

THE UNIVERSITY OF TEXAS AT AUSTIN
EDP 384C: THEORIES OF COUNSELING (Unique #10780)
Fall 2017

Thursday 4:00 – 7:00

Room: SZB 432

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Office:	SZB 262J		512-934-3834*
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	By appointment		*Preferred

CANVAS: canvas.utexas.edu

Services for Students with Disabilities

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 512-410-6644 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations

Course Description and Objectives

The purpose of this course is to provide a graduate level review of major counseling theories. Students in the course will:

- a. analyze their assumptions about human behavior and how change occurs.
- b. understand the role of the psychobiological basis of behavior and emotions.
- c. understand and critique the major models of individual therapy, including psychoanalytic, humanistic, cognitive, and social constructive approaches.
- d. identify contextual factors that impact the therapeutic system - e.g. ethnicity, race, culture, gender, sexual orientation, abilities, socio-economic status, citizenship and other factors.
- e. Examine research associated with the models to select evidence-based interventions.
- f. select and evaluate the model of therapy that most closely matches their assumptions about the process of change and development.
- g. examine ethical dilemmas related to theoretical approaches.

The activities of the course will include lectures, role-plays, videotape analyses, case discussions and writing activities. The prerequisite is that students are enrolled in a graduate level counseling program or a related area.

Required Readings

Sommers-Flanagan, J. & Sommers-Flanagan, R. S. (2015). *Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques*. Hoboken, NJ: John Wiley & Sons.

American Psychological Association. (2017). *Clinical Practice Guideline for the Treatment of Posttraumatic Stress Disorder (PTSD) in Adults*. Guideline Development Panel for the Treatment of PTSD in Adults. Washington, DC: APA.

Reading Packet Available @ UT Copy Services, McCombs School of Business, GSB 3.136 (21st and Speedway).

Course Requirements

- **Class participation (Total = 5 points):** Given the seminar format used in this class, everyone needs to be punctual and attend consistently. Class participation will include discussion of readings, asking relevant questions and participating in role-plays and activities. Being late excessively or outside use of technology will result in loss of these points.
- **Discussion Post – What’s my Theory? (Total = 5 points.)** Due on September 1st (11:59 p.m.). The students will write a 5 (or 5+) sentence discussion post on the orientation survey noting their results on the survey and their evaluation of the degree to which the results confirmed what they know about themselves or if the activity contained any surprises. They will cite at least one item on the survey to support their self-evaluation.
- **Discussion Post on Multicultural Readings (Total = 5 points):** Due September 7 (4:00 p.m.) Students will identify a challenge that was presented for them based on the readings (Nezu, Comaz-Diaz, first day activities or another experience in life). The original post is worth 3 points and posting on another’s comments is worth 2 points.
- **Discussion Post on the APA Clinical Practice Guidelines (Total = 5 points).** Due November 30th, at 4:00 p.m. Students will review the APA Guidelines for treating PTSD. They will make a post reflecting on the guidelines. Examples of points to review include reflections on the approach to establishing guidelines, reflections on the recommendations using the knowledge that they have gained from the readings in this course, recommendations for next steps, etc. The original post is worth 3 points and posting on another’s comments is worth 2 points.
- **Written Case Study (WCS): (Total = 20 Points):** Given a case, you will choose one of the major theories covered in this course (psychoanalytic, existential, person-centered, Gestalt, or cognitive-behavioral) and analyze the case applying that theory. This analysis will be approximately five/+ page analysis of a client that addresses the four major questions:
 - What sustains the problem for the client?
 - How would the therapist intervene using the designated theory? (Be specific and link the intervention to the model and support with case evidence. For example, rather than stating, “I would develop interpretations that help the client develop insight,” instead offer an exact interpretation (as you would state it and provide a rationale.”
 - Evaluation of the appropriateness of the model for the case, including consideration of diversity issues
 - Evidence based support for using this model with this case.

