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COUN 620.R01: Advanced Counseling Theories

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SYLLABUS – UNIVERSITY OF MONTANA – Spring 2021
COUN 620: Advanced Theories
(aka Evidence-Based Counseling Approaches)

INSTRUCTOR INFORMATION: John Sommers-Flanagan, Ph.D. – Contact me via email (preferred) at john.sf@mso.umt.edu or via cellphone (if needed) at 406-721-6367

OFFICE HOURS: Being off-campus, I've discovered that standard Zoom Office Hours don't work well. Consequently, all my office hours are by appointment. Just email me and we'll set up a Zoom or phone conversation. If I happen to be on campus, I'm good with meeting face-to-face as long as we follow University of Montana mask and distancing protocols.

SCHEDULED CLASS MEETINGS: Class meeting times are Wednesdays from 9am to 11:50am

METHODS OF INSTRUCTION:

1. Lectures/class demonstrations.
2. Guest lectures/student presentations.
3. Video presentations.
4. Class discussions/reading reviews.
5. In-class experiential activities

CACREP 2016 KNOWLEDGE AND SKILL OUTCOMES (from CACREP 6.B.):

- 1.a. Scholarly examination of theories relevant to counseling
- 1.b. Integration of theories relevant to counseling – **Key Performance Indicator**
- 1.c. Conceptualization of clients from multiple theoretical perspectives
- 1.d. Evidence-based counseling practices

TEXTBOOKS: We have a main textbook for this course, plus we'll be reading several journal articles. During the first 2/3 of the course we'll focus on the evidence-based relationship factors and all things CBT; during the last 1/3 of the course, we'll focus on other specific theory and research-based approaches. Additional readings will be assigned.

Text: Newman, C. F. (2013). *Core competencies in cognitive-behavioral therapy*. Routledge.

Readings: You will have readings in addition to the textbook. I've selected three readings in advance, but other readings will be selected based on your interests.

Hanna, F. J., Hanna, C. A., & Keys, S. G. (1999). Fifty strategies for counseling defiant, aggressive adolescents: Reaching, accepting, and relating. Journal of Counseling & Development, 77(4), 395-404.

Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. Journal of Consulting Psychology, 21, 95–103.

Parrow, K. K., Sommers-Flanagan, J., Sky Cova, J., & Lungu, H. (2019). Evidence based relationship factors: A new focus for mental health counseling research, practice, and training. Journal of Mental Health Counseling, 41, 327-342.

DISABILITY ACCOMMODATIONS: If you're a student with a disability and wish to discuss reasonable accommodations for this course, contact me privately to discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted Disability Services, located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your reasonable modifications. For more information, visit the Disability Services website at <http://life.umt.edu/dss>.

ACADEMIC INTEGRITY: Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/AS/APSA/index.cfm/page/1321>.

GRADING PROCEDURES AND COURSE ASSIGNMENTS: This is a graduate seminar and therefore students contribute substantially to the teaching and learning process. Earning your grade involves completing the following course assignments, including class participation/attendance.

1. **Q & A or Demonstration Role-Play with JSF:** Throughout the semester, we'll strive to make each technical counseling strategy come alive. To do that, I'll need students to volunteer for demonstrations and discussions. To spread out the joy of active participation, each of you will need to pick a date/topic to do either a role play, a demo, or in-depth Q & A with me. We'll start this process during week 2. I'll send out a list of "opportunities." Keep in mind two things: (a) we'll do a short zoom planning session before we go live in class, and (b) I don't have to be the counselor (meaning, you can be MY counselor). (20 points).
2. **Professional skills presentation:** Students will form groups of 3-4 to create a professional skills presentation. The presentation will focus on describing, explaining, and demonstrating at least one specific theory-based skill or procedure. Your role play/demo can be live or you can record and present a video of yourselves doing the demonstration (or, if one of you is in practicum or internship and can implement a specific technique with a client, you can use a real case). Before you present, you'll need to consult with me to describe what you'll be presenting. Small group presentations will begin on or around 3/31 (40 points).

