

# ADVANCED COUNSELING THEORY AND TECHNIQUES

## CED 756

Fall Semester, 2004  
Tuesdays, 1:00 – 3:50 p.m.  
331 Curry Building

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### CACREP Standards Addressed in this Course

Counselor Education and Supervision, Section II, Program Objectives and Curriculum, Part C, 1, theories pertaining to the principles and practice of counseling, career development, group work, systems, and consultation; 4, pedagogy relevant to current social and cultural issues, including social change theory and advocacy action planning;; and 7, models and methods of assessment and use of data. Also Section II, Clinical Instruction, A, Doctoral students are required to participate in a supervised advanced practicum in counseling as part of the doctoral program. ... The purpose of this practicum is to develop and/or refine advanced counseling skills which should conceptually link counselor practice to teaching and supervision.

### Course Description

This course will involve study of two cognitive, constructivist theoretical approaches to counseling which have been demonstrated to be culturally-relevant and conceptually inclusive of multiple theories and techniques: Ivey's Developmental Counseling and Therapy (DCT) and Adlerian Individual Psychology. Selected readings, academic discussion, and clinical application will be stressed. Critical thinking and active participation are essential. A co-requisite practicum will focus on the application of theoretical information towards a goal of case conceptualization as a precursor to effective treatment planning.

### Competencies to be Developed

Students will develop competencies in three areas during the semester.

1. Knowledge: Developmental Counseling and Therapy theory, developmental interventions, developmental treatment planning; Adlerian Individual Psychology, Adlerian counseling, lifestyle assessment, early recollections assessment and interpretation.
2. Awareness: Continued development of personal counseling theory, integration of Developmental and Adlerian methods with personal style.
3. Skills: Clinical assessment and intervention using Developmental and Adlerian counseling models; increased intentionality in counseling.

## Course Requirements

### 1. Professional Responsibilities

Class attendance and participation; completion of all assignments and readings as specified on syllabus; development and application of technology competencies relevant to counselor education and supervision; adherence to UNCG Honor Code. Although points are not given for professional responsibilities, points may be deducted from the final grade when responsibilities are not met.

### 2. Seminar participation. (40%)

Students are expected to read all assignments in advance of class meetings and come to class prepared to critically analyze and discuss all readings. Blackboard postings may be implemented relative to readings to facilitate class discussion. The seminar format will involve students in a process of shared stimulation, challenge, intellectual discovery, and professional growth.

What you know becomes the tools of your trade. So, read, read, read. Assimilate, evaluate, analyze, synthesize. Read some more. Read for conceptual knowledge, not specific facts. Pay attention to the authors of ideas.

Several assessment instruments will be taken as part of the course. A small lab fee will be assessed to cover the cost of some of the instruments. These will include:

DCT Preferred Helping Styles Inventory (DCT-PHSI)	9-10
Early Recollections Worksheet (ERW)	9-24
Five Factor Wellness Inventory (5F-Wel)	10-22
Myers Briggs Type Inventory (MBTI)	11-6
NEO – PI	11-6

### 3. Supervised Practicum. (pass/fail grade; requires separate course registration)

The purpose of the practicum is to develop skills in case conceptualization and treatment planning. The supervised practicum will allow application of principles and concepts learned in class in counseling sessions. Two structured practice sessions will be conducted with a peer in the class. In addition, two clients will be seen for a minimum of three sessions each. All sessions are to be videotaped in the Clinic, with audiotapes completed to facilitate personal and supervisory reviews. Structured case notes are required for all sessions and are due to supervisors 72 hours prior to scheduled supervision. Case notes will include the integration of theory and clinical practice (20% of course grade).

### 4. Research Paper and Presentation. (40%)

Each student will participate in the presentation of at least one mini lecture and facilitation of discussion related to the topic of one class period. To prepare for the presentation, it will be necessary to research additional current literature related to the topic and prepare an annotated bibliography of related resources for the class, (typed, double spaced, APA style) and other handouts as appropriate.