Note: This papers may be written from the perspective of either the first person (as if you were the therapist) or from third person (as if you are writing about the therapist).

The written case analysis is due 10 days after the day the presentation of the model is completed.

- **Course Readings (Before Each Class):** The class schedule provides an outline of when readings will be covered in class. Please read the assigned materials before the scheduled class day. It will also be helpful to review the terms at the end of the text chapter and to prepare for the in-class case analysis. Your program TA is developing a study guide for each of the theories covered. This study guide will be posted as a Google doc. You are encouraged to complete and maintain this study guide. According to your program TA:

"The theories you cover in this class will be the basis of your learning for future courses. Dr. Moore calls this "lasagna learning" – if you don't have a full grasp on the depth of each concept the first time around, you will revisit it later – not to worry! But, fill out the study guide so it can be used as a reference and you can add to it throughout the program." –Kim

The class structure for this course will include a brief overview of the model (lecture on key points and questions), clarification of terms from readings, applying the model to a case analysis, and review of research approaches for the model.

- **Evidence-Based Analysis Group Project (Total = 15 points)** The supplemental reading list contains selected articles examining the evidence-based research five of the major theories. All students are responsible for reviewing these articles. In addition, students will be assigned a theory for which they will be an "expert reader." Expert readers will:
 - a. Prepare to lead a discussion of the assigned article(s).
 - b. As a group, select one additional article on evidence-based research for the model.
 - c. For the assigned article, the expert readers will be prepared to:
 - i. explicate the type of article (quantitative, qualitative, quasi- or experimental design, meta-analysis, single case design, survey, etc.)
 - ii. describe the methodology.
 - iii. Describe the findings.
 - iv. Note specific recommendations for use of the model (population, type of problem etc.)
 - v. Report on limitations of the findings of this article in demonstrating the model's effectiveness.
 - vi. Discuss the presence or absence of consideration of issues of diversity in the research (no reference, diversity mentioned, careful inclusion in the design, etc.)
 - vii. Make general recommendations for continued research on the evidence-based support for the model.
- **Exams (Homework - 40 points):** The students will complete two exams on CANVAS where they will explore their own self-awareness, demonstrate **knowledge** of concepts and practice **skills** by responding to vignettes. The format includes objective and short answer questions.
- **Final Paper (Total Points = 25)** Due after December 7th and before December 14th. Write a well-organized 4 to 5 page, double-spaced, paper on your theoretical orientation toward counseling. Initially confine yourself to a single theoretical approach. The following information is to be included; however, please structure your paper in a way that is meaningful to you rather than simply addressing these points in a sequential list.
 - a. Describe the single approach that is most appealing to you and provide a rationale. (Explicate how your personal worldview and cultural characteristics play a role in the selection of your approach.)
 - b. personal strengths and challenges that you see yourself having in applying this approach.
 - c. Provide your understanding of limitations of the model (Your examination of these factors may or may be a place where you use other models strengths to challenge your chosen theory).

- d. Provide support for your position from at least 1 outside resource from a reputable/scholarly source that supports your rationale – e.g. could be research about efficacy, multiculturalism, applying the model to a specific diagnosis, setting, population, etc.)
- e. Be sure to include what you know about the evidence-based research on your selected theory in your rationale.
- f. Another factor that does not have to be included but may be useful in your rationale may be how the model fits the setting in which you see yourself working.

This paper is expected to be of high academic quality. The different outside resource may include professional journals, book chapters, and counseling videos from the database. The text offers an excellent bibliography of resources, and resources are available through our databases in the University Library System. **Citations and the reference list should be given using APA format.** General information related to the theory from the Sommers-Flanagan and Sommers-Flanagan text do not need references; however, if the information is specific to the text (author's critique of case information), use a citation and add the text to the reference list. For example, the fact that Freud describes the id, ego and superego does not need reference; however, comments in the text about the limitations of a model would need to be cited.

