

**ADVANCED THEORIES AND RESEARCH IN COUNSELING  
COUN 602  
Fall 2013  
Syllabus**

***Course and Instructor***

**Instructor:** Dr. April Schottelkorb, LPC, NCC, RPT-S  
Office hours: Tuesday 11:30-2, Wednesday 10-12:30, and/or by appointment  
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**Course Number:** COUN 602

**Course Title:** **Advanced Theories and Research in Counseling**

**Course Time:** Thursdays 6-8:45 p.m.

**Course Location:** Education Building Room 106

**Semester:** FALL 2013

**Credits:** 3 credits

***Course Objectives Accreditation and Technology***

<b>CACREP Standards Addressed in the Course</b>	
II.	<b>Professional Identity:</b>
C.1	Theories pertaining to the principles and practice of counseling...and crises, disasters, and other trauma causing events.
C.3	Instructional theory and methods relevant to counselor education.
C.7	Ethical and legal considerations in counselor education...
IV.	<b>Doctoral Learning Outcomes:</b>
C.1	Understands the major roles, responsibilities, and activities of counselor educators.
C.2	Knows instructional theory and methods relevant to counselor education.
C.3	Understands ethical, legal, and multicultural issues associated with counselor preparation training.
D.1	Develops ... a personal philosophy of teaching and learning
G.1	Knows the major counseling theories (psychodynamic, Adlerian, existential, person-centered, gestalt, behavioral, cognitive, reality therapy), including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, ethical/legal considerations.
G.2	Understands various methods for evaluating counseling effectiveness.
G.3	Understands the research base for existing counseling theories.
G.4	Understands the effectiveness of models and treatment strategies of crises, disasters, and other trauma-causing events.

I.4	Understands models, leadership roles, and strategies for responding to community, national, and international crises and disasters.
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### Course Description

The course provides a survey of instructional theory and methods relevant to counselor education, covering major roles, responsibilities, and activities of counselor educators, instructional theory and methods, and ethical/legal/multicultural issues associated with teaching and counselor preparation training. The course will also provide a theoretical basis for the principles and practice counseling, as well as crises, disasters, and other trauma causing events. The course will cover the theoretical bases for counseling efficacy, applicability to multicultural populations, and ethical/legal considerations. Various methods for evaluating counseling effectiveness, research base for existing counseling theories, and effectiveness of models and treatment strategies of crisis, disasters, and other trauma-causing events.

### Methods of Instruction

Self-instruction through readings and video vignettes; discussion with instructor.

### Course Objectives

1. Knowledge of Instructional Theory and Methods: Creating pedagogical content knowledge (PCK) is an essential skill for counselor educators. PCK is created by connecting theory-based principles of effective teaching and learning (i.e., pedagogical knowledge) and teaching counseling students in ways that help them learn the counseling specific information. Students will demonstrate knowledge of the major roles, responsibilities and activities of counselor educators (IV.C.1), instructional theory and methods relevant to counselor education (IV.C.2) and ethical, legal, and multicultural issues associated with counselor preparation (IV.C.3). Students will also develop a personal philosophy of teaching and learning (IV.D.1).

2. Knowledge of Theories of Counseling and Crisis, Disaster and Other Trauma Causing Events: As a step in the process of developing one's own guiding theory of counseling and counselor education, preparing to supervise student counselors who identify with a variety of theories, and preparing to teach counseling theory, students need to understand traditional theories of counseling. Counselors must have the knowledge and skills to respond to crises, disasters, and other trauma causing events. Students will demonstrate knowledge of the major counseling theories, including strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, ethical/legal considerations (IV.G. 1), various methods for evaluating counseling effectiveness (IV.G.2), and the research base for existing counseling theories (IV.G.3). Students will also identify their personal style of counseling, including theory of counseling and methods of evaluating counseling effectiveness. Students will also demonstrate knowledge in the areas of effectiveness of models and treatment strategies of crises, disasters, and other trauma causing events (IV.G.4) and models, leadership roles, and strategies for responding to community, national, and international crises and disasters (IV.I.4).

