

Spring 2022

Tuesdays 6:00-8:00 PM

Synchronous Meetings via Zoom

Asynchronous Learning via Canvas

Residency Weekends

PSYC 860 Advanced Theories

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James Madison University

I. Course Description

This course is an advanced seminar in the origins, development, integration, and application of theories essential to counseling practice and pedagogy. Students will master the core concepts informing the profession of counseling including Humanistic, Psychodynamic/Intersubjective, Cognitive, and Narrative approaches. Additional study will occur with regard to Relational Cultural Theory, Attachment, Career, and Group counseling theories and approaches. This course will challenge students to translate counseling theory into clinical practice as well as learn to build a coherent, internally consistent therapeutic approach.

Graduate Catalog Description

This class explores the phases of the therapeutic relationship between therapist and client. The framework for conceptualizing psychotherapy will be the integration of the interpersonal approach with a multi-model, systems orientation. Topics such as diversity, resistance, transference and countertransference will be discussed.

II. Course Objectives & CACREP Doctoral Standards

By the end of the course, students will be able to know, understand, and/or demonstrate the following:

1. COUNSELING

- a. scholarly examination of theories relevant to counseling
- b. integration of theories relevant to counseling
- c. conceptualization of clients from multiple theoretical perspectives
- d. evidence-based counseling practices
- e. methods for evaluating counseling effectiveness
- f. ethical and culturally relevant counseling in multiple settings

COURSE CACREP STANDARDS and KPI CHART

CACREP STANDARDS INCLUDED IN COURSE	1.a.	1.b.	1.c.	1.d.	1.e.	1.f.
Overall	X	X	X	X	X	X
ASSIGNMENT: Advanced Theoretical Orientation Paper KPI1= I <i>KPI1 Counseling: Knowledge and skills for effective, evidence-based, culturally competent counseling.</i>	X	X	X	X	X	X
ASSIGNMENT: Weekly Canvas Reflections	X	X	X	X	X	X
ASSIGNMENT: Collaborative Lessons (2)	X	X	X	X	X	X

Level of KPI indicated by:
I = Introductory
R= Reinforcement
M= Mastery

KPI RUBRIC

	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Exceeds Standard (3)
KPI1 Counseling: Knowledge and skills for effective, evidence-based, culturally competent counseling. Demonstrates effective counseling skills including the ability to apply counseling theories and evidence-based methods, evaluate client progress, and demonstrate ethical and multiculturally competent counseling practice	Does not meet expectations for level of training and experience when: (a) applying appropriate counseling theories to client situations (b) establishing relationships with clients, (c) establishing relationships with colleagues, (d) entering partnerships with community agencies, and/or (e) providing evidence-based and culturally competent practice. Does not demonstrate understanding of ethical standards. Does not demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.	Is approaching expectations for level of training and experience when: (a) applying appropriate counseling theories to client situations (b) establishing relationships with clients, (c) establishing relationships with colleagues, (d) entering partnerships with community agencies, and/or (e) providing evidence-based and culturally competent practice. Demonstrates understanding of ethical standards. Demonstrates synthesis of professional ethical standards into decision making when establishing new professional relationships.	Meets expectations for level of training and experience when: (a) applying appropriate counseling theories to client situations (b) establishing relationships with clients, (c) establishing relationships with colleagues, (d) entering partnerships with community agencies, and/or (e) providing evidence-based and culturally competent practice. Demonstrates understanding of ethical standards. Demonstrates synthesis of professional ethical standards into decision making when establishing new professional relationships.	Surpasses expectations for level of training and experience when: (a) applying appropriate counseling theories to client situations (b) establishing relationships with clients, (c) establishing relationships with colleagues, (d) entering partnerships with community agencies, and/or (e) providing evidence-based and culturally competent practice. Surpasses expectations for demonstrating understanding of ethical standards. Surpasses expectations for demonstrating synthesis of professional ethical standards into decision making when establishing new professional relationships.

III. Required Texts

Kahn, M.K. (1997). *Between therapist and client: The new relationship*. Henry Holt & Company. Available online through JMU Libraries at https://search.lib.jmu.edu/permalink/01JMU_INST/lvvpvt/cdi_proquest_reports_225977949

Lessen, P.A. (2005). *Self Psychology: An introduction*. This is available in digital form and hard copy through Amazon at https://www.amazon.com/Self-Psychology-Introduction-Peter-Lessem/dp/0765703807/ref=pb_bxgy_1/132-9640103-1476753?pd_rd_w=g46jn&pf_rd_p=c64372fa-c41c-422e-990d-9e034f73989b&pf_rd_r=V9A95FQYP6K8ZGE0N2DR&pd_rd_r=39964584-36ba-4b2e-a6b7-16097a381e49&pd_rd_wg=gavBv&pd_rd_i=0765703807&psc=1. The JMU Library does not have an electronic version at this time.

