models and associated intervention strategies to given case scenarios.

### **3. Reading Summaries and Reports: 34% of course grade**

- a. Students will be required to read and summarize assigned portions of the Jones and Butman text. Those type-written summaries will be due as specified on the Course Schedule. Summaries should average at least 2 type-written pages in length per chapter, double spaced, 12 pt. Times New Roman font, 1 in. margins, all around.

- b. Students will be required to read and complete the Cognitive Therapy workbook by Greenberger & Padesky, *Mind over mood*, due as per Course Schedule. To document the completion of these assignment students will email partner reading reports, i.e., written statements of completion for one another to the Prof and the Teaching Assistants. (This process will be detailed at the beginning of the Term.)

Reading summaries and workbook completion reports referenced above will be graded as follows: Each reading and workbook assignment will be considered a ten-point quiz, each week-day late will result in a ½ point deduction. (For summaries ten points are assumed unless evidencing inaccurate, unusually terse or vague content. Workbook reports will only receive point deductions due to lateness.)

Please do not hand-in hard copies. Reading summaries and reports should be emailed to

- Dr. Richardson, [brichardson@rts.edu](mailto:brichardson@rts.edu)
- Mary Kathryn Evans, [mevans@rts.edu](mailto:mevans@rts.edu)
- Peyton Swanson, [pswanson@rts.edu](mailto:pswanson@rts.edu)

4. Additional assignments may be required.
5. No assignments will be received beyond the last day of final exams (unless the student has received written permission from the professor). All assignments must be completed and handed in (emailed) by that time in order to receive a passing grade. Failure to do so will result in course failure.

### **Reading Material, Required and ancillary**

\* Corey, Gerald. (2009). *Theory and practice of counseling and psychotherapy*. Brooks/Cole or Cengage Learning [9<sup>th</sup> or 10<sup>th</sup> Editions may be used.]

\* Jones, S. & Butman, R. (2011). *Modern Psychotherapies: A Comprehensive Christian Appraisal*. 2<sup>nd</sup> Ed., IVP Academic.

\*\*Greenberger, D. & Padesky, C. A. (1995). *Mind over mood: A cognitive therapy treatment manual for clients*. Guilford Press. [’95 edition must be used]

\*\*Schwartz, R. (1995) Internal Family Systems Therapy. New York: Guilford Press

\*\*\*Burns, David. (2008). *Feeling Good*. New York: Harper

\*\*\*Yalom, I. (2012) *Love’s Executioner: and Other Tales of Psychotherapy*. Basic Books.

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\* Primary texts used by all RTS MAC professors with a view toward professional MHC standards (CACREP and state licensure boards). Required on both Jackson and Orlando sites.

\*\* Secondary texts used by different professors to correlate with their areas of expertise and interest. These will be used on Jackson campus Fall 2018. Required for Jackson MAC site.

\*\*\* Ancillary in Jackson 2018. Referenced in lecture, not required.

## COURSE SCHEDULE

Lecture ID	Class Date	Topic	Assignment 1 12 quizzes Corey, Schwartz	Assignment 2 Jones & Butman Summaries	Assignment 3 Mind/Mood WkBk	CACREP 2016 Standards
L1		1. Introduction and course overview				5.C.1.a.
L2		1. Corey's overview of the field 2. Values in Counseling	Corey, Ch 2 Values and Multicultural sections (on CANVAS), ch 4, Psychoanalytic	1		2.F.5.a. 5.C.1.b. 5.C.1.a.
L3		Psychoanalytic Counseling Theory	Corey, ch, 7 Person Centered	2		2.F.5.a. 5.C.1.b.
L4		CBT Counseling Theory	Corey, ch 10, CBT	3		2.F.5.a. 5.C.1.b. 5.C.1.a.
L5		CBT contd. 2. IFS introduction	Schwartz, Intro Ch.1	4		2.F.5.a. 5.C.1.b.
L6		1. A beginning framework 2. IFS Multilocity and Self	Schwartz ch 2	6		2.F.5.n.
		<b>FALL BREAK, READING WEEK</b>				
L7		IFS through a theological lens	Schwartz ch 3	7	ch 1-2	2.F.5.n.
L8		Existential Counseling theory	Corey, ch 6, Existential		ch 3-4	2.F.5.a. 5.C.1.b. 5.C.1.a.
L9		Gestalt Counseling Theory	Corey, ch. 8 Gestalt		ch 5 6	2.F.5.a. 5.C.1.b. 5.C.1.a.
		<b>WEEK 10 TAKE-HOME FINAL</b>	<b>DISTRIBUTED</b>			
L10		IFS Protocols	Schwartz 4		ch 7-8	2.F.5.j.
L11		A confluence of EB theory and technique	Schwartz, 5		ch 9-10	2.F.5.j.
L12		Choice Counseling Theory	Corey, ch 11, Reality Therapy		ch 11-12	2.F.5.a. 5.C.1.b. 5.C.3.b.
L13		Feminist Counseling Theory and other essential multicultural concerns	Corey, Ch12, Feminist	11		2.F.5.a. 5.C.1.b. 5.C.1.a.

