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764 Counseling and Psychotherapy

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XAVIER UNIVERSITY

COURSE TITLE: Counseling and Psychotherapy
SEMESTER:
COURSE NUMBER: COUN 764
CREDIT HOURS: 3 Graduate Hours
DAY & TIME:
INSTRUCTOR: DR. MICHELLE HALL, PCC-S
OFFICE LOCATION/PHONE: Hailstones 209 **PH:** (513) 745-1027
E-MAIL ADDRESS: hallm4@xavier.edu **FAX:** (513) 745-2920
OFFICE HOURS:

COURSE DESCRIPTION:

Theoretical and applied understanding of the psychotherapeutic process, including study of current methods of intervention such as cognitive therapies, mindfulness-based approaches (Mindfulness-Based Stress Reduction, DBT, and ACT), and strength-based counseling. In addition to content related to specific interventions, common therapeutic factors and the application of neuroscience research to counseling practice will also be discussed. Topics covered during the semester reflect those identified for the areas of Counseling & Psychotherapy by the CACREP core areas (specified below) and selected standards for the Clinical Mental Health Counseling program.

COURSE OBJECTIVES:

1. Students will learn a variety of evidenced-based counseling treatments including: Mindfulness-based therapies (MBSR, DBT, ACT), and strength-based approaches. (G.5.d.; C.A.1, 5; C.I.3)
 - **Assessed through in-class Mindfulness experiences, practice and log, group project, and synthesis paper.**
2. Students will practice specific skills from MBT and strength-based approaches and reflect upon their experiences and growth. (G.1.d; G.5.a; G.5.c)
 - **Assessed through in-class Mindfulness experiences, practice and log, group project, and synthesis paper.**
3. Students will explore their own wellness practice and learn specific change strategies. (G.3.h; G.5.a)
 - **Assessed through in-class Mindfulness experiences, practice and log, group project, and synthesis paper.**
4. Students will research a specific evidenced-based practice and demonstrate their learning in a presentation and paper. (C.J.3; G.8.a, e)
 - **Assessed through in-class Mindfulness experiences, practice and log, and group project.**
5. Students will learn about neuroscience and the brain, and how mindfulness-based strategies can promote healing in those who suffer trauma. (G.3.c, d; C.E.3).
 - **Assessed through examination and group project.**

REQUIRED TEXTS:

Hanson, R. & Mendius, R. (2009). *Buddha's Brain: The Practical Neuroscience of Happiness, Love, and Wisdom*. Oakland, CA: New Harbinger. **(BB)**

Raja, Sheela. (2012). *Overcoming Trauma and PTSD: A Workbook Integrating Skills from ACT, DBT, and CBT*. Oakland, CA: New Harbinger. **(OT)**

Williams, M. Teasdale, J., Segal, Z., & Kabat-Zinn, J. (2007). *The Mindful Way through Depression: Freeing Yourself from Chronic Unhappiness*. New York: Guilford. **(MfD)**

Suggested: Subscription to Psychotherapy Networker magazine.

INSTRUCTIONAL METHODS AND ACTIVITIES:

The course utilizes a combination of discussion/lecture format and experiential exercises. Reading completion for each class is critical. In addition to in-class work, students will be expected to complete out-of-class assignments. Class discussions and lectures will be augmented throughout the term with videos, role-plays, small group activities, and experiential exercises.

ASSIGNMENTS:

1. In-Class Experiences

Group activities are experiential exercises based on the course content for that evening. The activity may or may not have a written component. All students are expected to fully participate in the group activities. These activities will either be group discussions or specific experiential activities, such as practicing a component of Motivational Interviewing or Mindfulness Meditation practice.

2. Mindfulness Practice Log and Reflection Paper

Students will be required to keep a log of experience with various mindfulness practices (such as sitting meditation, guided imagery, walking meditation, meditative eating, and yoga) for a three-week period and write a 2-3 page reflection paper of their insights and experiences.

3. Mindfulness Group Project

For this project, students will form groups (no more than 4 to a group) and research the applications of Mindfulness to a specific disorder/population.

