**PSY 5210**

**Theory and Practice of Counseling**

**Reformed Theological Seminary**

**Fall 2019, Three Credit Hours**

**Instructor Class meeting time**

William J. Richardson, Ph.D. Tuesday 1:00 PM - 3:55 PM

Work: 601-923-1630 August 28 - December 7

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[brichrdson@rts.edu](mailto:brichrdson@rts.edu) 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, i.e., 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 PSY5100 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 classes as designated on the “Course Schedule and Process.”

1. Students will be required to successfully complete non-comprehensive chapter quizzes covering assigned portions of the Corey text, the Schwartz text, and course lecture content.
2. At least 75% of Corey 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.
3. Corey quiz questions will be in multiple choice format and taken directly from CANVAS posted Corey test banks). Schwartz and lecture items will be in short-answer format.
4. Two lowest quiz scores will be dropped in final averaging. Make-up quizzes will not be given.
5. **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 submitted via Canvas; same due date. On this final exam students will be required to apply knowledge of specified counseling models and associated intervention strategies to given case scenarios.

1. **Reading Summaries and Reports:** 34% of course grade
2. 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 are operationally defined as composing 7 short-answer test-questions and answers to those questions with text page numbers. The questions should reflect the student’s judgement of 6 core principles of the particular theory/chapter assigned. Reading summaries and reports should be emailed via CANVAS.
3. 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 via CANVAS, partner reading reports, i.e., written statements of completion for one another. (This process will be detailed in class.)

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 content or an insufficient number of items. Workbook reports will only receive point deductions due to lateness.)

Please do not hand-in hard copies of reading summaries and workbook reports.

1. Additional assignments may be required.
2. 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 (via CANVAS) by that time. Failure to complete any assignment(s) will result in course failure.

**Reading Material, Required and ancillary**

\* Corey,Gerald. ( 200X ). *Theory and practice of counseling and psychotherapy.*

Brooks/Cole or Cengage Learning [9th or 10th Editions may be used.]

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

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

\*\* Richardson, W. J. (2007) Internal Family Systems Therapy Meets Evangelical Christianity:

Integration of … [http://brichardson.rts.googlepages.com](http://brichardson.rts.googlepages.com/). (wjr article)

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

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

\*\*\*Yalom, I. 92012) *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 2019. Required for Jackson MAC site.

\*\*\* Ancillary in Jackson 2019. Referenced in lecture, not required.

**COURSE SCHEDULE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Lec-ture ID and Wk # | Class Date | Topic | Assignment 1: 12 quizzes over Corey and Schwartz | Assign-ment 2: Jones & Butman Sum-maries | Assign-ment 3: | CACREP 2016 |
| Mind / Mood WkBk | Standards |
| 1 | 8/27 | Introduction and course overview |  |  |  | 5.C.1.a. |
| 2 | 9/3 | Corey's overview of the field  and Values in Counseling | Corey, ch 4, Psychoanalytic | Chap. 1 |  | 2.F.5.a.  5.C.1.b. 5.C.1.a. |
| 3 | 9/10 | Psychoanalytic Counseling Theory | Corey, ch 7 ,Person Centered | 2 |  | 2.F.5.a.  5.C.1.b. |
| 4 | 9/17 | CBT Counseling Theory | Corey, ch 10, CBT | 3 |  | 2.F.5.a.  5.C.1.b.  5.C.1.a. |
| 5 | 9/24 | CBT contd. and  a confluence framework of theory and practice (an introduction). | Schwartz, Intro and ch 1 | 4 |  | 2.F.5.a.  5.C.1.b. |
| 6 | 10/1 | IFS introduction: Multiplicity and the self | Schwartz ch 2 | Richardson article \* |  | 2.F.5.n. |
|  |  | ***FALL BREAK, OCTOBER*** | ***7-11*** |  |  |  |
| 7 | 10/15 | IFS through a theological lens | Schwartz ch 3 | 6 and 7 | ch 1-2 | 2.F.5.n. |
| 8 | 10/22 | IFS Protocols | Schwartz ch 4 |  | ch 3-4 | 2.F.5.a.  5.C.1.b.  5.C.1.a. |
| 9 | 10/29 | A confluence framework of theory and practice ( an elaboration) | Schwartz, ch 5 |  | ch 5 6 | 2.F.5.a.  5.C.1.b.  5.C.1.a. |
|  |  | ***WEEK 10 TAKE-HOME FINAL*** | ***DISTRIBUTED*** |  |  |  |
| 10 | 11/5 | Gestalt Counseling Theory | Corey, ch. 8 Gestalt |  | ch 7-8 | 2.F.5.j. |
| 11 | 11/12 | Existential Counseling theory  An Intro. to Clinical Application 1 | Corey, ch 6, Existential |  | ch 9-10 | 2.F.5.j. |
| 12 | 11/19 | Choice Counseling Theory  An Intro. to Clinical Application 2 | Corey, ch 11, Reality Therapy |  | ch 11-12 | 2.F.5.a.  5.C.1.b.  5.C.3.b |
| 13 | 12/3 | Feminist Counseling Theory and other essential multicultural concerns  An Intro. to Clinical Application 3 | Corey, Ch12, Feminist | 11 |  | 2.F.5.a.  5.C.1.b.  5.C.1.a. |