Technology Skills Addressed in the Course		
	Instructor Application	Student Application
Utilize Blackboard technology		
Word process, including APA formatting	X	X
Use a spreadsheet and a statistical package		
Acquire graphics from the web, digital camera, scanner, or Microsoft media and insert them into a poster or presentation		
Create and deliver a power point presentation		
Find material on the Web and review Web sites	X	X
Be able to use e-mail, including document attachments	X	X
Be able to sign in and participate in listservs		
Be familiar with computerized testing		
Be able to use digital recording equipment		

### Core Curricular Experiences Covered

Curricular experiences will provide an understanding of the following:

Core Curricular Experiences	CACREP
Instructional theory and methods relevant to counselor education.	II.C.3
Theories pertaining to the principles and practice of counseling...and crises, disasters, and other trauma causing events.	II.C.1
Ethical and legal considerations in counselor education...	II.C.7

### Student Learning Outcomes (SLOs) Assessed

The student will demonstrate knowledge, skills, and practices necessary for success as a counselor educator and supervisor via his or her participation in key assessments in this course. SLOs for this course are as follows:

Student Learning Outcomes	CACREP	Key Assessment
Understands the major roles, responsibilities, and activities of counselor educators.	C.1	PCK paper, Exam 1
Knows instructional theory and methods relevant to counselor education.	C.2; II.C.3	PCK paper, Exam 1
Understands ethical, legal, and multicultural issues associated with counselor preparation training.	C.3; II.C.7	PCK paper, Exam 1
Develops.... a personal philosophy of teaching and learning.	D.1	PCK paper
Knows the major counseling theories (psychodynamic, Adlerian, existential, person-centered, gestalt, behavioral, cognitive, reality therapy), including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, ethical/legal considerations.	G.1; II.C.1	Theory charts, Theories paper, Exam 2
Understands various methods for evaluating counseling effectiveness.	G.2	Theories paper, Exam 2
Understands the research base for existing counseling	G.3	Theory charts, Theories

theories.		paper, Exam 2
Understands the effectiveness of models and treatment strategies of crises, disasters, and other trauma-causing events.	G.4; II.C.1	CDT paper, Exam 2
Understands models, leadership roles, and strategies for responding to community, national, and international crises and disasters.	I.4	CDT paper, Exam 2

### Required Text and Articles

#### ***Instructional Theory and Methods and Counselor Education Preparation***

McKeachie, W.T. & Svinicki, M. (2011). *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers (13th Ed.)*. Belmont, CA: Wadsworth. (II.C.3; IV.C.2)

Dollarhide, C. T., Smith, A. T. and Lemberger, M. E. (2007). Counseling made transparent: Pedagogy for a counseling theories course. *Counselor Education & Supervision*, 46, 242–253. (II.C.3; II.C.7; IV.C.1; IV.C.2; IV.C.3, IV.D.1)

Fong, M. L. (1998). Considerations of a counseling pedagogy. *Counselor Education & Supervision*, 38, 106–112. (II.C.3; II.C.7; IV.C.1; IV.C.2; IV.C.3; IV.D.1)

Granello, D. H. (2000). Contextual teaching and learning in Counselor Education. *Counselor Education & Supervision*, 39, 270–283. (II.C.3; II.C.7; IV.C.1; IV.C.2; IV.C.3; IV.D.1)

Guiffrida, D. A. (2005). The Emergence Model: An alternative pedagogy for facilitating self-reflection and theoretical fit in counseling students. *Counselor Education & Supervision*, 44, 201–213. (II.C.3; II.C.7; IV.C.1; IV.C.2; IV.C.3, IV.D.1)

Hill, N. R. (2003). Promoting and celebrating multicultural competence in counselor trainees. *Counselor Education & Supervision*, 43, 39–51. (II.C.7; IV.C.3)

Lambie, G. W., Hagedorn, W. B. and Ieva, K. P. (2010). Social-cognitive development, ethical and legal knowledge, and ethical decision making of Counselor Education students. *Counselor Education & Supervision*, 49, 228–246. (II.C.7; IV.C.3)