Evaluation

Assignment	Points		Grade Distribution		
Class Participation	10		117-125	=	A
Written Case Study	20		113-117	=	A-
Exams (2 @ 20 points)	40		109-112	=	B+
Evidence-Based Group Project	15		105-108	=	B
Discussion Post – Theoretical Orientation	5		100-104	=	B-
Discussion Post – Multicultural Perspectives	5		96-99	=	C+
Discussion Post – Reflections on APA /PTSD	5		93-96	=	C
Final Paper	25		87-92	=	C-
Total	125		Graduate students earning below a B may be subject to repeating the course or academic probation. See departmental policy.		

Note: Unexcused late assignments receive a letter grade deduction per business day late.

Course Policies

- Attendance Policy:** If for some reason you are absolutely unable to attend class, please send me an email before class if possible. One absence from class without an approved excuse will result in a five-point deduction from your class grade, and a second absence will result in another five-point deduction. An excused absence includes illness, family emergencies, or other unavoidable situations such as your car breaking down on the way to class. These should be cleared with me in advance or as soon as is possible.

An **excused** absence will **not** result in a five-point deduction if you e-mail me a quality 2-3 page thought paper on the readings you missed that day within 72 hours of the class you missed (unless you make other arrangements with me in advance). The thought paper should include your reactions to the class readings for the day you missed and will be graded on a five-point scale (0 – unsatisfactory, 5 = excellent). Please consult me if you have questions about this assignment. Students who are consistently late will also have points deducted from the class participation grade. Students, who miss three or more classes, even if they are excused, cannot receive a grade higher than C for this course, except in extraordinary circumstances cleared with me such as serious illness or family emergencies.

2. **Professional conduct:** Students are expected to behave in a professionally responsible manner when engaged in graduate studies in a professional field. Please refer to your professional training program handbook for details on student professional responsibilities.
3. **Student rights and responsibilities:** Students are expected to be responsible for class materials, including classes they have missed due to an excused absence. Students may network with another student to obtain the information if they are absent. After reviewing the information in the text and with a colleague, if students still have questions, they may consult with the TA or instructor. Students are also responsible for following the instructions provided for completing assignments. Assignments will be graded according to adherence to the instructions presented. All written assignments should utilize proper spelling, grammar, and organization. Students are encouraged to visit the University Writing Center for assistance with written material. Students have the right to have a **growth mindset** (be a learner, make mistakes, with “not knowing” being valued without the pressure to already be an expert).
4. **Academic integrity:** All written work submitted for this course is required to be your own work, not relying on unauthorized assistance. Use of the University Writing Center is considered authorized assistance. For questions on assignments, please consult your instructor and not your classmates. Please provide citations for all material that is not directly from the class lectures and all direct quotations from the textbook, using APA format. According to UT's academic integrity policy on the website listed below:

“Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services Web site: <http://deanofstudents.utexas.edu/sjs>.”

5. **Difficulties with the course:** If students are having problems with the course, they are expected to assume the responsibility for notifying the instructor when difficulties arise. (Don't wait until the end of the semester!) The course is a team effort between instructor and students: feedback is welcome.
6. **Unanticipated distress.** Discussions of issues related to behavior, experiences and culture may unexpectedly result in distressing reactions to discussions, readings, and content in the course. While not anticipated, I would encourage you to contact the professor if you find yourself experiencing distress related to class topics and discussions. You may be able to get support in addressing these issues within the context of the class. Please communicate the type of support that will be helpful. You may also be able to get support from the UT Counseling and Mental Health Center (512-471-3515 or www.utexas.edu/student/cmhc/). You may also contact a service provider of your choice.
7. **Respecting diversity:** Students are expected to respect the opinions, beliefs and feelings of other students and guest speakers, even though they may differ from their own.
8. **Religious holidays:** University policy is to respect religious holidays. Please advise the instructor and TA of any upcoming holidays and the specific dates of a missed class to make arrangements for assignments and ensuring coverage of class materials.
9. **Use of electronics:** Being fully engaged in the learning experience will maximize your mastery of the content of the course, which includes foundational knowledge and skills. Please use your electronics in a way to support your learning. Use of electronic equipment for personal use during class activities is distracting to you and others. I also believe that personal use of electronics demonstrates a lack of respect toward the instructor and other students. Please check your cell phone prior to class to make sure that it will not ring or otherwise signal during class. Please put your cell phone away during class. Computers may be used only for taking notes or for

