

## **SYLLABUS**

### **Course Information:**

COUN 5384: Advanced Theories and Evidence Based Practice  
Semester: Fall 2022  
Course Time: Wednesdays 11:00-1:45  
Course Location: HPR 252

### **Instructor Information:**

Instructor: Erin West, Ph.D., LPC  
Office Hours: Thursdays 2:00-5:00 and by appointment  
Office: HPR 214  
Email: ewest@uttyler.edu

### **Course Catalog Description:**

This course is designed to provide students with a greater understanding of evidence based practices (i.e., Motivational Interviewing, Cognitive Behavioral Therapy, Dialectical Behavioral Therapy) and how evidence based practices are determined. Additionally, students will engage in an in depth study of a major counseling theory covered in COUN 5312 Counseling Theories.

### **Course Prerequisites:**

COUN 5312 Counseling Theories; COUN 5392 Helping Relationships

### **Student Learning Outcomes and Assessments:**

Upon successful completion of this course, a student will be able to:

1. Articulate theories and theoretical assumptions associated with evidence based practices (i.e., Motivational Interviewing, CBT, DBT), and a major counseling theory.
2. Apply evidence based practices and personal theory to conceptualize sample therapy cases, form hypotheses for treatment based on available initial data, and understand and describe evidence based practices and a major counseling theories adaptations to a variety of psychological problems.
3. Develop initial skills in applying evidence based practices and strategies from a major counseling theory.

Each learning outcome will be assessed with written assignments, role-play, class discussion and participation.

### **Required Text:**

Readings for this class will be provided by the instructor, additionally students will identify a theory they wish to explore further and will obtain a book from the list in this syllabus that pertains to the theory.

*Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer*

### **Recommended Text:**

APA 7<sup>th</sup> Edition Publication Manual

### **CACREP 2016 Standards addressed through this course:**

*CACREP Common Core Standards II.G.*

5. **HELPING RELATIONSHIPS**—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

d. Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;

*CACREP Clinical Mental Health Counseling Standards*

1. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision. (III.A.5) 2
2. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. (III.E.3)
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (III.F.3)

**Course Policies:**

**COVID 19:** Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g. nausea, diarrhea), or a higher than normal temperature should stay at home and are encouraged to use the [UT Tyler COVID-19 Information and Procedures \(Links to an external site.\)](#) website to review protocols, check symptoms, and report possible exposure. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu).

**Attendance:** While it is strongly recommended that you do not miss any classes, you are permitted to miss one class (2.5 hours) with no penalty. If you are going to miss a class, it is expected that you will notify the professor ahead of time. With a second absence you will receive a one-letter grade deduction from your final grade in the course (e.g., A→B) unless you write a letter to the instructor that explains extenuating circumstances for **both** absences. The instructor will then decide if both the first and the second absences are excusable. Each subsequent absence will result in the drop of a letter grade. ***I am aware that we are in the middle of a global pandemic, if you need to quarantine or become ill (and this results in needing to miss class) let me know and we will develop a plan to help you be successful in this course.***

**Class Punctuality:** Students are expected to attend classes on time. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Late behavior in excess of one class will result in a drop of attendance and participation points for each incident.

**Participation:** Participation is an essential component of this class. Students are expected to come to class fully prepared to actively participate in class activities and discussions. During class students will be provided with opportunities for dialogue, questions, and to engage in activities related to course content. In order to receive full participation points for this course, students will need to stay engaged during class time and regularly participate in class discussion and activities.

**Ethical Behavior:** Ethical behavior is important in every professional endeavor. It is of paramount importance in your graduate degree because you will be working directly with people in need. Ethical violations and unprofessional behavior will result in course failure, an incomplete grade, or other appropriate action. Remediation will be determined by the instructor.

**Laptop/Computer & Social Media Policy:** Given that this course (and your grade) depends on your active participation, the use of computers is limited to note-taking and computers are not to be used during role-play or other experiential activities. Texting, social media, etc. is **not** allowed during class. If you have to contact someone in the case of an emergency – please step out of the classroom and return as soon as possible. You are expected to be engaged with the material, role-plays, class discussions, and exercises. *Please do not engage outside of the classroom during class time. You will need to be focused on your clients for extended periods—so this will be good training for you.*

### Course Assignments

#### **Participation & Professionalism (25 points possible)**

Learning/teaching is a dynamic/social process. In this class, your presence and active engagement are essential. Students are required to read all assigned course materials before class begins, so that they can *actively engage* with course content during class. Students are expected to regularly participate in class.

Students are expected to attend classes on time. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Late behavior in excess of one class will result in a drop of attendance and participation points for each incident. Participation in discussion and class activities is an important component of learning. Active, meaningful engagement with your peers is expected. Texting, web surfing, and other activities which preclude the ability to be fully present with the class are strongly discouraged.