Instructions: Choose your presentation partners, your area of focus, and set up a Zoom meeting with me. Your presentation/role play should last 25-30 minutes and:

- a. Provide background information pertaining to why you've chosen the skills or techniques you're demonstrating—including statements about when these techniques should be used with what problems/diagnoses and what client population. You'll need to cite research.
- b. Include a clear articulation of the skills/techniques you'll be demonstrating.
- c. Include a role play or video demo (this may be an actual case from

- practicum/internship) of the skills/techniques
- d. Engage the class in a discussion about the pros/cons of the skills/techniques as well as sharing any insights you might have about how to implement these skills/techniques ethically and effectively. Address cultural considerations. This could involve an in-class activity.
 - e. Give the class (and me) a chance to ask questions (while you answer them).
 - f. End the discussion with a summary of what you've covered.
 - g. Provide classmates with a one-page electronic handout that includes tips and resources related to using the techniques included in your presentation.
3. **CBT and Three-Way Case Formulation Exam (CACREP KPI 1.a., 1.b.)**: On March 8 you'll be given an online take-home exam, due midnight, March 14. The main focus of this exam will be for you to review a video and then develop two case formulations. First, you'll write up a CBT case formulation. Second, you'll write up an integrative case formulation that includes at least three theoretical perspectives. One perspective will be CBT. The other two perspectives are your choice. You will be given a specific outline for completing this three-way case formulation examination (40 points)
 4. **Final Quiz and Examination**: Prior to our last meeting I'll give you a Moodle based final quiz (20 points). Then, at our last meeting, we will celebrate all the learning we've experienced in this class with a final oral examination (20 points). Like the COUN 511 Counseling Theories Final, I will ask pre-arranged questions (from the quiz), but you won't know which ones you'll be getting. My expectations will be for us all to contribute to an informed discussion of the question content and beyond. (Total = 40 points)
 5. **Attendance and Participation**: (40 points; if you miss one class, you lose 0 points; 10 points for the second class missed, and the rest of your points for your third absence; if you have compelling personal or medical issues you can talk with me about making up points for absences by completing alternative assignments). I will also ask questions about the readings (including TBA readings) every week. I'll cut you slack if you're unable to answer a question. But, if you have a pattern of not being able to answer questions or you don't consistently participate, you could lose attendance points.

There are 180 points available to earn during the course. You should track your own performance/grade. If you ask me I can also provide you feedback on your grade status in the course. Overall, grades will be assigned on a percentage basis.

A = 93-100% A- = 91-92%; B+ = 88-90%; B = 83-87%; B - = 81-82%; C+ = 78-80%; C = 73-77%; C- = 71-72%; D+ = 68-70%; D = 63-67%; D- = 61-62%; F = Below 61%

Information on Writing and Speaking: Although this course isn't heavy on writing, keep in mind that the UM *"Writing and Public Speaking Center provides one-on-one tutoring to students at all levels and at any time in the writing process. Visit now. Visit often. We're ready when you are."*

www.umt.edu/writingcenter."

COURSE PURPOSE AND OBJECTIVES: The overall purpose of this course is to provide you with in-depth knowledge and skill development opportunities for practicing one or more theoretically-based approaches to counseling. In particular, we'll focus on evidence-based relationships and techniques. As implied in the ACA ethical code, it's essential that professional counselors develop competence in identifying and implementing evidence-based counseling approaches.

WEEKLY SCHEDULE OF CLASS TOPICS

Week	Date	In-Class Topic	Homework/Readings
1	1/13	Organizational and Cognitive Prep Day – We will: (a) talk together about expectations for this course, (b) get very clear on what constitutes “evidence-based,” (c) focus in on CBT principles and case formulation, and share ideas about the content (counseling approaches) that we want to cover.	I'll cover content from Newman (2013) Chapters 1 and 2 today. Reading it ahead may be helpful . . . but no worries, because you'll get quizzed on it later☺. Featured content: (a) JSF's counselor competence pyramid; (b) assessing and addressing ATs; (c) treatment matching (problem + person + setting + preference + skills); (d) teaching skills and why psychoeducation; (e) making our “class” problem-list (e.g., insomnia, etc.)
2	1/20	Evidence-Based Relationship Factors All counseling takes place in a relational context. This week and next week we will focus on EBRFs and how to implement them in counseling.	Readings: Rogers (1957); Newman (Chapter 3) Featured content: (a) Q & A on Rogers reading; (b) different theoretical takes on why relational factors improve outcomes; (c) using the affect bridge for assessment and relationship-building (I'll need an in-class volunteer for this and other demonstrations).
3	1/27	Evidence-Based Relationship Factors – Part 2. Your EBRF training continues.	Readings: Parrow et al., (2020); Newman (Chapter 4) Featured content: (a) Handling difficult questions; (b) rupture and repair; (c) Motivational Interviewing clip and EBRF discussion; (d) person-centered problem-solving.