Wallen, D. (2015). *Attachment in psychotherapy*. The Guilford Press. Available online through JMU Libraries at https://search.lib.jmu.edu/permalink/01JMU_INST/1jlet4m/alma991002740809706271

* These texts will be supplemented by a library of counseling journal articles made available through your weekly Canvas pages.

IV. Course Format

Regular Class Structure: Every class session will be structured in a similar manner and will include a combination of experiential learning, lecture, discussion, and reading. The standards of preparation and contribution to the overall discussion are significantly high for doctoral students and your full engagement in the co-creation of this experience is expected. **Given the hybrid nature of this course, pay close attention to the schedule provided here in the syllabus and on Canvas to differentiate between asynchronous learning, synchronous meetings, and low-residency weekend meetings.**

Each student is expected to attend **ALL** class meetings. If you feel that there are circumstances that will inhibit your ability to be fully present for this class, please let us know as soon as the situation arises, so that we can coordinate with you taking the course at a time when you can be successful.

Class Participation and Student Conduct

The course is designed to be *student-centered* which means active participation is critical to our experience together. It is expected that all students will come to class prepared. This means not only completing all assigned readings before coming to class but coming to the discussions having thought about what you've read. You are encouraged to take notes as you read, flagging concepts and ideas that you wish to explore further when you come to class. Given the quality of our students and program it goes without saying that reading the assignment in the hallway just before class begins would be bad form and mildly insulting to classmates and professor.

Sturm

Expectations for Class Participation: As your instructor I look forward with pleasure to your “Excellent Participation” as defined below. Poor participation would be as regrettable as it would be rare and such a student would be dismissed for the remainder of the class.

Excellent Participation	Average Participation	Poor Participation
Contributions in the class that indicate one has read and is up to date in counseling theories/skills, leads discussion, offers pertinent and succinct information without dominating the conversation, invites others in the class to participate in the discussion, and is open to sharing how one is affected by his/her profession.	Reacts to the contributions of others, responds when called upon by the instructor or peers, shows that one is following the class discussions yet does not contribute often and does not lead conversations.	Absent and/or disregard and disrespect for peers and the instructor. This also includes non-verbal relational aggression (e.g., eye rolling).

Display of Professionalism: The experience of a doctoral student in counseling & supervision carries with it a great deal of responsibility. Whether a counselor educator and/or supervisor is helpful, ineffective, or even harmful pertains primarily to issues of competence and professionalism. It is assumed that a doctoral student’s behavior in class is generally an indicator of his or her future behavior as a counselor educator. After all, so much of this is a parallel process. Doctoral students display professionalism by arriving on time for class, by engaging fully in class lectures and activities, turning in assignments on time, and by demonstrating professional attitudes and character. Also important is the student’s ability to convey warmth, genuineness, respect, and empathy in interactions with classmates, and the instructor. Importantly, students need to be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express themselves appropriately.

VI. Course Requirements

1. Your attendance is critical to successful completion of the course;
2. Actively participate in weekly discussions, activities, and course assignments;
3. Act and present yourself in a professional manner;
4. Complete all indicated readings and written assignments;
5. Actively and openly communicate so that we can make this course a learning experience for all of us.
6. Please remember that full attendance during residency days is critical. Missing one day of residency represents a 2- class absence and will impact your grade.

VII. Grading

In order to pass this course, all assignments must be completed in accord with the guidelines below. If you have questions about grading, you must see the course instructor as your questions arise; not after you have handed in your work or earned your grade. **All reflection assignments are due prior to**

asynchronous and synchronous class meetings and should be viewed as preparation for class. Other assignments are due to be submitted in Canvas by 11:59 pm on the date indicated.

Written Work

All written work must be typed. Every document you submit needs to include a title page. Graduate level work needs to be typed double-spaced on one side of a page. **Assignments that do not follow this established criterion will be given back to the student to do again.**

Writing style should be formal, without use of contractions, slang, or abbreviations. The guide for any APA formatted assignments is the *Publication Manual of the American Psychological Association*. Be sure to carefully proof read all work before submitting it for evaluation. Students are expected to display good writing skills in all written work.

Late Assignments

Assignments will be penalized ten (10) points for each late day. Assignments will not be accepted after five (5) days and will average as a “zero.”

VIII. Assignments

KPI Assignment: Advanced Theoretical Analysis Paper

In this paper you will elaborate upon a concept relevant to one of the major theoretical orientations under consideration. Your paper will go beyond what we have been able to consider in class discussions and assigned readings to explore the concept in greater depth. Your paper may be a comparative analysis of different theory's organizing ideas or philosophical assumptions, an explication of a specific theory concept, or a consideration of the treatment implications of the theory's underlying assumptions. You will discuss your idea for the paper with the professor beforehand. The paper is to be written in APA style.