class activities. Use of electronic materials during class time for activities beyond the scope of the class (including, but not limited to email, texting, Twitter, YouTube, Facebook, un-authorized web searching etc.) is subject to consequences. Consequences may include a personal warning or loss of privilege for using a computer during class. The instructor reserves the right to amend this policy.

10. **Emergency evacuation policy:** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation. Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building. If you require assistance to evacuate, inform the professor in writing during the first week of class. In the event of an evacuation, follow the professor's instructions. Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department or the Fire Prevention Services office.
11. **Behavior concerns advice line (BCAL).** If students are worried about themselves or someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about how to access resources or concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.
12. **Course evaluations:** This instructor will participate in the course evaluation provided by the university.

Class Schedule
(Subject to Revision)

Date	Topic	Reading Assignment	Activities	Assignments
8-31	Overview Counseling in Context Research on Psychotherapy	Sommers-Flanagan & Sommers-Flanagan, Chapter 1 Canvas – Nezu Canvas – Comas-Diaz Canvas – Shean	Theoretical Survey Choose Evidence-Based Groups	Due the day after class – What’s My Theory? Discussion Post
9-7	Neurobiology and Emotional Regulation	Packet – McGowan Online: Graham, L. (2008). The neuroscience of attachment. http://lindagraham-mft.net/resources/published-articles/the-neuroscience-of-attachment/	Guest Presenter Scott Steiner, Ph.D.	Discussion Post – Multicultural + Response
9-14	Psychodynamic Approaches (Freudian)	Sommers & Sommers, Chap. 2 Kahn, Chap. 2 & 4 See Supplemental Reading List		
9-21	Psychodynamic Approaches (Adler, Jung and Kohut)	Note: Assigned expert readers by small group assignments Group A: <i>Sommers & Sommers, Chap. 3 (Adler)</i> Group B: Packet – <i>Sommers & Sommers (Jung) online</i> Group C: <i>Kahn, Chapter 5 (Kohut)</i> ALL: See Supplemental Reading List	In-Class Small group preparation and presentation of Jung, Adler and Kohut	
9-28	Psychodynamic Approaches (Modern)	Packet-McWilliams (2004) Packet – Shefler	Guest Presenter- Rico Ainslie	
10-5	Humanistic Approaches (Person-Centered & Existential)	Sommers-Flanagan & Sommers-Flanagan, Chaps. 4 & 5 Motivational Interviewing Video See Supplemental Reading List		Case Study Due- Psychoanalytic
10-12	Humanistic Approaches (Gestalt)	Sommers-Flanagan & Sommers-Flanagan, Chap. 6 See Supplemental Reading List	Role-play: Humanistic	Quiz 1 Posted
10-19	Cognitive Behavioral Approaches (Behaviorism & REBT)	Sommers-Flanagan & Sommers-Flanagan, Chap. 7 & 8 See Supplemental Reading List		Quiz 1 Due
10-26	Cognitive Behavioral Approaches	Packet – Friedberg & McClure (Chap. 8) Packet – Hall & Parsons See Supplemental Reading List		
11-2	Cognitive Behavioral Approaches (Mindfulness & Acceptance)	Packet – Hayes See Supplemental Reading List	Role-Play: CBT	
11-9	Reality Therapy	Sommers-Flanagan & Sommers-Flanagan, Chap. 9		Quiz 2 Posted

