

SERP 635: Advanced Counseling Theory and Practice (3 credits)
The University of Arizona
College of Education

INSTRUCTOR

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Description of Content

This course addresses methods for evaluating counseling effectiveness, evidence-based counseling practices, and advanced knowledge and skills in counseling theories and techniques. Content areas include human growth and development, counseling and the helping relationship, and research and program evaluation to integrate the conceptualization of clients from multiple theoretical perspectives.

Method of Instruction

The course objectives will be met through in-person study. This course will include weekly lectures (conducted in the form of PowerPoint, readings, and videos), as well as through participating in classroom discussions, completing weekly readings, and watching assigned videos. Preparation for assignments will require a scholarly synthesis and analysis of existing literature to help students' advance their comprehension of the foundational knowledge and prepare for the responsibility of their future roles as subject matter experts in the field.

Course Objectives

1. Students will identify the core elements of the theory and practice of counseling.
2. Students will evaluate the research on the absolute and relative efficacy of counseling.
3. Students will demonstrate the integration of multiple counseling theories.
4. Students will formulate a model of wellness that incorporates diverse spiritual, cultural, environmental, and neurological factors.
5. Students will evaluate how to effectively and ethically monitor treatment outcomes.

Course Readings

Duncan, B. L., Miller, S. D., Wampold, B. E., & Hubble, M. A. (2010). *The heart and soul of change* (2nd edition). Washington, DC: American Psychological Association.

Wampold, B. E., & Imel, Z. E. (2015). *The great psychotherapy debate: The evidence for what makes psychotherapy work* (2nd edition). New York, NY: Routledge.

Course Policies

Accessibility and Accommodations

Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit <http://drc.arizona.edu>.

Attendance

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop> The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable: <http://policy.arizona.edu/human-resources/religious-accommodation-policy> Absences preapproved by the UA Dean of Students (or dean's designee) will be honored. See <http://policy.arizona.edu/employmenthuman-resources/attendance>

Writing Requirements

Written assignments will be graded on format, organization, style, grammar, and punctuation as well as on accomplishment of purpose. In instances where referencing is required, the most recent American Psychological Association (APA) style should be followed for in-text citations and the corresponding references; however, do not use cover pages or abstracts. All materials should be submitted electronically.

UA Nondiscrimination and Anti-harassment Policy

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others. The University is committed to creating and maintaining an environment free of discrimination: <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Conduct

Students taking this course are expected to follow University policies regarding student conduct. The instructors support the Code of Academic Integrity of the University of Arizona. Students must realize that plagiarism (representing ideas and/or writing of another as one's own) or obtaining unauthorized assistance in any academic work is prohibited. Copies of this Code are available in the Dean of Students office. Note that use of the same report, paper, presentation, etc. to meet requirements in more than one course will also be considered a misrepresentation and a violation of the Code of Academic Integrity.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code

of Academic Integrity as described in the UA General Catalog. See <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>

Assignments and Evaluation Criteria

Evidence-Based Practice Discussion – 60 points (20% of semester grade). Students will complete discussion questions as a way to engage in a scholarly examination the evidence-based practice and practice-based evidence movements in medicine and counseling. The discussion questions are a structured approach to assist students to evaluate the methods, results, and implications of research on the efficacy of psychotherapy and counseling. Students will use the discussion questions to facilitate a scholarly synthesis of the required reading.

Common Factor Presentation – 60 points (20% of semester grade). Students will facilitate a one-hour scholarly presentation and discussion of the research on one of the common factors: (a) the client, (b) the therapist, and (c) the therapeutic relationship. Each student will overview the methods, results, and implications of the research covered in the readings, including the evolution of our understanding of the contribution of the common factor to the efficacy of psychotherapy and counseling. The focus of the presentation will be on how to translate the research findings into best practice recommendations for effective counseling, including the application of ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted helping relationships in our increasingly digital society.