Professionalism represents a way of being made up of appearance, manner, communication, interacting, attitudes, approach, skills, and openness to grow. As part of this class, students are expected to demonstrate professionalism during in person and online interactions with their peers and the instructor. You are expected to be fully engaged in the topic of assessment, invested in your own learning and the learning of others, and eager to participate. Concretely, active participation and professionalism means:

- Reading required materials and being prepared to work
- Demonstrating knowledge of reading assignment material
- Actively taking part in class activities
- Interacting well with peers
- Showing respect and courtesy toward peers and instructor
- Exhibiting a professional demeanor
- Actively engaging in learning opportunities
- Demonstrating critical thinking knowledge and skills
- Exhibiting growth in content knowledge and skills
- Contributing to a professional climate

#### **Evidence Based Practice Reflection (25 points)**

For this assignment you will write a minimum three page (double spaced, APA formatted) reflection paper. This means three pages of content (title and reference page do not count as pages of content). In this paper please reflect on the following questions **IN YOUR OWN WORDS**:

1. What is evidence based practice (i.e., how do we determine if a counseling-approach is evidence based)?
2. Why is evidence based practice important?
3. What are some limitations of the “traditional” view of evidence based practice?

4. What specific efforts to you plan to continually engage in throughout your career to ensure you remain knowledgeable about evidence based practices and are utilizing effective counseling approaches?

*CACREP Standards: III.A.5., III.E.3, III.F.3*

### **Theory of Change Paper (75 points)**

In a minimum of five content pages (APA formatted, double spaced, title and reference pages do not count towards the five page number) discuss your beliefs about how people change and how this relates to your chosen theory. In the first half of the paper focus on your beliefs about how people change, how problems can develop for people, and assumptions you hold about human beings and the therapeutic process. Some questions for reflection are:

- What are some of the core assumptions that inform your therapy approach?
- How do you believe people change?
- How do people become stuck/how do problems develop?
- How does the change process work?
- What hinders change from occurring?

In the second half of the paper focus on theory and how your theory fits in with the beliefs you outlined.

- Theory – what is your theory, how does it fit with your beliefs about change?
- For this section please reflect on and reference the book you read for this class, you are also welcome to reference other credible sources. Remember to use APA citations if you are referencing someone else's work.

A rubric is provided at the end of this syllabus.

### **Case Conceptualization Presentation (75 points)**

You will be assigned to a theoretical group and provided with a comprehensive client case. With your theoretical group, you will work to cover the following areas in a 20 minute presentation:

1. What were your initial impressions when reviewing the case
2. Conceptualize this client from your theoretical orientation. For example,
  - a. How did the presenting concern develop?
  - b. How is the presenting concern able to continue causing problems?
  - c. What is contributing to this person's ability (or lack of ability) to function?
  - d. How is counseling going to help this person change?
  - e. What is the counselor going to do to help this person change?
3. How would you first begin your work with this client from your theory
4. What are some strengths that your theory offers in working with this client, what are some limitations?

Everything reviewed in this must be consistent with your theory. You may not borrow approaches, techniques, or interventions from another theory. This means I should be hearing language, core concepts, and philosophical underpinnings from your theory in how you are making sense of this client and their presenting concern.

All members of your group must have speaking roles during this presentation, a rubric is provided at the end of this syllabus.

*CACREP Standards: II.G.5.d., III.A.5., III.E.3, III.F.3*

### **Requirements/Grading**

During the semester you will have opportunities to earn up to 400 points for your final grade. Grading is on the following scale: 100%-90% = A; 89%-80% = B; 79%-70% = C; 69% or less = F. You must receive an A or B to receive credit for passing this course.

Participation and Professionalism	25 points
Evidence Based Practice Reflection	25 points
Case Conceptualization Presentation	50 points
Theory of Change Paper	75 points
<b>Total Points Possible</b>	<b>175 points</b>

**Late Policy**

Assignments are due prior to the date specified on the course schedule in the syllabus. Late papers will be reduced by 10% (one letter grade) for each day the paper is late. After three days past the due date, late papers will no longer be accepted.

**APA Format and Writing Tips**

All papers must be presented professionally. Unless otherwise instructed they should be prepared in Microsoft Word (or compatible format), double spaced on 8.5 x 11 paper, using 12 point Times New Roman font, following the writing style, formatting, and referencing guidelines of the American Psychological Association (APA) Manual, 7th edition. Copies of the manual are available in the university bookstore and library.