Additional handouts, overheads, and other audio-visual aids, including movie/media clips, as well as questions to stimulate discussion and reflection will be reviewed and approved by the instructor. An outline of the content and a list of recommended readings and resources will be discussed with the instructor two weeks prior to the presentation (students are responsible for making appointments).

One or more readings will be selected for distribution to the class at least one week prior to the presentation.

A research paper will be prepared and submitted no later than two weeks following the presentation. APA style and journal format are required.

## **Grading**

Assignments are due when specified in the syllabus. Late assignments are discouraged. Five points per day will be subtracted for late assignments, unless the prior approval of the instructor has been secured. Grading for the course and practicum are linked; an incomplete in one will result in an incomplete in both.

## **Academic Integrity**

Students will adhere to UNCG policies for academic integrity.

## **Required Reading**

### **Books**

Clark, A. J. (2002). *Early recollections: Theory and practice in counseling and psychotherapy*. NY: Brunner-Routledge.

Ivey, A., Ivey, M. B., Myers, J. E., & Sweeney, T. J. (2005). *Developmental counseling and therapy: Promoting wellness over the lifespan*. Boston: Lahaska Press/Houghton Mifflin Company.

Sweeney, T.J. (1998). *Adlerian counseling: A practitioner's approach*. Philadelphia, PA: Accelerated Development.

### **Articles and Book Chapters (all on UNCG Library E-reserves)**

Goncalves, O. F., Ivey, A., & Langdell, S. (1988). The multilevel conception of intentionality: Implications for counselor training. *Counseling Psychology Quarterly*, 1, 377-387.

Ivey, A. (2000). *Developmental therapy: Theory into practice*. North Amherst, MA: Microtraining. {Chapter 1}

Ivey, A. & Goncalves, O. F. (1988). Developmental therapy: Integrating developmental processes into the clinical practice. *Journal of Counseling and Development*, 66, 406-413.

Ivey, A., & Ivey, M. B. (1998). Reframing DSM-IV: Positive strategies from developmental counseling. *Journal of Counseling and Development*, 76, 334-350.

Kenney, D. M. & Law, J.G. (1991). Developmental counseling and therapy with involuntary mid-life career changers. *Journal of Young Adulthood and Middle Age*, III, 25-39.

MacDonald, D. A., Anderson, P. E., Tsagarakis, C. I., & Holland, C. J. (1994). Examination of the relationship between the Myers-Briggs Type Indicator and the NEO-Personality Inventory. *Psychological Reports*, 74, 339-456.

- Myers, J. E. (1998). Bibliotherapy and DCT: Co-constructing the therapeutic metaphor. *Journal of Counseling and Development, 76*, 243-250.
- Myers, J. E., Mobley, K., & Booth, C. S. (2003). Wellness of counseling students: Practicing what we preach. *Counselor Education & Supervision, 42*(4), 264-274.
- Myers, J. E., Shoffner, M., & Briggs, M. (2002). Developmental Counseling and Therapy (DCT): An Effective approach to understanding and counseling children. *Professional School Counseling, 5*, 194-202.
- Myers, J. E., & Sweeney, T. J. (in press). The Indivisible Self: An Evidence-Based Model of Wellness. *Journal of Individual Psychology*.
- Myers, J. E., Sweeney, T. J., & Witmer, J. M. (2000). Counseling for wellness: A holistic approach to treatment planning. *Journal of Counseling & Development, 78*, 251-266.
- Schmidt, J. J. (1994). *Counselor intentionality and effective helping*. Greensboro, NC: ERIC/CASS.