Wellness and Development Paper – 60 points (20% of semester grade). Students will write a 5-page paper summarizing the diverse factors associated with wellness across the lifespan. The intent is for students to think deeply about the purpose of counseling, including the biological, neurological, and physiological as well as systemic and environmental factors for promoting resilience and optimum development and wellness across the life span. The paper narrative cannot exceed five pages, double-spaced with 12-point font, in APA format.

Theory Integration Presentation – 60 points (20% of semester grade). Student will facilitate a one-hour scholarly presentation and discussion of a counseling theory of his/her choice along with a specific population of interest and then combine the two in a case example. The presentation and discussion can be formal (e.g., PowerPoint) and/or informal (e.g., handouts). First, students will summarize a specific counseling theory. Second, students will detail a population of interest and facilitate a discussion of the application of the specific theory to the population of interest, including a case scenario and role play, video, or vignette.

Accountability and Evaluation Discussion – 60 points (20% of semester grade). Students will use the discussion questions to engage in a scholarly examination of program evaluation and accountability in counseling. The discussion questions are a structured approach to assist students to evaluate data on program evaluation and treatment outcomes. Students will use the discussion questions to facilitate a scholarly synthesis of the required reading.

Course grades

A= 90-100% or 270-300 points

B= 80-89% or 240-269 points

C=70-79% or 210-239 points

D= 60-69% or 180-209 points

E= below 60% or below 179 points

Course Outline

Week One	Introduction	Read Wampold Ch. 1; Duncan Ch. 2
Week Two	Common factors in counseling	✓ Submit Evidence-Based Discussion ✓ Read Wampold Ch. 2 & 3; Read D2L–Barak (2008)
Week Three	Absolute versus relative efficacy	✓ Submit Evidence-Based Discussion ✓ Read Wampold Ch. 4 & 5; Read D2L–Barak (2009)
Week Four	General effects of the client	✓ Submit Common Factor Presentations ✓ Read Duncan Ch. 3; D2L – Duncan (2004)
Week Five	General effects of the therapist	✓ Submit Common Factor Presentations ✓ Read Wampold Ch. 6; D2L – Chow (2015)
Week Six	General effects of the therapeutic relationship	✓ Submit Common Factor Presentations ✓ Read Wampold Ch. 7; Duncan Ch. 4
Week Seven	Wellness and mental health	✓ Read D2L –Myers (2000); Myers (2008); Reese (2012); Campbell (2012); Davis (2011)
Week Eight	Spiritual and relational aspects of wellness	✓ Read D2L – Read Comstock et al. (2008); Duffey (2011); McAdams (2014); Muselman (2012)

Week Nine	Biological and neurological aspects of wellness	✓ Read Duncan Ch. 7; D2L – Ivey (2011); Miller (2016); Gonçalves (2014); Jones (2016)
Week Ten	Cultural and environmental aspects of wellness	✓ Submit Wellness and Development Paper ✓ Read D2L– Day (2007); Sue (2007); Vasquez (2007)
Week Eleven	Psychoanalytic, Adlerian, and Existential	✓ Submit Theory Integration Presentations ✓ Read D2L– Eliason (2009); Schneider (2016)
Week Twelve	Person-Centered, Gestalt, Transactional, and Reality	✓ Submit Theory Integration Presentations ✓ Read D2L - Neukrug (2009); Wubbolding (2009)
Week Thirteen	Behavioral, Cognitive, and Cognitive-Behavioral	✓ Submit Theory Integration Presentations ✓ Read D2L– Barbee (2009); Cavallaro (2009);
Week Fourteen	Solution Focused, Narrative, and Feminist	✓ Submit Theory Integration Presentations ✓ Read D2L– Walter (1992); O’Hanlon (1994)
Week Fifteen	Program evaluation and accountability	✓ Submit Accountability and Evaluation Discussion ✓ Duncan Ch. 8 & 9; D2L– Astramovich (2007)
Week Sixteen	Translating Research to Practice	✓ Submit Accountability and Evaluation Discussion ✓ Read Wampold Ch. 8 & 9; Duncan Ch. 14

Note: This syllabus is subject to change as newer, more current information reaches my desk. Notification of any changes to the syllabus will occur as soon as possible.