Nelson, M. L., & Neufeldt, S. A. (1998). The pedagogy of counseling: A critical examination. *Counselor Education & Supervision*, 38, 70–88. (II.C.3; II.C.7; IV.C.1; IV.C.2; IV.C.3)

#### ***Counseling Theories, Effectiveness, and Research Base***

Corsini, R. J. & Wedding, D. *Current psychotherapies (9<sup>th</sup> ed)*. Belmont, CA, Brooks/Cole. (II.C.1; II.C.3; II.C.7; IV.G.1; IV.G.2; IV.G.3)

Astramovich, R. L., & Coker, J. K. (2007). Program evaluation: The accountability bridge model for counselors. *Journal of Counseling & Development*, 85, 162-172. (IV.G.2)

Calley, N. G. (2009). Comprehensive program development in mental health counseling: Design, implementation, and evaluation. *Journal of Mental Health Counseling*, 31, 9-21.(IV.G.2)

#### ***Crisis, Disasters, and Other Trauma Causing Events***

Kanel, K. (2007). *A Guide to Crisis Intervention*. Brooks/Cole. (II.C.1; IV.G.4; IV.I.4)

McAdams, C. R., & Keener, H. J. (2008). Preparation, action, recovery: A conceptual framework for counselor preparation and response in client crises. *Journal of Counseling & Development, 86*, 388-398. (II.C.1; IV.G.4; IV.I.4)

## Academic Requirements and Evaluation

### Key assessments:

- **Pedagogical Content Knowledge (PCK) paper (IV.C.1; IV.C.2; IV.C.3, IV.D.1; II.C.3; II.C.7)**

For this assignment, write a 5-6 page double-spaced paper discussing 1) instructional theory and methods relevant to counselor education 2) the major roles, responsibilities, and activities of counselor educators 3) ethical, legal, and multicultural issues associated with counselor preparation training, and 4) specific theories/methods of instruction that you believe will be most useful to you in your teaching as a counselor educator. Please include at least 5 citations from the literature. Use APA format. The assignment is worth 15% of your grade and is due on **Monday, October 21**.

- **Theory Charts (IV.G.1; IV.G.3; II.C.1)**

For each theory, please create a chart (see attached format) that includes the following: 1) key founders, 2) view of human nature, 3) goals, 4) change process, 5) interventions and methods used, 6) strengths and limitations, 7) applicability to multicultural populations, 8) ethical/legal considerations, and 9) theoretical bases for efficacy/research base (include at least one citation for efficacy article). Each chart is worth 2.5 points (total 20% of your grade) – see due dates below.

- **Crisis, Disaster, and Other Traumatic Events (CDT) paper (IV.G.4; IV.I.4; II.C.1)**

Select one model or treatment strategy for responding to a crisis, disaster, or other trauma-causing event. For this assignment, write a 4-5 page double-spaced paper including 1) a synopsis of the model or treatment strategy including key developer(s), theoretical foundations, and general overview of goals and of the model or treatment strategy, 2) evidence base for the model or treatment strategy, 3) relevant populations and settings, 4) ethical, legal, and multicultural considerations, and 5) role of model or treatment strategy and leadership roles in responding to community, national, and international crises and disasters. Select a specific crisis, disaster, or other trauma-causing event and provide an example of how you would use this model to respond to this event. Please include at least 5 citations from the literature. Use APA format. The assignment is worth 15% of your grade and is due on **Thursday, November 21**.