### **Recommended Books:**

- Beck, A. T., Freeman, A., & Associates. (1990). *Cognitive therapy of personality disorders*. NY: The Guilford Press.
- Frankl, V. E. (1959). *Man's search for meaning*. NY: Pocket Books.
- Gordon, D. (1978). *Therapeutic metaphors*. CA: META Communications.
- Locke, D. L., Myers, J. E., & Herr, E. (2001). *The handbook of counseling*. Thousand Oaks, CA: Sage.
- Sexton, T. L., & Griffin, B. L. (1997). *Constructivist thinking in counseling theory, research, and practice*. New York: Teachers College Press.
- Mahoney, M. J. (1991). *Human change processes: The scientific foundations of psychotherapy*. NY: Basic Books.
- Sexton, T. L., Whiston, S. C., Bleuer, J. C., & Walz, G. R. (1997). *Integrating outcome research in counseling practice*. Alexandria, VA: American Counseling Association.

### **Recommended Articles**

- Atwood, J. D., & Levine, L. B. (1990). The therapeutic metaphor. *The Australian Journal of Clinical Hypnotherapy and Hypnosis, 11*, 17-40.
- DeBord, J. B. (1989). Paradoxical interventions: A review of the recent literature. *Journal of Counseling and Development, 67*, 394-398.
- Gutterman, J. T. (1992). Disputation and reframing: Contrasting cognitive change methods. *Journal of Mental Health Counseling, 14*, 440-456.
- Hardin, H., & Yanico, B. J. (1983). Counselor gender, type of problem, and expectations about counseling. *Journal of Counseling Psychology, 30*, 294-297.
- Hattie, J., Sharpley, C. F., & Rogers, H. J. (1984). Comparative effectiveness of professional and paraprofessional helpers. *Psychological Bulletin, 95*, 534-541.

- Hayes, R. (1994). *Counseling in a post-modern world: Origins and implications of a constructivist developmental approach*. Denver: Love Publishing.
- Ivey, A. & Goncalves, O. F. (1987). Toward a developmental counseling curriculum. *Counselor Education and Supervision, 27*, 270-279.
- Kitzinger, C. (1995). Social constructionism: Implications for gay and lesbian psychology. In A.R. D'Augelli & C.J. Patterson (Eds.), *Lesbian, gay, and bisexual identities over the lifespan* (pp. 136-164). NY: Oxford.
- Lambert, M. J., & Cattani-Thompson, K. (1996). Current findings regarding the effectiveness of counseling: Implications for practice. *Journal of Counseling and Development, 74*, 601-608.
- McNamara, K., & Rickard, K. M. (1989). Feminist identity development: Implications for feminist therapy with women. *Journal of Counseling and Development, 68*, 184-189.
- Mahoney, M. (1986). Paradoxical intention, symptom prescription, and principles of therapeutic change. *The Counseling Psychologist, 14*, 283-311.
- Mahoney, M. J., & Lyddon, W. J. (1988). Recent developments in cognitive approaches to counseling and psychotherapy. *The Counseling Psychologist, 16*, 190-234. (include reaction articles).
- Morrill, W. H., Oetting, E. R., & Hurst, J. C. (1974). Dimensions of counselor functioning. *Personnel and Guidance Journal, 52*, 354-359.
- Steenbarger, B. N. (1991). All the world is not a stage: Emerging contextualist themes in counseling and development. *Journal of Counseling and Development, 70*, 288-296. (include reaction articles, e.g., Wampold, B.E. (1991). Root metaphor or square root: Research evidence for a contextualist theme.)
- Sue, S. (1998). In search of cultural competence in psychotherapy and counseling. *American Psychologist, 53*, 440-448.
- Sweeney, T. J. (1990). Early recollections: A promising technique for use with older people. *Journal of Mental Health Counseling, 12*, 260-269.
- Sweeney, T. J., & Witmer, J. M. (1991). Beyond social interest: Striving toward optimum health and wellness. *Individual Psychology, 47*, 527-540.
- Thomas, S. C. (1996). A sociological perspective on contextualism. *Journal of Counseling and Development, 74*, 529-536.
- Tinsley, H. E. A., Bowman, S. L., & Ray, S.B. (1988). Manipulation of expectancies about counseling and psychotherapy: Review and analysis of expectancy manipulation strategies and results. *Journal of Counseling Psychology, 35*, 99-108.
- Wampold, B. E., Mondin, G. W., Moody, M., Stich, F., Benson, K., & Ahn, H. (1997). A meta-analysis of outcome studies comparing bona fide psychotherapies: Empirically, "all must have prizes." *Psychological Bulletin, 122*, 203-215.
- Also: Crits-Christoph, P.C. Limitations of the dodo bird verdict and the role of clinical trials in psychotherapy research: Comment on Wampold et al.
- Watts, R. E., & Pietrzak, D. (2000). Adlerian "encouragement" and the therapeutic process of solution-focused brief therapy. *Journal of Counseling and Development, 78*, 442.

