I. Course Description

The course will examine the historical, theoretical, ethical, and philosophical foundations in counseling. We will explore major theories of counseling and psychotherapy including an in-depth study of one’s personal practice theory. Projects may include development, research, utilization, and evaluation of theoretical applications in school and community settings. We will address the relevance of theories in counselor education and supervision. Admission to doctoral program required for enrollment.

II. Rationale

This course serves as one of the foundation courses of the Ph.D. program in Counselor Education and is designed to address the history, research, efficacy and current use of individual and group theories.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counseling

NA

IV. TExES Competencies

NA

V. This course is designed to meet the following CACREP Doctoral Standards for content areas and Student Learning Outcomes.

A. CACREP Standards:

1. II-C-1. Theories pertaining to the principles and practice of counseling, group work, and crisis/trauma.
2. IV-G-1. Knowledge of the major counseling theories, including their strengths and weaknesses, theoretical basis for efficacy, applicability to multicultural populations, and ethical/legal considerations.
4. IV-G-3. The research base for existing counseling theories.

B. Student Learning Outcomes:

1. Students will learn theories pertaining to the principles and practice of counseling, group work, and crisis/trauma as evidenced by scores of a class presentation and responses on a comprehensive exam (see rubrics)
2. Students will demonstrate knowledge of the major counseling theories, including their strengths and weaknesses, theoretical basis for efficacy, applicability to multicultural populations, and ethical/legal considerations as evidenced by class presentations, responses on a comprehensive examination, and a theory paper. (see rubrics)
3. Students will learn various methods for evaluating counseling effectiveness as evidenced by class discussion and responses on a comprehensive exam. (see rubrics)
4. Students will demonstrate understanding of the research base for existing counseling theories by a seminal works presentation (see rubrics) and a theory paper.

VI. Course Topics

Major topics or projects will be related to the following theories and themes in individual and group counseling and psychotherapy: psychodynamic, person-centered and existential, cognitive and behavioral, affective humanistic/experiential and multicultural systems. Special topics may include multicultural issues in counseling, postmodern influences, eclectic approaches vs. integrated theories, counseling efficacy, and current theories of trauma resolution.

VII. Instructional Methods and Activities

The course will be taught in seminar fashion and include readings, discussion, research, projects, student presentations, and examination. Activities will include the following:

1. Complete reading assignments and participate in seminar discussions.
2. **Theory Presentation**: Students will each present a group and individual theory in a manner appropriate for a doctoral level course. It is expected that you will present information, promote dialogue, and facilitate learning. Your presentation must incorporate a creating a quiz, game, or any other creative & fun activity that will illuminate the main points discussed in the presentation, remember you are only to discuss the major highlights of the theory. Each session should be at least 1.5 hours. In your presentation you should include the following information:

   - Who are the contributors to this theory?
   - Why do problems arise in clients according to this theory?
   - How are problems resolved in clients according to this theory?
   - What is the client-counselor relationship according to this theory?
   - How is this theory practiced with culturally and socially diverse clients?
   - What are some limitations of this theory? What are some benefits of this theory?
   - What are key terms used in this theory?
   - Compare the Context then to the context now for this theory

   You will turn in your preparation materials (which may include Power Point slides, handouts, activities directions, etc.) and a theory outline by posting them to Blackboard. In addition, you

   Each student will evaluate each theory presentation using the form provided on Blackboard and the syllabus. Feedback should be constructive, professional, and designed to assist your colleagues in developing effective teaching skills.

3. **Current Issues & Events Facilitation**: Each class a student will be responsible for leading class discussion on a selected current event or topic that focuses on advocacy, social justice, cultural competence, and ethical competence for case conceptualization and counseling implications. This topic and/or current event should be discussed from the perspective of how it impacts the discipline of counseling and specific clients that might come to counseling and how culture is impacted by the event. During the discussion you should be able to discuss the current event by linking it to the counseling profession, conceptualization using a cultured centered lens, and how this issue impact future clients. You

   must turn in a 1-2 page formal summary answering the below questions as well as a list of articles and other resources that would be helpful for counselors faced with clients with similar issues:

   - What do you believe are the main issues present for the event?
   - Based on the main issues, what would you have the most difficulty? Why?
   - How do you believe the issue/event should be approached as a professional counselor?
- If you had to conceptualize what is going on in this case what would it be?
- How might you conceptualize this issue using a cultured centered lens?
- How does the issue/event link to the counseling profession?