Weekly Journals & Final Reflection Paper:

Students will individually construct and submit a final reflection journal about their emerging theoretical counseling orientation and the way in which their exploration of the material this semester has impacted their view of counseling, counseling theories, and their emerging identity as a counselor educator, supervisor, or clinician. This will be a culmination of your weekly journals and inclusive of the small group exercises during the semester.

Theoretical Identity Statement: Before & After

During the first three weeks of the semester, you'll construct a theoretical identity statement, describing your theoretical approach to counseling and how you have been influenced by learning, understanding, and practicing theoretically-intentional counseling. At the end of the semester, you'll return to that statement, review and revise as appropriate for final submission. You will also add this to your professional portfolio.

Small Group Exercises

There will be two opportunities for small group exercises anchored in the residency weekends. The first exercise includes the selection of a particular theory, creation of a class lesson, and a brief demonstration. The second occurs in tandem with the second residency and will involve a depth-focused presentation on systems, career, or group counseling theoretical approaches. More details will be provided in Canvas. Opportunities for collaboration will be available during the residencies as well.

Tentative Schedule

Week	Date	Topic	Due
1	1/18/22 (A)	Introduction to the Course and Return to Theories Why develop a theoretical orientation?	
	1/25/22 (S)	Counseling Theories, Pedagogy & Supervision	Reflection
2			
3	2/1/22 (R)	Residency Weekend Developing teaching lessons and case examples from theoretical perspectives. Bridging what we know about theories with the process of delving into the complexity behind the theories.	Reflection Theoretical Identity Statement
4	2/8/22 (A)	Humanism, Self-Psychology & Empathy (Kahn: 3, 4, 5; and Lessem: 4)	Reflection
5	2/15/22 (A)	Attachment (Wallin: Chap 1-7)	Reflection
6	2/22/22 (S)	Intersubjectivity (Wallin: Chap 8-10)	Reflection
7	3/1/22 (A)	Therapeutic alliance versus Working Alliance Evidence based work versus ???	Reflection
8	3/8/22 (S)	Postmodernism and Intersubjectivity: An interpersonal process approach (Kahn: Chap 7&8; Lessem: Chap 7)	Reflection
		SPRING BREAK	
10	3/22/22 (A)	Relational Cultural Theory	Reflection
11	3/29/22 (R)	Attachment Models (Adult attachment compared to child attached approaches) Residency Weekend <ul style="list-style-type: none"> Small group presentations on RCT and attachment; small group work on systems, career and group counseling theories; exploration of theory-oriented research in counselor education. 	Reflection
12	4/5/22 (A)	Systems Approaches	Reflection
13	4/12/22 (S)	Career Theories	Reflection
14	4/19/22 (A)	Group Theories	Reflection
	4/26/22 (S)	Return to Theoretical Identity and Integration of Theories with Teaching, Supervision & Research	Small Group Lessons Due

15	5/3/22 (A)	Final Assignments Due	Advanced Theoretical Analysis Paper Due (KPI)
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**The instructor reserves the right to revise the syllabus to facilitate instruction. Changes will be posted on the course we
(A: Asynchronous; S: Synchronous; R: Residency)**

University and Departmental Policies

Counseling Programs Academic Policies: Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.

Academic Integrity: It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU academic honor code, you can read it at <http://www.jmu.edu/honor/code.shtml#TheHonorCode>. You are expected to understand the boundaries of plagiarism and to adhere to a policy of academic honesty.

Adding/Dropping Classes: Students are responsible for registering for classes and for verifying their class schedules on e-campus. Students must drop classes before the schedule “add/drop deadline.” Students may not register to take this class after the add deadline, per JMU policy. No exceptions will be made to these deadlines. For more details and information on block courses, refer to the Registrar's Web site at www.jmu.edu/registrar/.

Attendance: If you need to miss class, it is your responsibility to talk with me about supplemental assignments that can be completed to make up for the absence. If you need to miss class, you are responsible for obtaining any material distributed during the class.

Inclement weather: Inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you may call the JMU Weather Line at 540.433.5300. You may also listen to the JMU radio station at 1610 AM or other local radio and television stations which inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://jmu.edu/JMUpolicy/1309.shtml>.

Religious Accommodations: Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, reasonable and appropriate accommodations will be provided to students requesting them on grounds of religious observation. Students should notify me by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity. Contact the Office of Equal Opportunity (<http://www.jmu.edu/oeo/>) at (540) 568-6991 if you have additional questions.

Disability Accommodations: We believe that cultural diversity also includes differences based on physical abilities. Therefore, we believe that reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in Wilson Hall, Room 107; you may call 540-568-6705 for more information.

Confidentiality and Title IX: Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven

and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and well-being. If you want to report any event, the contact person is James Robinson, director of the JMU Office of Equal Opportunity, at <http://www.jmu.edu/oeo/>. Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information, go to <http://knowyourix.org/title-ix/title-ix-in-detail/>.