Students will create a handout specific to treating this disorder using Mindfulness, MBSR, DBT, and/or ACT, and including any relevant definitions and research. In addition, students will design an informational presentation (30 minutes) specific to their topic. The presentation will be part psycho-education, part experience. **Students will lead the class in a specific experiential activity related to Mindfulness.** The group can be as creative as they want, as long as they design an experiential activity that involves every person in the class. *(The more active the better!)*

Specific components of the research guide *could* include:

- ❖ User-friendly definitions of relevant terms
- ❖ Relevant research related to the specific evidenced-based approach (i.e., Mindfulness, MBSR, DBT, MI) and this issue/disorder/population
- ❖ Rationale for the efficacy of this treatment with this specific issue/disorder/population
- ❖ Specific strategies and treatment approaches
- ❖ Expected outcomes and anticipated challenges
- ❖ Multicultural considerations
- ❖ List of resources for further study

Remember, the resource should be at minimum 4 pages, and should be available for classmates. You can either bring hard copies for the class, or make it available electronically (through the instructor). Please provide necessary citations (in APA, 6th ed.) for all resources used.

4. Examination: Neuroscience and the Brain

This examination will cover topics from readings on Neuroscience and from *Buddha's Brain*. 30 multiple choice and 5 short answer questions.

5. DBT/ACT practice session (TRIAD)

In this role played practice session, you will practice one technique from DBT or ACT with a “client” who suffers with clinical anxiety. Group members will provide constructive feedback of your demonstration. As part of this experience, you will play the role of client, counselor, and observer.

5. Synthesis Paper

This paper comes at the end of the course and will give you an opportunity to synthesize the course material with prior learning, including how you will incorporate your experiences with Mindfulness, ACT, DBT, and learning of neuroscience in counseling, into your current understanding of your chosen theoretical approach(es). What was your experience practicing Mindfulness? What insights did you gain from your practice of Mindfulness and your current approach to life, work, etc.? How might this experience impact your work as a counselor with clients? How has your experience with these strength-based approaches impacted your understanding of how/why people change? It is expected that this paper will be 4-5 pages in length and will include at least 3 citations (from texts or Psychotherapy Networker).

Papers are to be written in APA style, 6th ed., and should include a cover sheet, running head, headers and pagination. All citations should be identified and a reference page included. Points will be taken away for improper format, etc.

Rubric for Grading Synthesis Paper

Assignment Component	Standards Addressed	MET 5	PARTIALLY MET 4-3	NOT MET 2-0
Points Possible				
A. Format and Mechanics		Paper follows APA 6 th ed. style with respect to title page, pagination, citations, and general formatting and writing style. Grammar, punctuation is correct, writing is clear and concise.	Paper has minor errors related to APA style, grammar and/or punctuation, and overall style.	Paper has major errors related to APA style (or does not include a component such as title page, pagination, reference page), grammar and/or punctuation, and overall style.
B. Use of specific content from EBT learning in class	G.5.d.; C.A.1, 5; C.I.3	Inclusion of specific content from course. Shows an understanding of content and includes citations to course readings or outside sources.	Inclusion of general content from course. Shows an acceptable understanding of content, with minor exceptions, and includes at least one citation from course readings or outside sources.	Inclusion of little to no specific content from course. Shows little understanding of content (or is too general) and may not include citations to course readings or outside sources.
C. Inclusion of personal experience with wellness	G.3.h; G.5.a	Inclusion of specific insights from the experience of the class activities (Mindfulness and MI). Demonstrates thoughtful reflection about own wellness and applications of learning to own personal and professional Self.	Inclusion of a few general insights from the experience of the class activities (Mindfulness and MI). Demonstrates limited reflection about own wellness and applications to personal/professional life.	Inclusion of few to no insights related to class experience or personal/professional wellness. Is not thorough or thoughtful in the analysis.
D. Synthesis of learning of EBTs with prior learning of theoretical approaches and deficit models	C.J.3; G.8.a, e	Is clear in drawing connections between new learning and prior learning related to counseling theories, theories of change, and strength/deficit models.	Is limited in drawing connections between new learning and prior learning related to counseling theories, theories of change, and strength/deficit models, but makes a good attempt to do so.	Does not draw connections between new learning and prior learning related to counseling theories, theories of change, and strength/deficit models, or fails to make explicit these connections.

