SYLLABUS: PSY 560A Counseling Theories and Interventions, 3 credit hours

Dr. William J. Richardson
Thursday 10:30 AM - 12:00 PM
August 19 - November 30

Course Description:

This course focuses on counseling theories that provide students with models to facilitate conceptualization and application of appropriate counseling interventions. These theories of therapy and their particular methods of application will be analyzed through the lens Special Revelation as well as current research in the fields of both Mental Health Counseling and Marriage and Family Therapy. Historical components of these theories also will be examined as well as their continuing impact on the delivery of clinical, wellness and preventive mental health services. Admission to the MAMFTC program or consent of the instructor is required prior to enrolling in this class. It is the first of two courses and must be followed by successful completion of PSY 560B (offered Spring terms) for full credit. (Students must register separately for PSY 560B during Spring registration period.)

Course Objectives:

Upon course completion students should be able to

1) Identify the core content of specified major theoretical approaches in counseling/therapy
2) Recognize limitations and strengths of each of the theoretical orientations discussed
3) Describe experiential interaction with some aspects of each approach
4) Recount points of positive and negative critique of each theory addressed from a biblical perspective as well as from the viewpoint of current evidenced-based, therapy outcome research.
5) Understand the historical connections and themes which shape modern psychotherapy

Course Assignments/Requirements and Grading:

1. Students will be required to successfully complete chapter, non-comprehensive quizzes covering the Corey text and course lecture content. Quiz scores will constitute 33% of the course grade. (See Course Schedule for content & dates.) Eighty to ninety percent of quiz content will come directly from distributed (via Canvas) Corey-text sample questions and will therefore be largely in multiple choice format; no more than 20% may be short essay questions, e.g., “What is Carl Roger’s general view of human nature?” One lowest score will be dropped in final averaging. Make-up quizzes will not be given beyond normal quiz dates and times.

Quizzes will be administered during the first 20 minutes of every third class.

2. A 2-part Final Exam covering the Corey text and course lecture content will be administered during the Final Exam Periods of both Fall and Spring terms, TBA. Both parts combined will constitute 33% of the course grade. Each part A and B will be “term-comprehensive.”

3. Students will be required to read and report on assigned portions of both the Jones and Butman text and the Duncan, et.al., text in brief summary papers. Those type-written
reports are due as specified on the Course Schedule. Reports should average 2 type-written pages in length, double spaced, 12 pt. font, 1 in. margins.

4. Reading summaries should be emailed to Dr. Richardson, brichardson@rts.edu and Stephanie Hathorn, Assistant Program Development Coordinator, shathorn@rts.edu. (Please do not hand-in hard copies.)

5. Reading summaries referenced in items 3 and 4, above will be assessed as follows: Each reading and summary assignment will be considered a ten-point quiz, each school day late will result in a ½ point deduction (ten points are assumed unless inaccurate, unusually terse or vague content). Summaries constitute 34% of the course grade.

6. Additional assignments may be required.

7. No assignments will be received beyond the last day of final exams (unless the student has received written permission from the professor). All assignments must be completed and handed in (emailed) by that time in order to receive a passing grade.

Texts:


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<thead>
<tr>
<th>Class Day</th>
<th>Focus Topic</th>
<th>*Corey Quiz</th>
<th>*Jones &amp; Butman Summary</th>
<th>Duncan, et.al. Summary</th>
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<td>1</td>
<td>Course Introduction</td>
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* Will Continue Spring Term
## Course Objectives Related to MAMFTC Student Learning Outcomes

**Course:** PSY 560A Counseling Theories and Interventions  
**Professor:** Wm. Richardson  
**Campus:** Jackson  
**Date:** July 6, 2015  

### MAMFTC Student Learning Outcomes

In order to measure the success of the MAMFTC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAMFTC outcomes.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Strong</td>
<td>Required course</td>
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<tr>
<td>Moderate</td>
<td>This course is aimed primarily at the Professional (Individual) Counseling theoretical field and LPC licensure requirements</td>
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<tr>
<td>Minimal</td>
<td>Four theories of therapy (models) are covered and critiqued in moderate depth</td>
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<td>None</td>
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### Completion of Curriculum Requirements

Completion of the required 67 semester hours, 500 hours of client contact (including a minimum of 250 hours with two or more clients present), and 100 hours of MS/AAMFT approved supervision (including a minimum of 50 hours with two or fewer supervisees present) serves as our baseline for graduate students to become competent marriage and family therapists.

### Licensure Requirements

Fulfillment of pre-MA licensure requirements for the State of Mississippi as set forth in the Rules and Regulations of the Mississippi Board of Examiners in Social Workers and Marriage and Family Therapists.

### Theoretical/Philosophical Concepts

Understand the theoretical and philosophical concepts underlying marriage and family therapy

### Individual Development/Family Relations

Gain an understanding of individual development and family relations

### Clinical Knowledge

Achieve the ability to understand and to apply clinical knowledge effectively

### Professional Identity & Ethics/Ethical Conduct

Form a professional identity and awareness of ethics and ethical conduct

### Integration

Integrate research and clinical skills and knowledge

### Contemporary Culture

Develop an understanding of diversity issues in contemporary culture (e.g. gender, age, socioeconomic status, culture, race, ethnicity, sexual orientation, religion, basic philosophical worldviews)

### Biblical Worldview

Develop an understanding of a biblical worldview and skills to bring to bear in relation to the field of marriage and family therapy

### Mini-Justification

- Professional identity issues across LPC and LMFT fields are addressed
- Outcome research on each theory considered is given particular attention
- Multicultural relevance and application of each theory considered is given particular attention
- Lectures address biblical issues pertinent to each theory and the class reads a Christian-authored text appraising each model