- **Personal Style of Counseling and Evaluation of Counseling Effectiveness Paper (IV.G.1; IV.G.2; II.C.1)**

Utilizing your knowledge of counseling theories, write a 10-12 page double-spaced paper describing your own personal style of counseling. This paper will serve as a draft for your paper due in COUN 614. This paper should include a description of your theory, interventions and methods used as part of your personal counseling style, how your

theory works with diverse populations, the empirical support for your theory, a presentation of various methods for evaluation of counseling effectiveness, and examples of how you might evaluate the effectiveness of your own counseling using a selection of those methods. Please include at least 5 citations from the literature. Use APA format. The assignment is worth 30% of your grade and is due on **Monday, December 9.**

- **Exam # 1 (IV.C.1; IV.C.2; IV.C.3; II.C.3; II.C.7)**

This will be a multiple-choice take-home examination. It will consist of 10 questions on instructional theory and methods. The assignment is worth 10% of your grade and is due on **Monday, November 4.**

- **Exam #2 (IV.G.1; IV.G.2; IV.G.3; IV.G.4; IV.I.4; II.C.1)**

This will be a multiple-choice take-home examination. It will consist of 10 questions on counseling theories and crisis management. The assignment is worth 10% of your grade and is due on **Monday, December 9.**

### Grading Scale

**Grading Criteria:** A = 100-90, B = 89-80, C = 79-70

Assignments not submitted when due or not in the assigned format will not earn full points. Those submitted more than three days past the due date will not be accepted. Plagiarism is sufficient grounds for failure for the course. See current *Boise State Graduate Catalog* for academic regulations and appeal procedures.

### Disability and Academic Integrity Statements

Disability Statement: To request academic accommodations for a disability, contact the Disability Resource Center by phone, (208) 426-1583, or e-mail, [drcinfo@boisestate.edu](mailto:drcinfo@boisestate.edu). Students are required meet with a Disability Specialist prior to receiving accommodations and may be required to provide documentation to clarify accommodation requests. Information about a disability is confidential. More information on the accommodation process can be found at <http://drc.boisestate.edu>.

Academic Integrity Statement: Academic misconduct or dishonesty such as cheating and plagiarism is unacceptable and appropriate penalties will be imposed. This includes referencing material that has not been read by you, such as secondary references.

**COURSE SCHEDULE**

<b>Week</b>	<b>Topic</b>	<b>Reading</b>	<b>Key Assessment Due Date</b>
8/29	Instructional Theory and Methods	Nelson & Neufeldt (1998); Fong (1998) Dollahide, et al. (2007)	
9/5	Instructional Theory and Methods	Granello (2000); Guiffrida (2005); Hill (2003); Lambie et al. (2010)	
9/12	Ethical, Legal, and Multicultural Issues in Counselor Preparation	Corsini chs. 1, 15, 16; McKeachie, W.T. & Svinicki (2011)	
9/19	Psychoanalytic Theory	Corsini & Wedding Ch. 2	Chart due 9/23
9/26	Adlerian Theory	Corsini & Wedding, Ch. 3	Chart due 9/30
10/3	Existential Theory	Corsini & Wedding, Ch. 9	Chart due 10/7
10/10	Person-Centered Theory	Corsini & Wedding, Ch. 5	Chart due 10/14
10/17	Gestalt Theory	Corsini & Wedding, Ch. 10	Chart due 10/21
10/24	Behavioral Theory	Corsini & Wedding, Ch. 7	PCK paper due 10/21 Chart due 10/28
10/31	Cognitive Theory	Corsini & Wedding, Ch. 8	Chart due 11/4
11/7	Rational Emotive Behavior Therapy	Corsini & Wedding, Ch. 6	Exam #1: 11/4 Chart due 11/11
11/14	Crisis, Disaster, & OTE	Kanel Ch. 1-6; McAdams & Keener (2008)	
11/21	Crisis, Disaster, & OTE	Kanel Ch. 6-12	CDT paper due 11/21
12/5	Evidence-Based Practice & Counseling Effectiveness	Astramovich, & Coker (2007); Calley (2009)	Theories paper due 12/9; Exam # 2 due 12/9

**Theory Summary Chart Format**

Key Founders	
View of Human Nature	
Goals	
Change Process	
Interventions/Methods	
Strengths	
Limitations	
Multicultural Applications	
Ethical/Legal Considerations	
Theoretical Bases for Efficacy/Research Base (including at least one citation)	