**Tentative Course Plan**

Date	Topic	Assignment/Readings	CACREP Standard
8/24	Review of Syllabus Overview of Class Developing your theoretical orientation		
8/31	Introduction to Evidence Based Practice Cognitive Behavioral Therapy	Baker, 2012 Parrow et al., 2019	III.A.5., III.E.3, III.F.3
9/7	Cognitive Behavioral Therapy	Okamoto et al., 2019	III.A.5., III.E.3, III.F.3
9/14	Motivational Interviewing	Forman & Moyers, 2019	III.A.5., III.E.3, III.F.3
9/21	Motivational Interviewing	Miller & Rollnick, 2009	III.A.5., III.E.3, III.F.3
9/28	Mental Health Matters Conference on Campus	<b>Evidence Based Practice Reflection Due</b>	
10/5	Case Conceptualization and Treatment Planning	Theory of Choice Book	II.G.5.d.
10/12	Theory Driven Counseling	Theory of Choice Book	
10/19	Theory Driven Counseling	Theory of Choice Book	

10/26	Theory Driven Counseling	Theory of Choice Book	
11/2	Theory Driven Counseling	Theory of Choice Book	
11/9	Theory Driven Counseling	Theory of Choice Book <b>Theory of Change Paper Due</b>	
11/16	Presentation Preparation		
11/23	THANKSGIVING	THANKSGIVING	
11/30		<b>Case Conceptualization Presentations</b>	II.G.5.d.
12/7	Finals Week	<b>Case Conceptualization Presentations</b>	II.G.5.d.

**Book Options for Class:**

**Cognitive Behavioral Therapy:**

Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond*. 2<sup>nd</sup> Ed. The Guilford Press.

Wright, J. H., Brown, G. K., Thase, M. E., & Ramirez Basco, M. (2017). *Learning cognitive behavior therapy: An illustrated guide*. 2<sup>nd</sup> Ed. American Psychiatric Association Publishing.

**Reality Therapy/Choice Theory:**

Wubbolding, R. E. (2013). *Reality therapy for the 21st century*. Routledge.

**Gestalt Therapy**

Korb, M. P., Gorrell, J., & De Reit, V. V. *Gestalt Therapy: Practice and Theory* Second Edition

**Solution Focused Theory**

*Interviewing for Solutions* 4<sup>th</sup> Edition by Peter De Jong & Insoo Kim Berg

**Narrative Therapy**

Parry, A., & Doan, R. E. (1994). *Story re-visions: Narrative therapy in the postmodern world*. The Guilford Press.

Combs, G. & Freedman, J. (1996). *Narrative therapy: The social constructions of preferred realities*. WW Norton & Company

**Person Centered Therapy:**

Rogers, C., (1995). *A way of being*. Houghton Mifflin Company.

Rogers, C. (1995). *On becoming a person*. Houghton Mifflin Company.

**Existential Therapy:**

Fabry, J. B. (1988). *Guideposts to meaning: Discovering what really matters*. New Harbinger Pubns Inc.

**Individual Psychology/Adlerian**

Carlson, J., Watts, R. E., & Maniaci, M. (2006). *Adlerian therapy: Theory and practice*. American Psychological Association.

Oberst, U. E., & Stewart, A. E. (2003). *Adlerian psychotherapy: An advanced approach to individual psychology*. Routledge.

**Feminist Therapy:**

Evans, K. M., Kincade, E. A., & Seem, S. R. (2011). *Introduction to feminist therapy: Strategies for social and individual change*. Sage.

**University Policies**

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

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Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through financial aid

### State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

### Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security



numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

### Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
  - copying from another student's test paper;
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another

person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

- iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- [UT Tyler Writing Center](http://writingcenter@uttyler.edu) (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center](http://tutoring@uttyler.edu) (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](http://counselingcenter@uttyler.edu) (903.566.7254)

**APPENDIX A**

**Theory of Change Paper Rubric (75 points)**

APA Formatting .....	15 points possible
(Adherence to APA formatting for title page, citations, formatting)	
Grammar/Writing.....	15 points possible
(Graduate-level use of grammar and writing, paper is minimum 5 pages of content)	
Personal Beliefs.....	20 points possible
(Meaningful reflection on personal beliefs regarding change and core assumptions about people)	
Application of Theory.....	25 points possible
(Accurate description of theory and application to personal beliefs. Thorough reflection on how beliefs and theory fit with one another)	

**APPENDIX B**

**Case Conceptualization Presentation Rubric (50 Points)**

Presentation Content (Theoretical Understanding).....	15 points possible
Presentation Content (Clinical Understanding of Client).....	10 points possible
Presentation Content (Application of Theory to Client).....	15 points possible
Presentation Style (Professionalism, Preparedness, Organization).....	10 points possible
Presentation Powerpoint (Organization, layout, spelling, citations).....	10 points possible