Advanced Theory and Practice of Counseling  
COUN 662  
Spring 2012  

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Office Hours: By appointment

Course Description
An in-depth exploration of theories of human nature and the practice of counseling. Prerequisite for this course is COUN 551 and 552, or equivalent, and completion of practicum at the master’s level.

Methods of Instruction
Course content will be delivered primarily in a seminar-style format, with various opportunities for student-led discussions and presentations.

CACREP Student Learning Outcomes, Doctoral Only
G1. Knows the major counseling theories, including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, and ethical/legal considerations.  
G2. Understands various methods for evaluating counseling effectiveness.  
G3. Understands the research base for existing counseling theories.  
G4. Understands the effectiveness of models and treatment strategies of crises, disasters, and other trauma-causing events.

Writing Quality
All written work is expected to be mechanically and grammatically correct (i.e., APA style, well-organized, correct spelling, noun-verb agreement, proof-read, edited, etc.). Evaluation of all written work will reflect the quality of the writing as well as the content. All work should be typewritten, in 12-point font (preferably Times New Roman), double-spaced, with one-inch margins, and stapled. Additionally, if you choose to use any materials or ideas borrowed from other sources other than your own creative head, you must attach a full reference list of these sources using APA style and cite these ideas in the body of the paper using APA style.

UTK Honor Statement and Pledge
An essential feature of The University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, you pledge that you will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming your own personal commitment to honor and integrity.

Students with Disabilities Statement
Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office of Disability Services at 865-974-6087 if you have specific questions about disability services.
Attendance
You are permitted one absence without penalty. No distinction is made between an excused and unexcused absence. Otherwise, you are expected to attend class, arrive promptly, participate throughout, and remain for the entirety of the class meeting. **More than one absence will result in a lowering of your final grade by five points per additional absence.** These points will be subtracted from your final percentages. Only in a true emergency will this penalty be waived – it is STRONGLY recommended that students save the absence for when the unexpected occurs rather than using it for a non-emergency.

Late Work
Late work will be accepted with a penalty of one full letter grade (i.e., A, B, C, D, F) per day late, including weekends. This means that no work will be accepted more than 5 days late. In-class presentations cannot be completed late. Therefore, if you miss class on the day of a presentation, you will receive a zero on that assignment. Additionally, rough drafts and peer reviews of manuscripts must be completed on time; lateness on these assignments affects not only you but also your peers, which is unacceptable. You will receive a zero for these assignments if you fail to complete them on time.

Learner Activities
1. **Counseling Sessions (20 points):** Students will be providing individual or small group counseling to either volunteer clients in COUN 480 or FUTURE students. These students will be assigned to you. Students will meet with their clients for four sessions during the course of the semester. All sessions will be audio- or videotaped so that supervision can be provided. Sessions must be 45-50 minutes in length. Sessions for FUTURE students must be held during one of the following times: Monday: 12-1 or 3-4; Tuesday: 9:30-10:30; Wednesday: 12-1 or 3-4; Thursday: 9:30-10:30.
   Each week, time will be set aside during class to complete peer supervision of your counseling sessions. Supervision will be completed in a group format, with opportunities to receive feedback on clinical and case conceptualization skills. Each week, class members will prepare a 5-10 minute taped portion of a counseling session for peer feedback in supervision. At the end of this counseling and supervision experience, students will complete a reflection paper describing the counseling and peer supervision process.

2. **Manuscript or Research Paper (40 points)**
   *Manuscript* (required for doctoral students, option 1 for master’s students): through the creation of a 12-15 page manuscript, students will combine theory and practice in a meaningful way. Each student will select a theory of his/her choice along with a specific population of interest and then combine the two in a case example. The first part of the manuscript should focus on a population. The second part should describe a theory. The third section should demonstrate the use of the theory with this population through a detailed case study. The manuscript should conclude with implications and conclusions related to the topic. Each time a manuscript draft is due, you will also provide a peer review for another student.
   *Research Paper:* (option 2 for master’s students): You have been asked by a managed care panel to prove the utility of your counseling theory for use with a given population. In order to do this, you must present recent empirical research that supports the use of
your theory of choice with the population. Through the creation of a 10-15 page paper, students will describe the empirical support for a theory. The first part of the paper should describe a population that needs counseling services. The second part should offer a theory for use with the population and briefly describe how counseling would progress from that perspective. The third section should review the empirical support available for this theory with the population. You cannot use the same population that you covered in your paper for Dr. Cochran’s class (if you have him for internship). Each time a draft is due, you will also provide a peer review for another student.

