MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION

DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY
COURSE SYLLABUS

Course Prefix & Number: COE 9023
Course Title: Advanced Counseling Theory
Credit Hours: 3 hours
Type of Course: Lecture
Catalog Description: Three hours lecture. Study of selected counseling strategies. Development of a personal approach to counseling.

College of Education Conceptual Framework:
The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students’ educational experiences. The beliefs that guide program development are as follows:
1. KNOWLEDGE - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. COLLABORATION - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. REFLECTION - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. PRACTICE - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus
that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Counseling Programs Mission Statement
The mission of the counseling programs is the development of students who can practice in a variety of professional settings including K-12 schools, institutions of higher education, clinical mental health settings, college counseling centers, and rehabilitation counseling settings. The faculty is committed to preparing graduate students who have solid theoretical knowledge, appropriate clinical skills, and an understanding of the scientist-practitioner model of working with individuals. Graduates are expected to contribute substantially to the improvement of the lives of individuals in our changing, technologically complex, and increasingly diverse society and to promote and conduct research designed to improve and advance the counseling profession.

Required Texts


Course Readings


Readings: Characteristics of a disaster (pp.17-45); Reactions and risk factors (pp.80-110); Vulnerable populations (pp.137-160); Counseling in chaos ( pp. 171-198); Interventions beyond psychological first aid (pp. 224-255).


Readings: Crisis theory and practice (pp.3-33);Understanding people in crisis (pp. 37-64); Identifying people at risk ( pp. 67-106); Helping people in crisis ( pp. 109-137).


**Student Learning Outcomes**

Students will:

1. Students will know the major counseling theories, including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, and ethical/legal considerations. CACREP DLO: IVG1; CFPO: 2, 3, 13

2. Students will understand various methods for evaluating counseling effectiveness. CACREP DLO: IVG2; CFPO: 3, 4, 13

3. Students will understand the research base for existing counseling theories. CACREP
4. Students will understand the effectiveness of models and treatment strategies of crises, disasters, and other trauma causing events. CACREP DLO: IVG4; CFPO: 3, 13

5. Students will demonstrate a personal theoretical counseling orientation that is based on a critical review of existing counseling theories. CACREP DLO: IVH1; CFPO: 3, 8, 13

6. Students will demonstrate effective application of multiple counseling theories. CACREP DLO: IVH2; CFPO: 3, 11

7. Students will demonstrate an understanding of case conceptualization and effective interventions across diverse populations and settings. CACREP DLO: IVH3; CFPO: 3, 4, 10

8. Students will demonstrate consultation skills in counseling. CACREP, DLO: IVG1, IVH3; CFPO: 3, 9

**Topics to be Covered:**

1. Research on psychotherapy/evaluating psychotherapy effectiveness/outcomes
2. Research on therapist and client variables
3. Research on the therapeutic relationship/common factors/ good moments
4. Research on experiential, behavioral, and cognitive behavioral therapies
5. Research on psychotherapy with children and adolescents
6. Research on multicultural issues and lifestyle diversity in psychotherapy
7. Research on pharmacology/therapy combinations
8. Research on psychotherapy with GLBTQ populations
9. Research on spirituality in psychotherapy
10. Research on family and couples therapy
11. Research on small group effectiveness in psychotherapy
12. Health psychology
13. Ethical and legal challenges
14. Psychoanalytic Therapies
15. Adlerian Therapy
16. Experiential Therapies
   -Person Centered Therapy
   -Gestalt Therapy
   -Existentialism
17. Behavioral and /Cognitive Behavioral, REBT Therapies
18. Reality Therapy
19. Constructivist, Integrative, and Eclectic Therapies
20. Gender/Culture Sensitive Therapies
21. Systemic Therapies
23. Models/treatment strategies of crisis, disaster, and trauma
24. Consultation and collaboration

Course Assignments
1. Discussion Leader: Each student will be the discussant for a series of assigned readings focusing on specific topics to be covered in this course. These discussions will occur during the first four class meetings in the order indicated on the schedule. Students will be expected to prepare for seminar discussions by studying and reflecting on the assigned readings. Students will bring thoughts, ideas, and questions to class for discussion. Seminar discussions will be characterized by give and take, clarification of thoughts, and challenges of positions, in an atmosphere of mutual support for each other’s intellectual discovery and professional growth. CACREP DLO: IVG2, IVG3; Learning outcomes: 1, 2, 3, 4.