PERFORMANCE EVALUATION CRITERIA AND PROCEDURES:

The grades will be determined by scores in four major performance areas: **Experiential Exercises and Log, Group Project (Midterm), Triads, & Paper (Final).**

Grading Scale:

94-100	73-77	C	
90-95	A-	70-72	C-

88-89	B+	68-69	D+
83-87	B	63-67	D
80-82	B-	60-62	D-
78-79	C+	<60	F

Grade Weights

1. Group Activities.....	=10 points
2. Group Project	
a. Presentation.....	=15 points
b. Handout.....	=15 points
3. DBT/ACT Triad.....	=10 points
4. Mindfulness Practice and Logs.....	= 10 points
5. Examination on the Brain.....	= 20 points
5. Synthesis Paper.....	=20 points
TOTAL.....	=100 points

ATTENDANCE POLICY:

Graduate students are training to be professional helpers and are responsible for the welfare of clients in need. Attendance in professional counseling courses is required to evaluate the readiness and preparedness of each student to enter the profession.

Attendance and participation constitute a significant portion of your final grade (via discussion exercises, activities, and the group participation score). Attendance means arriving for class on time and staying for the duration of the class. Participation means preparing for class by reading required texts/materials and periodically entering into class discussion.

A student who misses more than 2 classes in a semester may be subject to possible action by the instructor, which includes, but is not limited to:

- Recommendation to withdraw from the class.
- Additional assignments(s) to complete the class.
- Reduction in grade per the percentage allotted to attendance and participation.
- Any other action deemed appropriate by the instructor.

A student who rarely or never participates in class discussions or activities may also receive a grade reduction despite attendance. Naturally, faculty members are sensitive to significant life circumstances that can result in class absence. In such instances, faculty will attempt to work with these students on a case-by-case basis.

In summary, good attendance and reasonable levels of class participation are expected behaviors for graduate students in training to be counselors. **Likewise, it is expected that all students will refrain from using technology while class is in session (unless specifically related to course tasks). PLEASE: No use of cell phones while in class, and laptops are only to be used for class notes!**

Academic Misconduct:

Students are expected to act with integrity, which ultimately means that you do your own work, are honest with yourself and others, assist others when needed, and give all assignments and activities your full effort and attention. Please see the graduate handbook for more information about penalties regarding academic misconduct.

Disability Statement:

Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact the Learning Assistance Center at 513-745-3280 on the Fifth Floor of the Conaton Learning Commons, Room 514, to coordinate reasonable accommodations.

SCHEDULE OF ASSIGNMENTS & EXAMS:

Date	Topics /CACREP Areas	Readings	Assignments
	<ul style="list-style-type: none"> • Review Course Syllabus; Course Overview and Introduction • Introduction to Counseling and Psychotherapy • Sign-up for times to present mid-term projects <p>(1) a; (5) a, b; (7) a; (8) a</p>	Syllabus	Sign up for Group Project Dates & Discussion Facilitation schedule
	Common Factors: An introduction Client Factors Therapeutic Relationship Therapeutic Change	Handout	Group Discussion Exercise
	Neuroscience in Psychotherapy		Group Activity
	Neuroscience in Psychotherapy		Group Activity
	Brain Exam Introduction to Mindfulness and MBSR		Group Activity
	Mindfulness Practice		TRIADS
	Mindfulness Applications: DBT, ACT, MBCT Guest Speaker: John Orr, MA, PCC		Group Practice
	DBT/ACT TRIADS		Group Practice
	<u>Class demonstrations and discussions on topics</u> <ul style="list-style-type: none"> - MBT and Anxiety Disorders - MBT and Depression - MBT and Adults 		Group Practice
	<u>Class demonstrations and discussions on topics</u>		Group Papers

	<ul style="list-style-type: none"> - MBT/DBT for Borderline PD - MBT for Children and Adolescents - MBT and Self-Esteem <p>(1) c, d; (2) e; (3) c, d, h; (5) a, c, d</p>		Due
	<p><u>Class demonstrations and discussions on topics</u></p> <ul style="list-style-type: none"> - MB/ACT for Medical Patients/Chronic Pain - MBT and Addictions (Alcohol, Drugs, Food, Internet Pornography, etc.) - MBT and Relationships <p>(1) c, d; (2) e; (3) c, d, h; (5) a, c, d</p>		Group Papers Due
	<p>Introduction to Strength-Based Counseling Principles of SBC From Pathology to Possibility The Five Axes of Strength Guest Speaker: Dr. Scott Hall (2) e; (3) d, h; (5) a, b, c, d</p>	*Selected Readings, PN	Group Activity
	<p>Wellness and Holism Envisioning a Preferred Life Re-writing the Script Creativity and Change (2) e; (3) d, h; (5) a, b, c, d</p>	*Selected Readings, PN	Group Activity
	Synthesis Work and Course Evaluation		Synthesis Paper Due