5. **Case Conceptualization Research Paper**: Using one of the theories covered in the course and one of the selected movies (*A Family That Prey’s, Eve’s Bayou, The Other Sister, and American Beauty*) you are responsible for showing how the issues shown in the movie can be conceptualized through the featured models. Your paper must: (1) give an overview of client issues using linkage to a social context, (2) provide a literature review that discusses the research that has been conducted regarding the presented client issues, (3) possible limitations or holes present in the current research, (4) how theory conceptualizes the issues/problems presented by the client, (5) specific interventions that are suggested supported by your research findings, (6) implications for counselor educators/clinicians and (7) ethical and legal considerations.

Looking at the case study:
- Define issues present including the embedded social context
- How would your selected theory conceptualize the issues presented
- What specific interventions does the research state are effective with this issue and those in population impacted by this issue
- What are possible limitations of the theory in regards to the population, interventions, social context
- Based on the research found describe the holes in the research or something that would take the research further

The paper should be 15-20 pages, including bibliography, use a theory covered in class and use the most recent APA formatting. You will be writing two papers due **October 28 and December 9**, you must select a different theory and movie for each paper. You must turn run your paper through [www.turnitin.com](http://www.turnitin.com)

6. **Theory Research Roundtable**: This is a presentation that should illuminate your case conceptualization research paper and gives a snap shot of how you have conceptualized the client issues using your selected theory and outlines what the research states about interventions that work best with the issues discussed.

Your roundtable should cover the following: (1) presenting issues of the client using a social context, (2) clinical linkage to research and limitations found in the current research, (3) clear linkage to theory in the conceptualization of client issues, and (4) suggested interventions and recommendations. Your roundtable presentation should be 15-20 minutes in length and occurs **October 28 and December 9**.

7. **Class participation** as measured by the enclosed rubric in the Rubric Evaluation Section.

VIII. Evaluation and Grade Assignment

| Class Participation | (40 pts. total) |
| Theory Presentation | (50 pts. total) |
| Current Issues & Events Facilitation | (30 pts. total) |
| Theory Conceptualization Paper #1 | (100 pts. total) |
| Theory Research Roundtable #1 | (40 pts. total) |
| Theory Conceptualization Paper #2 | (100 pts. total) |
| Theory Research Roundtable #2 | (40 pts. total) |
| **Total** | **360 pts. Total** |

A student must achieve 250 of the above points to receive credit for this course. Grades will be assigned based on cumulative points:

- 360-310=A (Mastery of content and concepts)
- 309-260=B (Good understanding of material)

K.N. Frazier, 2012
C (Rather basic understanding—more work is needed to perform at professional level)

Students who do not reach minimal levels of competency may be given the option of continuing their learning experience in an attempt to upgrade skills to an acceptable level. All written assignments are to follow APA (6th ed.) style. Failure to follow APA style and failure to adequately proofread your assignments will result in non-acceptance of the assignment or grade reduction.

**Grade Dispute Policy**

*If you do not understand the reason you received a specific grade on any assignment, please feel free to contact me so that we can clear up any confusion or uncertainty. If you believe a grade should be reconsidered, take time to review my comments and follow the instructions below:*

1. **Wait at least 24 hours after receiving the grade, but no more than one week to talk with me.** We will arrange a meeting for this discussion. This discussion will **not** be via email.
2. Your specific reasons for receiving another grade must be written in a memo to me (2 page max.).
3. The original copies of the evaluation and all associated assignments must be included with your written memo.

*Please note that there is no guarantee that a reconsideration of your work will yield a higher grade. Review of work, in fact, may result in a lower grade, as your work will be subject to closer scrutiny. Any grade given during one semester cannot be reconsidered in the subsequent semester (i.e. a grade given in the fall semester cannot be reconsidered in the spring semester).*

**IX. Course Schedule and Policies**

**Course Expectations**

All students begin the course with an “A” and can have points deducted from their “A” if they do not participate in large group discussions, role plays, do not follow outlined assignment format, do not turn in assignments on time, or do not attend class. You will be expected to think critically about the information presented in class and interact professionally with your classmates. Each student should come to class prepared to reflect upon the readings and the daily posed questions under the course schedules, course topics, and daily activities. Finally, each student is expected to participate during small group and whole group discussion in order to apply information.

**Attendance policy:**

Attendance is vital to the learning process and because the summer course is faster paced attendance is even more crucial. More than book information is presented in class lectures and discussions, hence any absence prevents students’ full participation in the learning process. Failure to participate in class discussions, leaving class early, tardiness, and absences will affect final participation points. In the event a student must miss a class, they are to see a classmate regarding the information presented in class. **A student with two or more absences will not receive credit for successfully completing the course.**

**Classroom Climate**

The classroom is a place to facilitate a climate of professionalism and respect at all times. Please be cognizant that classroom discussion and sharing benefits personal and professional growth. It is imperative that you remember to respect other opinions regardless of whether they are similar or very divergent from your own. Talking while others are sharing, holding side conversations with your neighbors during class discussions, talking negatively about the course, and providing negative commentary about those teaching the course, all contribute to a negative classroom climate. Any student actively participating in negative classroom climate behaviors, will impact their ability to obtain a professor recommendation for future jobs and may result in formal documentation in the student’s permanent file. Because this course is taught as a seminar and is shared by participants, it is not possible to make up material missed in class. Plan to attend all class meetings. Students are expected to adhere to the Ethical Guidelines of the American Counseling Association and the Association for Counselor Education and Supervision when engaged in counseling, teaching, and/or scholarly activities. Unethical conduct may result in grade penalty or other consequences according to departmental guidelines.