## Student Learning Outcome Table

CACREP Standards	COURSE OBJECTIVES	READINGS	LECTURES	ASSIGNMENTS
2.F.5.a. 5.C.1.b.	CO1. Recount core concepts of <b>selected major counseling theories</b> (SMCT) <i>related to clinical mental health counseling,</i>	Corey chs 4, 6, 7, 8, 10, 11, 12 Jones & Butman (J&B) chs 1-4, 6, 7, 11	Lectures 1-5, 8-9, 12-13	Assignment 1., Corey and Schwartz quizzes, Assignment 3 a., J&B summaries. Assignment 3b., Mind over mood workbook.
5.C.1.a.	CO2. Recount how core concepts of SMCT have contributed to the <i>history and development of clinical mental health counseling,</i>	Corey chs 4, 6, 7, 8, 10, 11, 12	Lectures 1 and 13 as well as frequent historical reference inserts.	Assignment 1., Corey reading and quizzes. There is an introductory historical piece in each chapter.
5.C.1.b., 2.F.5.j.	CO3. Demonstrate knowledge of how core concepts of SMCT have been and could be further used <i>preventively</i> in the practice of clinical mental health counseling,	Corey ch10 and J&B ch 6 (Popular Books and Assertiveness training)	Lectures 4, 5, 12 (CBT and Reality Therapy)	The text readings are thin on prevention, but via Assignment 1., lecture quiz content on popularizers of CBT and Choice theory will be addressed
2.F.5.j 5.C.3.b.	CO4. Develop <i>evidence-based counseling interventions</i> derived from concepts and techniques of SMCT and applied to case studies of a <i>broad range of mental health issues</i>	Corey ch10 and J&B ch 6 and IFS recent developments	Lectures 4, 5, 10 focus on EBTs	Assignment 1., Quizzes on Corey 10 (CBT) and Schwartz lecture 10. Assignment 3 a summary of J&B 6 (CBT)
2.F.2.g.	CO5. Demonstrate an understanding of theological analyses of SMCT presented in class lecture and readings,	Jones & Butman (J&B) chs 1-4, 6, 7, 11	Lectures 1, 2, 7, 13	Assignment 2., The final take-home exam, will incorporate a worldview/integration component.
2.F.5.n.	CO6. Demonstrate how knowledge of core concepts of SMCT is informing the <i>development of their own personal models/frameworks</i> of counseling	(As this is the key course for student development of their own counseling framework, virtually all readings significantly contribute.)	(This is the key course for student development of their own counseling framework. Virtually all lectures address this issue.)	Assignment 2., The take-home final will require theory and intervention strategies applied to case scenarios.
2.F.5.e	CO7. Demonstrate an overview of ethical concepts relevant to mental health counseling theories and commensurate to students' level of training thus far achieved	Corey, sections of ch 2 and multicultural sections included in each Theory Chapter.	Lecture 2, values and lecture 13 re feminism and multiculturalism/diversity	Assignment 2., The take-home final will incorporate concepts from lecture and reading on values, worldviews and diversity.