**ADVANCED COUNSELING THEORY and PRACTICE**  
**Fall, 2004 Course Schedule & Assignments**

<b>Date</b>	<b>Topics</b>	<b>Readings &amp; Assignments (IIMS = Ivey, Ivey, Myers, &amp; Sweeney)</b>
8-17	Introduction and Overview	Syllabus, Multicultural Cube (IIMS Chapter 8), Handouts
8-24	Introduction to DCT	IIMS Before You Start, Chapters 1, 2, 3 5F-Wel: <a href="http://www.uncg.edu/ced/courses/jemyers/survey_5f_wel_a.htm/">http://www.uncg.edu/ced/courses/jemyers/survey_5f_wel_a.htm/</a>
8-31	Introduction to Adlerian Individual Psychology & Lifestyle Assessment <i>Guest Speaker: Dr. Tom Sweeney</i>	Sweeney Chapter 1, 7, 8 <b>Lifestyle Assessment Inventory (pp. 251-259)</b>
9-7	Developmental Assessment Developmental Interventions & Strategies	Goncalves, et al. (1988); Schmidt (1994) IIMS 4, 5, Appendices 1-5
9-14	Lifestyle Assessment & Early Recollections	<b>DCT-PHSI</b> (IIMS appendix 5) Clark Ch. 1, 2, 3, 4, 5, 6
9-21	Early Recollections Interpretation & Scoring Wellness: Theory, Assessment, Treatment Planning	Clark Ch. 7, 8 Myers, Sweeney & Witmer (2000) Myers & Sweeney (in press) Sweeney Chapter 2
9-28	Developmental Treatment Planning Confrontation Impact Style Shift Counseling	IIMS 6, 7, 8 Sweeney Chapter 6, 10, 11, Appendix A Clark Ch. 9, 10
10-5	Wellness: Theory, Assessment, Treatment Planning The Case of Maria	<a href="http://www.uncg.edu/~jemyers/">http://www.uncg.edu/~jemyers/</a> wellness research links case handouts
10-12	Fall Break – No Class	
10-19	Combining Adlerian Counseling & DCT Special Topics/Presentations #1	IIMS Ch. 10, 11
10-26	Psychological Type Five Factor Personality Theory Special Topics/Presentations #2	TBA MacDonald et al. (1994)  <b>MBTI &amp; NEO-PI</b>
11-2	Special Topics/Presentations #3 & 4	
11-9	Special Topics/Presentations #5 Bibliotherapy and DCT <b>move to 11-23 and replace with Meichenbaum</b>	Myers (1998) IIMS Ch. 12
11-16	Special Topics/Presentations #6 & 7	

- 11-23 Career Style Counseling using Adlerian & DCT Sweeney Chapter 9  
Kenney & Law (1991)
- 11-30 Course Summary/Wrap-Up

Possible Paper/Presentation Topics:

Children and Wellness; Counseling children for Wellness using Adlerian Counseling & DCT (Sweeney Ch. 6)  
DSM, DCT, & Wellness (IIMS Ch. 9)  
Working with Couples and/or Families using Adlerian Counseling & DCT (IIMS ch. 11; Sweeney Ch. 10 & 11)  
Logical and Natural Consequences (Sweeney Ch. 3, 4)  
Encouragement (Sweeney Ch. 5)  
Cultural Identity  
Any topics related to: Adlerian Counseling, Developmental Counseling and Therapy, Applications with Special Populations