2. Model of Consultation: Students will be placed in small groups and provided with a scenario that requires them to collaborate and consult with several entities concerning a particular issue predominant within a specific client population. This assignment allows students to demonstrate their understanding of the process involved in consultation by developing a consultation plan to address a particular concern. Students are expected to respond to the following in their plan: (a) articulate the similarities and differences between consulting, counseling, supervision, and evaluation; (b) identify consultant skills and roles needed to address this particular situation; (c) delineate each stage of consultation and the specific action taken at each stage; (d) apply the most appropriate model of consultation to the problem and explain why this model was chosen; (e) discuss any legal, ethical, and multicultural concerns which may arise. CACREP DLO: IVG1, IVG3, IVH3; Learning objectives: 1, 3.

3. Signature Assignment: Model of Counseling: An ongoing project throughout this course (and beyond) will be the articulation of a personal model of counseling and client change. It is assumed that students arrive in class with a "model", although some may be better able to describe this model than others. Students will have the opportunity to put the beginning model on paper early in the course, and then to revise and adapt the model based on course readings and discussions, particularly in terms of the empirical support for the model found via this course. This first model per se will not be graded, but will be a reference point for other assignments (e.g., final paper). At the end of the semester, students will submit a paper that articulates their personal, theoretical orientation to counseling. The paper should reflect a “final” conceptual model of counseling based on class lectures, discussions, presentations, and personal experiences. It must address but is not limited to the following: philosophical tenets of the theory, key concepts, key techniques and methods to be utilized, counselor role and activities, client role and activities, populations/problems/settings for which theory is most suited, mechanism for change, ethical and legal considerations, multicultural considerations, application of theory with culturally diverse populations, application of theory to individuals experiencing crisis, disasters, or other trauma causing events, criticisms, and evaluation. Include the most current draft of your model of
counseling as a figure for this paper, and a case scenario in which you utilize principal components of your theory to intervene with a client’s presenting issues. This paper should be limited to 15-20 pages in length and must follow APA manuscript style containing citations. CACREP DLO: IVH1, IVH3; Learning outcomes: 3, 4, 5.

4. Signature Assignment: Teaching of Class/Theory/Case Presentation: Students will have the opportunity to teach two class sessions on two specific theories of interest. The first half of the session will be spent on teaching class members about the theory itself. The session should be well organized, clear, and interesting, and should reflect the literature and the student’s own perspectives on the literature. Handouts, overheads, and any other materials to enhance other class members (and the professor’s) understanding are encouraged. Presenters are expected to select and read original works of the theorists as well as writings related to the current application of the theory to the practice of counseling. Discussion MUST include information regarding current research (not more than five years old) on the efficacy of the theories chosen with different populations/presenting issues as well as a discussion of the cultural and ethical implications of the theory. The second half of the session will be spent on clinical applications of the particular theory. The presenter will provide the class members with two case studies no less than a week before his/her teaching session. Class members will be expected to familiarize themselves with the cases and serve as part of a treatment team, with the presenter taking the lead in the clinical interventions. The presenter may also feel free to select and assign class readings at this time (e.g., two/three articles, book chapters) to facilitate discussion. Students are encouraged to discuss potential topics and presentation plans with the professor. A one-page prospectus (outline of content, selected bibliography) is due by the second class meeting. CACREP DLO: IVG1, IVG3, IVH2, IVH3; Learning outcomes: 1, 3, 6, 7.

Method of Instruction
This course will be conducted in a seminar format with lecture, discussion, group work, live demonstrations of counseling techniques, role plays, and guest lecturers. Audio-visual methods will include video clips, movies, and other media to illustrate specific concepts/issues.

Grading and Point Scale
Student performance will be evaluated and their course grade determined by considering each of the following areas:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
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<tr>
<td>Discussant</td>
<td>15 points</td>
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<tr>
<td>Consultation Plan</td>
<td>20 points</td>
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<tr>
<td>Final Model of Counseling</td>
<td>25 points</td>
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<tr>
<td>Teaching Session on Theory (2)</td>
<td>20 points each</td>
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<tr>
<td>Total</td>
<td>100 points</td>
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A=90-100; B=80-89; C= 70-79; D=60-69; F=69 and below
Mississippi State University Policies:

Academic Integrity/Honor Code Policy

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows: "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do." Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Student Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Student Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Student Honor Code. For additional information please visit: http://www.honorcode.msstate.edu/

Nondiscrimination Policy

Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. Mississippi State University conforms with Title IX of the education amendments of 1972, section 503. The Department of Counseling and Educational Psychology encourages the recruitment, acceptance, and enrollment of minority students of the region and beyond. Efforts are made to ensure that programs are diverse in terms of age, gender, ethnicity, race, sexual orientation, religion, socioeconomic status and disability. Members of minority groups are strongly encouraged to seek admission in the department.