\* Required to read all. Only summarize Sections II and III.

**Student Learning Outcome Table**

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| --- | --- | --- | --- | --- | --- | --- |
| CACREP Standards | **COURSE OBJECTIVES** | **READINGS** | **LECTURES** | | **ASSIGNMENTS** | |
| 2.F.5.a. 5.C.1.b. | CO1. Recount core concepts of **selected major *counseling theories*** (SMCT) *related to clinical mental health counseling*, | 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 *history and development of clinical mental health counseling*, | 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 *preventively* 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 *evidence-based counseling interventions* derived from concepts and techniques of SMCT and applied to case studies of a *broad range of mental health issues* | 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 *development of their own personal models*/frameworks 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. | |

**Policies and Important Information**

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All written work must conform to American Psychological Association (APA) style if applicable. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g. https://owl.english.purdue.edu/owl/resource/560/01/). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

**Disability Accommodation Policy.** If you require a special adaptation or accommodation to participate fully in this course, please contact the instructor as soon as possible to discuss your request. You must provide a letter from the Dean of Students that verifies your disabled status. Last minute special requests will be subject to the same late assignment policy as other students.

**Access to Research Database.** RTS provides MAC students with access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from computers in the library, or from your home computer by following the link below and logging in with a username and password to be provided in class.

<http://search.ebscohost.com/>

**Submission of work**. CANVAS unless otherwise directed via syllabus.

**Late work.** All assignments are due as scheduled regardless of attendance, unless prior arrangements are made with the instructor. Assignments turned in late will be deducted 1/3 letter grade for each late day.

**Anonymity**. All written assignments and exams should be identified by the last six digits of your Self-Service id number and NOT by your name. Anonymity permits more objectivity in grading.

**Return of work**. All work returned to students will be available in the MAC Office. Any work not collected by the first full week of the next semester or term will be shredded.

**Grading Scale:**

A (97-100)

A- (94-96)

B+ (91-93)

B (88-90)

B- (86-87)

C+ (83-85)

C (80-82)

C- (78-79)

D+ (75-77)

D (72-74)

D- (70-71)

F (Below 70)

**Attendance Policy.** Regular attendance is expected and required. Excessive absences (more than 2 class meetings) will result in the loss of points equal to one letter grade per absence. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials handed out or presented during the missed class from a classmate.

**Class Participation.**Students are expected to participate in all components of the class. Each student is expected to read all of the assigned materials in advance for each class. Contributions and questions should reflect knowledge of the reading assignments.