11-16	Feminist Therapy Multicultural Therapy	Sommers-Flanagan & Sommers- Flanagan, Chaps.10 & 13		Quiz 2 Due
11-23	BREAK			
11-30	Social Constructive Approaches (Solution Focused)	Sommers-Flanagan & Sommers- Flanagan, Chap. 11 Packet – Quick (Excerpt)		Discussion Post on APA Guidelines for Treating PTSD Due Response to Discussion Post on APA Guidelines for Treating PTSD Due
12-7	Social Construction Approaches Narrative Model	Sommers-Flanagan & Sommers- Flanagan, Chap. 11 Packet – Freedman & Coombs (Excerpt) Packet - Quintana	Role-play: Narrative	
12-12	No Class			Final Theory Paper Due Upload on Canvas

Appendix A

General grading criteria for Case Analysis. See Rubric on CANVAS

Point Value	Criteria
10 -11 points or below	Partial completion – covers less than ½ of major issues or is late or contains significant grammatical/spelling errors.
12-13 points	Includes more than ½ of major issues or is organized but contains some grammatical/spelling errors.
14-15 points	Refers to most major issues and is organized* with minimal grammatical/spelling errors. * Contains a clear thesis statement.
16-17 points	Includes all the major issues and is well written* (organized, no significant grammatical or spelling errors.) *Contains a clear thesis statement and specific supporting details. Refers to but does not integrate elaboration.
18-20 points	Meets the criteria for 16-17 points and includes fully integrated elaboration (addresses issues beyond what is required, such as ethical issues, diversity issues, refers to outside readings or ties in other fields of study, for example from outside majors, examination of limitations and strengths of the approach, uses creative dialogue, etc.)

EDP 384C: Counseling Theory and Procedures
Supplemental Reading List

Introduction

Shean, G. D. (2015). Some methodological and epistemic limitations of evidence-based therapies.

Psychoanalytic Psychology, 32(3), 500-516.

Comas-Diaz, L. (2000). An ethnoplitical approach to working with people of color. *American*

Psychologist, 55 (11), 1319-1325.

Nezu, A. M. (2010). Cultural influences on the process of conducting psychotherapy: Personal reflections

of an ethnic minority psychologist. *Psychotherapy Theory, Research, Practice, Training, 47*(2).

169-176.

Psychodynamic

McWilliams, N. (2004). Psychoanalytic sensibilities. In *Psychoanalytic psychotherapy*. New York: Guilford Press. (pp. 27-45).

Green, E. J., Drewes, A. A., & Kominski, J. M. (2013). Use of mandalas in Jungian play therapy with

adolescents diagnosed with ADHD. *International Journal of Play Therapy, 22*(3), 159-172

Mayes, C. and Mayes, P. B. (2006). Sandtray therapy with a 24-year-old woman in the residual phase of

schizophrenia. *International Journal of Play Therapy, 15*(1), 101-116.

Shefler, G. (2000). Time-limited psychotherapy with adolescents. *Journal of Psychotherapy Practice and*

Research, 9(2), 88-99.

*Midgley, N. & Kennedy E. (2011) Psychodynamic psychotherapy for children and adolescents: A critical

review of the evidence base. *Journal of Child Psychotherapy, 37*(3), 232-260.

*Busch, F. N., Milrod, B. L., & Sandberg, L. S. (2009). A study demonstrating efficacy of a psychoanalytic

psychotherapy for panic disorder: Implications for psychoanalytic research, theory, and practice. *Journal of the American Psychoanalytic Association, 57*(1), 131-148.

Humanistic-Person-Centered

Note the following is from an eBooks at the library and is not in the packet:

Rogers, C. R. (1961). *Some hypotheses regarding the facilitation of personal growth. [and] The characteristics of helping relationship. In On becoming a person: A therapist's view of psychotherapy. (pp. 31-57). Houghton Mifflin company: Boston.*

Hanna, F. J., Hanna, C. A., & Keys, S. G. (1999). Fifty strategies for counseling defiant, aggressive adolescents: Reaching, accepting and relating. *Journal of Counseling and Development, 77*, 395-404.