Accommodations for Persons with Disabilities

In accordance with University policy, Students with disabilities requiring accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student Support Services and Disability Support Services is located in 01 Montgomery Hall. The phone number is (662-325-3335) and their web address is http://www.sss.msstate.edu/

Incomplete Grades

A grade of “I” (Incomplete) may be submitted in lieu of a final grade when the student, because of illness, death in his or her immediate family, or similar circumstances beyond his or her control, is unable to complete the course requirements or to take final examinations). Graduate students who receive a grade of “I” must complete all work no later than the last day of class of the next semester (excluding summer) whether the student is enrolled or not. Failure of graduate students to remove an “I” grade during the specified time will result in an automatic grade of “F”. Once a grade of “I” has been converted to an “F” because of a student’s failure to complete the necessary course work or a lapse of the allowable time, no additional grade change will be allowed except under extreme circumstance(s) as recommended by the relevant deans and approved by the Provost and Executive Vice President.

Cell Phone and Technology Policy
Cell Phones and Electronic Devices in the Classroom: In order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices and other electronic devices is prohibited in the classroom. (Mississippi State University Academic Operating Procedure 10.08). Students who text message, talk on their telephones, answer their cell phones during class, or who appear to be engaged with their cell phones in the classroom will be dismissed from class. No exceptions. Students should not bring their laptops to class. Students who use their laptops in class will be dismissed from class. No exceptions.

Department Retention Policy
The Department of Counseling and Educational Psychology faculty endorse the American Counseling Association (ACA) and the American Psychological Association (APA) Code of Ethics that state that faculty members have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. The faculty also recognizes their obligation: to assist students in obtaining remedial assistance as needed; to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program; and also to assure that students have adequate recourse to address decisions made. For more information visit:

Academic Programs Standards Policy
The Department of Counseling and Educational Psychology defines unsatisfactory performance in graduate level course work as a grade of U, D, or F in any course and/or more than two grades below a B. Failure of the master’s comprehensive examination twice, failure of the written doctoral preliminary/comprehensive examination twice, oral doctoral preliminary/comprehensive examination twice, or failure of the doctoral dissertation defense twice also constitute unsatisfactory performance. Any of these or combination of these will result in termination of the student’s graduate program in the department. For more information visit:

Course Instructor Policies:
Absences
Members of the faculty evaluate student fitness and performance on an ongoing-basis. The faculty makes judgments as to students’ fitness and performance based on observations of course performance, evaluations of students’ performances in simulated practice situations, supervisors’ evaluations of students’ performances in clinical situations, and their adherence to their discipline’s codes of ethics. A series of formal evaluations are conducted at key stages of the student’s education such as at the end of each fall and spring semester and prior to enrollment in practicum and/or internship. In addition to reviewing students’ academic performance, students’ personal characteristics related to professionalism are evaluated using the Personal Characteristics Review Form (PCRF). Students with multiple absences are also evaluated to determine their continued success in the program.
Missed Exams
There will be no makeup exams without instructor permission.

Missed Assignments
All assignments are due at the beginning of class. Late assignments will not be accepted unless alternate arrangements have been made with the course instructor.

Written Assignment Policy
Students are expected to adhere to the APA style guidelines (6th ed.) for all written assignments submitted. Papers are expected to be of professional quality including clear and concise language, free of any grammar and punctuation errors, and organized to flow. In addition, all work submitted should be the result of the student’s own original efforts. All submitted assignments that do not meet these standards will be graded accordingly.

Email Policy
Each student at MSU has access to an individual E-mail account through the university e-mail system. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members through MyCourses. Students will be held responsible for accessing any e-mail or materials posted for this course. The E-mail and MyCourses systems are also very helpful for maintaining communication between the instructor and students.

Supplemental Resources


Beitman, B. D., Hall, M. J., & Woodward, B. (1992). Integrating pharmacotherapy and
psychotherapy. In J. C. Norcross & M. R. Goldfield (Eds.), *Handbook of psychotherapy integration* (pp. 533-562).