4	2/3	CBT in Practice – Assessment and case conceptualization.	<p>Readings: Newman (Chapters 5 & 6)</p> <p>Featured content: (a) Reading Q&A; (b) problem presentation (e.g., panic, insomnia, flashbacks, nightmares, relationship break-up, suicidal ideation, etc.); (c) displaying credibility and competence, (d) initial sessions – assessment, setting an agenda, generating problem lists, and case conceptualization.</p>
5	2/10	CBT in Practice – Strategies, interventions, techniques . . .	<p>Readings: Newman (Chapter 7)</p> <p>Podcast: Listen to “Ten Sessions” on This American Life</p> <p>Featured content: (a) Reading Q&A; (b) breathing and relaxation; (c) skill development (role-playing); (d) visual imagery and debriefing; (e) exposure therapy and video clips; (f) behavioral activation.</p>
6	2/17	Continue with CBT in Practice, but expand on all technical approaches with idiographic applications . . .	<p>Readings: Newman (Chapters 8 and 9)</p> <p>Featured content: (a) Reading Q&A; (b) breathing and relaxation; (c) skill development (role-playing); (d) visual imagery and debriefing; (e) exposure; (f) behavioral activation.</p>
7	2/24	The End (or Beginning) of CBT	<p>Readings: Newman (Chapters 10 and 11)</p> <p>Featured content: (a) Reading Q&A; (b) cultural sensitivity with CBT; (c) changing core beliefs (schema); (d) termination tips.</p>
8	3/3	Creative CBT with Youth: “Tough Kids, Cool Counseling”	<p>Readings: Hanna et al., (1999).</p> <p>Featured content: (a) Openings with youth; (b) sharing referral info; (c) relationship strategies; (d) wishes and goals; (e) radical acceptance; (f) What’s good about you?</p>

9	3/10	Creative CBT with Youth, Part 2	<p>Readings: TBA</p> <p>Featured content: (a) Asset flooding; (b) problem-solving therapy; (c) humor, riddles, and games; (d) addressing cultural differences; (e) rupture and repair; (f) empowered storytelling.</p> <p>Online Case Formulation Exam this Week – Due 3/14/21</p>
10	3/17	Bringing in the Chairs: Emotion-Focused Theory and Therapy (individual)	<p>Readings: Goldman (2016)</p> <p>Featured content: (a) Practice empty chair work with each other; (b) discuss emotional expression and how it acts as a mechanism of change</p>
11	3/24	Bringing in Mindfulness: Acceptance and Commitment Therapy	<p>Readings: TBA + Hexaflexercise</p> <p>Featured content: (a) Describe theoretical roots and components of ACT; (b) describe ACT treatment process; (c) Identify main areas of focus in ACT; (d) describe how ACT principles and techniques can be applied to a counseling case</p>
12	3/31	Bringing in the Dialectic: Dialectical Behavior Therapy	<p>Readings: TBA</p> <p>Featured content: (a) Describe the theoretical roots of DBT; (b) describe the DBT treatment components; (c) Identify main areas of focus in DBT; (d) describe and apply DBT techniques are used in a counseling session.</p>
13	4/7	Bringing in the Body: Behavioral Activation Therapy . . . and Body-Centered Work	<p>Readings: TBA</p> <p>Featured content: (a) Describe the theoretical roots and components of BAT; (b) describe BAT treatment process; (c) Identify main areas of focus in BAT; (d) describe two techniques you know how to use in a BAT session</p>

15	4/14	Bringing in Narrative and Solutions	<p>Readings: TBA</p> <p>Featured content: (a) Describe the theoretical roots and components of constructive approaches; (b) describe constructive treatment process; (c) describe two techniques you know how to use in a constructive session</p>
16	4/21	Potpourri	<p>Readings: TBA</p> <p>Featured content: TBA</p> <p>Final Quiz out this Week</p>
17	4/28	Final Oral Examination and Reflections	