*Ray, D. C., Blanco, P. J., Sullivan, J. M. & Holliman, R. (2009). An exploratory study of child-centered play therapy with aggressive children. *International Journal of Play Therapy, 18*(3), 162-175.

*MacLeod, R. & Elliott, R. (2014) Nondirective Person-centered therapy for social anxiety: a hermeneutic single-case efficacy design study of a good outcome case. *Person-Centered & Experiential Psychotherapies, 13*(4), 294-311.

*Kimberly M. Jayne & Dee C. Ray (2016) Child-centered play therapy as a comprehensive school counseling approach: directions for research and practice. *Person-Centered & Experiential Psychotherapies, 15*(1), 5-18.

Humanistic-Gestalt

Campbell, C. A. (1993). Interview with Violet Oaklander, Author of "Windows to Our Children." *Elementary School Guidance and Counseling, 28*(1). Retrieved 25 August 2008 from EBSCO Host. The University of Texas at Austin.

Perls, F. (1969). Dreamwork seminar. In *Gestalt therapy verbatim. (pp. 74-95). Real people press: Utah.*

Note the following is from an ebook at the library and is not in the packet:

Rogers, C. R. (1961). *Some hypotheses regarding the facilitation of personal growth. [and] The characteristics of helping relationship. In On becoming a person: A therapist's view of psychotherapy. (pp. 31-57). Houghton Mifflin company: Boston.*

Lantz, J. & Raiz, L. (2003). Play and art in existential trauma therapy with children and their parents.

Contemporary Family Therapy, 25(2), 165-177.

Mayes, C. & Mayes, P. B. (2006). Sandtray therapy with a 24-year-old woman in the residual phase of schizophrenia. *International Journal of Play Therapy*, 15 (1), 101-116.

* Wong, A. J., Nash, M. R., Borckardt, J. J., & Finn, M. T. (2016). A guide to conducting case-based, time-series research in Gestalt therapy: Integrating research and practice in a clinical setting. In J. Roubal, J. Roubal (Eds.) *Towards a research tradition in Gestalt therapy* (pp. 116-129). Newcastle upon Tyne, United Kingdom: Cambridge Scholars Publishing. (Posted on Canvas).

Cognitive

*Hall, A. S. & Parsons, J. (2001). Internet addiction: College student case study using best practices in Cognitive Behavior Therapy. *Journal of Mental Health Counseling*, 23(4), 312-327.

Friedman, R. D. & McClure, J. M. (2002). Therapeutic Socratic dialogues. In *Clinical Practice of Cognitive Therapy with Children and Adolescence: The Nuts and Bolts*. New York: Guilford Press.

*Hoogsteder, L. M., Stams, G. J., Figge, M. A., Changoe, K., van Horn, J. E., Hendriks, J., & Wissink, I. B. (2015). A meta-analysis of the effectiveness of individually oriented Cognitive Behavioral Treatment (CBT) for severe aggressive behavior in adolescents. *Journal of Forensic Psychiatry & Psychology*, 26(1), 22-37.

Constructive Approaches

*Nims, D. R. (2007). Integrating play therapy techniques into Solution-Focused Brief Therapy. *International Journal of Play Therapy*, 16(2), 54-68.

*Kim, J. S., Trepper, T., Smock, S., McCollum, E., & Franklin, C. (2010). Is solution-focused brief therapy evidence-based? *Families in Society*, 91, 3894-4009.

Coombs, G. & Freeman, J. (1996). *Excerpts. Narrative Therapy: The Social Construction of Preferred Realities*. New York: W. W. Norton.

Quintana, S. M. (1993). Toward an expanded and updated conceptualization of termination: Implications for short-term, individual psychotherapy. *Professional Psychology: Research and Practice*, 24(4), 426-423.