K.N. Frazier, 2012
**Student E-Mails**
All student e-mails will be answered within 48 hours of the next business day. For students needing additional assistance beyond the e-mail, it is advised that you set up a formal meeting during allotted office hours.

Class Schedule of CNEP 6305 Advanced Theories in Individual and Group Counseling

*Each theory presentation will address the theory’s strengths and weaknesses, theoretical basis for efficacy, applicability to multicultural populations, and ethical/legal considerations.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 16</td>
<td>*Orientation, *Definitions and Importance of Theory/ Personal Practice Theory, *Introduction to Blackboard, Assignments.</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>September 23</td>
<td>*Current Issues &amp; Events *Review Last Class *Multicultural Theory Conceptualization *Multicultural Theories of Psychotherapy</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>September 30</td>
<td>*Current Issues &amp; Events *Review *Psychoanalysis (individual and group)</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>(Presentations Begin)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 7</td>
<td>*Current Issues &amp; Events *Review *Adlerian Psychotherapy (individual and group)</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>October 14</td>
<td>*Current Issues &amp; Events *Review *Analytical Psychotherapy (individual and group)</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>October 21</td>
<td>*Current Issues &amp; Events *Review *Client Centered Therapy (individual and group)</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>October 28</td>
<td>Theory Research Roundtable</td>
<td>Research Paper Conceptualizing using either: (Psychoanalysis, Adlerian, Analytical Psychotherapy, or Client Centered Therapy</td>
</tr>
<tr>
<td>November 4</td>
<td>*Current Issues &amp; Events *Review of Theories *Rational Emotive Behavior Therapy (individual and group)</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>November 11</td>
<td>*Current Issues &amp; Events *Review *Behavior Therapy</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Date</td>
<td>Topics</td>
<td>Chapter</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| November 18 | *Current Issues & Events
*Review
*Cognitive Therapy (individual and group) | Chapter 8 |
| November 25 | *Current Issues & Events
*Review
*Existential Psychotherapy (individual and group)
*Gestalt Therapy (individual and group) | Chapter 9 & Chapter 10 |
| December 2  | *Current Issues & Events
*Review
*Family Therapy (individual and group) | Chapter 12 |
| December 9  | Class Reflections
Theory Research Roundtable | Final Class
Conceptualizing using either: Rational Emotive Behavior Therapy, Behavior Therapy, Cognitive Therapy, Existential Psychotherapy, Gestalt, or Family Therapy |

X. Textbooks


Other reading as assigned.

XI. Selected Bibliography


Cozolino,...The neuroscience of psychotherapy


Cummings, N. A. (2000). The essence of psychotherapy: Reinventing the art in the new era of data. San Diego:

K.N. Frazier, 2012


XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade appeals, and University procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and /or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations

The Americans with Disabilities act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101. If you are a returning veteran and experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Evaluation Rubrics

K.N. Frazier, 2012
Class Participation

Each person will be encouraged to participate in all learning activities. You will be provided choices in order to address your learning style and comfort with self-disclosure. While I will solicit input from peers regarding your contribution to group activities, you will not be evaluated by fellow students. We will embrace a collaborative rather than a competitive model for group interactions. Each person makes contributions; each person receives feedback and support.

Participation will be measured in the following manner. Overall class participation will be determined by a score assigned by the instructor based upon input from the entire class and one’s self evaluation. At the end of the course, all class members will submit a list of major participants (at least three persons) with corresponding brief descriptions of their contributions. The instructor will review the lists and contributions and compile anonymous feedback for participants. Each person will score her or his own level of participation, providing a paragraph in support of the rating. The instructor will use the self evaluation and peer input to assign a score for participation according to the following criteria. Students can also use the attached rubric for feedback.