3. **Student Presentations (20 points):** You will complete a 30-45 minute presentation on one of the topics listed below. The purpose of the presentation is to go beyond just describing the theory/topic, and focusing more on the advanced information about the topic. This would include: research supporting your topic, how your topic relates to counseling theory(ies), and a brief explanation of your topic. You will present your topic to the class using powerpoint, and your presentation should be based on information from no fewer than 4 journal articles or book chapters.

**Topics:**

a. Other integrative models of counseling (pick one: Multimodal, transtheoretical, Hill and O’Brien’s three stage model) __________________   __________________

b. Family counseling theories (specify) __________________

c. Creative arts in counseling (must be associated with a counseling theory) __________________

d. Crisis counseling theory __________________

e. Trauma and counseling models __________________

f. Culture and theory __________________

4. **Class Participation/Reading Reflections (20 points):** In order for our seminar-style format to work, students must come to class having read AND reflected on the readings/topics each week. To facilitate this process, you will not only read the assigned readings each week, but also find one additional article on the topic of that week. In class, you will discuss this additional article along with the assigned readings. You will also complete a 1-page reflection (total, not for each article) on the readings for the week (assigned and additional chosen article) and turn these in at the end of class. Include the reference for your additional article at the end of your reflection. Reflecting on the readings will help you critically analyze them as well as prepare you to thoughtfully discuss the topics. Articles must be from 2000 or later, and should come from a peer-reviewed counseling journal.

### Grading

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<th>Score Range</th>
<th>Grade</th>
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<tr>
<td>93 – 100</td>
<td>A</td>
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<tr>
<td>88 – 92</td>
<td>B+</td>
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<td>83 – 87</td>
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<td>78 – 73</td>
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<td>DATE</td>
<td>TOPICS</td>
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| 1/12 | Introduction  
Presentation selections  
Counseling theory review | Paper topic due  
Your View of Counseling  
Savickas, Ch. 1-3  
Steinkuller and Rheineck (2009)  
Locke and Gibbons (2008)  
Thomas and Gibbons (2009)  
Calley (2007) |
| 1/19 | Planning for final paper  
Your own view of counseling  
Career Counseling  
(NO REFLECTION DUE) | DCT  
Steinkuller and Rheineck (2009)  
Locke and Gibbons (2008)  
Thomas and Gibbons (2009)  
Calley (2007) |
| 1/26 | Counseling Research  
Career Counseling | Marquis et al. (2011)  
Murdock (2006)  
Southern & Devlin (2010)  
Savickas, Ch. 4-6 |
| 2/2 | Career Counseling  
Mock Career Story Interviews  
Ivey, Ch. 2, Appendix 1  
(NO REFLECTION DUE)  
DCT | Savickas, Ch. 7-9  
Ivey, Ch. 2, Appendix 1 |
| 2/9 | Laura Zelenka: DBT  
Student Presentations  
Integrative Models of Counseling: Bekah  
DCT  
Chris  
Bekah  
Barrio-Minton & Myers (2008) |
| 2/16 | Student Presentations  
Megan McCarter Cates – TF-CBT  
Crisis Counseling | Cohen & Mannarino (2008)  
Kerig et al. (2010)  
McAdams & Keener (2008) |
| 2/23 | Student Presentations  
Peer Supervision 1  
Crisis and Trauma in Counseling: | Counseling Session 1  
Final Paper draft 1 due  
Burnham (2009)  
Seely (2007) |
3/1  Peer Review 1 discussion  Counseling Session 2
Peer Supervision 2  Peer Review 1 due
(NO REFLECTION DUE)

3/8  Peer Supervision 3  Counseling Session 3
Student Presentations  __________________
Creative arts in counseling  
(NO REFLECTION DUE)

3/15  Peer Supervision 4  Counseling Session 4
Student Presentations  _Nikki______________
Creative arts in counseling  Murray & Rotter (2002)
_Sommers-Flanagan (2007)

3/22  Spring Break – no class

3/29  Student Presentations  Final Paper draft 2 due
Family Systems  _Tiffany________________
_Leah__________________
Dickerson (2010)
L’Abate & Cusinato (2007)
Rivett (2008)

4/5  Peer Review 2 discussion  Peer Review 2 due
Family Systems  _Allie_________________
Gardner et al. (2006)

4/12  Culture and theory  Lisa__________________
Student Presentations  _Jasmine____________
D’Andrea & Heckman (2008)
Smith et al. (2008)

4/19  Culture and theory  Comstock et al. (2008)
Collins & Arthur (2010)
Todd & Abrams (2011)

4/26  Last Class, wrap up and review

5/1  Final Paper Due by 12 noon

Required Readings:

Burham, J. J. (2009). Contemporary fears of children and adolescents: Coping and resiliency in