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-40 points</td>
<td>Made significant contributions and offered input during each class meeting</td>
</tr>
<tr>
<td>20-29 points</td>
<td>Made one or more significant contributions and offered input during half of the class meeting</td>
</tr>
<tr>
<td>10-19 points</td>
<td>Offered input during at least half of the class meetings</td>
</tr>
<tr>
<td>&lt;10 points</td>
<td>Rarely offered input during class meetings</td>
</tr>
</tbody>
</table>

Theory Presentation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of Theory of Concepts</td>
<td>(/5)</td>
</tr>
<tr>
<td>View of Human Nature</td>
<td>(/5)</td>
</tr>
<tr>
<td>View of problem formation</td>
<td>(/5)</td>
</tr>
<tr>
<td>View of problem resolution</td>
<td>(/5)</td>
</tr>
<tr>
<td>Role of counselor</td>
<td>(/5)</td>
</tr>
<tr>
<td>Techniques/Interventions used</td>
<td>(/5)</td>
</tr>
<tr>
<td>Techniques/Interventions used in group setting</td>
<td>(/5)</td>
</tr>
<tr>
<td>Multicultural Aspects of the theory</td>
<td>(/5)</td>
</tr>
<tr>
<td>Limitations/Strengths</td>
<td>(/5)</td>
</tr>
<tr>
<td>Creative game/learning tool utilized</td>
<td>(/5)</td>
</tr>
<tr>
<td>Total points</td>
<td>(/50)</td>
</tr>
</tbody>
</table>

Additional Feedback:
Theory Conceptualization Papers

1. Abstract and introduction 0-10 points 
2. Overview of client and issues presented 0-10 points 
3. Social context of issues presented 0-10 points 
4. Research surrounding presented issue(s) 0-10 points 
5. Holes present in the research/what would take the research further? 0-10 points 
6. Literature review of theory conceptualizing case study 0-10 points 
7. Recommendation interventions for client(s) 0-10 points 
8. Implications pertinent to counselor education readership and diversity concerns 0-10 points 
9. Writing style/grammar 0-10 points 
10. APA format (including references) 0-10 points

TOTAL 0-100 points

Theory Research Roundtable

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Client Presenting Issues &amp; Social Context Linkage</strong></td>
<td>Total points worth=10</td>
</tr>
<tr>
<td></td>
<td>Total points given=</td>
</tr>
<tr>
<td><strong>Clinical linkage to research material &amp; limitations of research</strong></td>
<td>Total points worth=10</td>
</tr>
<tr>
<td></td>
<td>Total points given=</td>
</tr>
<tr>
<td><strong>Theory Conceptualization with Case Study</strong></td>
<td>Total points worth=10</td>
</tr>
<tr>
<td></td>
<td>Total points given=</td>
</tr>
<tr>
<td><strong>Interventions/Recommendations</strong></td>
<td>Total points worth=10</td>
</tr>
<tr>
<td></td>
<td>Total points given=</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>Total points worth=40</td>
</tr>
<tr>
<td></td>
<td>Total points given</td>
</tr>
</tbody>
</table>

Current Issues & Events

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to facilitate class discussion</td>
<td>Total points worth=5</td>
</tr>
<tr>
<td></td>
<td>Total points given=</td>
</tr>
<tr>
<td>Conceptualization of the Issues</td>
<td>Total points worth=5</td>
</tr>
<tr>
<td></td>
<td>Total points given=</td>
</tr>
<tr>
<td>Discussion of Issues in cultured centered lens</td>
<td>Total points worth=10</td>
</tr>
<tr>
<td></td>
<td>Total points given=</td>
</tr>
<tr>
<td>Linkage of issues to counseling profession</td>
<td>Total points worth=10</td>
</tr>
<tr>
<td></td>
<td>Total points given=</td>
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</tbody>
</table>

K.N. Frazier, 2012
**Grade Dispute Policy**

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1. Wait at **least 24 hours** after receiving the grade, but **no more than one week** to talk with me. We will arrange a meeting for this discussion. This discussion will **not** be via email.
2. Your specific reasons for receiving another grade must be written in a memo to me (2 page max.).
3. The original copies of the evaluation and all associated assignments must be included with your written memo.

*Please note that there is no guarantee that a reconsideration of your work will yield a higher grade. Review of work, in fact, may result in a lower grade, as your work will be subject to closer scrutiny.*

*Any grade given during one semester cannot be reconsidered in the subsequent semester (i.e. a grade given in the fall semester cannot be reconsidered in the spring semester).*

I have read the above policy, I understand the policy and agree to abide by it.

Name_________________________________________Date___________________
Once you have studied the course syllabus and its contents, please initial each of the statements below. Then print your name and sign and date the document. Return it to me no later than next class period. Feel free to ask questions or request clarification.

________ I have read the course syllabus and understand its contents.

________ I thoroughly understand the grading and attendance policies stated in the syllabus.

My signature below indicates that I have read and understand my responsibilities as outlined by the CNEP 6305 Advanced Theories in Individual and Group Counseling syllabus.

_____________________________________________________
Print your name

_____________________________________________________
Signature

_________________
Date