

**SCHC 8160**  
**Advanced Practice in Cognitive Behavioral Theory**  
**3 SEMESTER HOURS**

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**Dewar College of Education**  
**Valdosta State University**  
**Department of Psychology and Counseling**  
**Conceptual Framework: Guiding Principles (DEPOSITS)**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**REQUIRED TEXTBOOKS**

Mayer, M.J., Van Acker, R., & Lochment, J. (2009). *Cognitive behavioral interventions for emotional and behavioral disorders*. New York: The Guilford Press.

**COURSE DESCRIPTION:**

Prerequisite – SCHC 7400 or PSYC 7400 or equivalent. An in-depth study of counseling theories whereby students develop an advanced level of understanding and skill in cognitive behavioral theories and practice.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS**

**(CFS)** (identify those that apply to the course)

- I. **CONTENT AND CURRICULUM:** Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Educators support the intellectual, social, physical, and personal development of all students.
- VI. **PROFESSIONALISM:** Educators recognize, participate in, and contribute to teaching and learning as a profession.

### **COURSE OBJECTIVES (CO):**

Students will:

- 1. follow appropriate professional and ethical guidelines. (CFS VI)
- 2. demonstrate best practices that may include but are not limited to: academic and behavioral intervention/remediation techniques, consultation, counseling, and primary prevention. (CFS I)
- 3. employ current technology to collect, monitor, and analyze indicator data that impacts academic achievement and advocate for student experiences and resources that will reduce identified problems in the environment. (CFS I)
- 4. demonstrate appropriate counseling strategies in a counseling relationship. (CFS I, II)
- 5. demonstrate the ability to assess and evaluate psycho-educational and counseling interventions. (CFS I)
- 6. gain an in-depth understanding of counseling theories. (CFS I)

### **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

Activities

- 1. Lecture
- 2. Discussion
- 3. Case Studies
- 4. Online Activities

Assignments/Requirements

**Case Conceptions:** Students will read and develop a counseling conceptualization for three case studies during the semester utilizing three different counseling theories. The first case study will be provided by the professor. The final two case studies will be the result of the work you have completed with students in your school.

Paper: This paper will discuss the major research and practice developments related to one of the counseling theories. The student will utilize information from their case studies/presentations to illustrate theoretical concepts addressed in the paper.

Examinations: Students will complete two examinations.

### **COURSE EVALUATION**

Case I	10%	Due September 3
Case II	10%	Due September 24
Case III	10%	Due October 29
Exam I	20%	Due October 15
Paper	30%	Due November 5
Exam II	20%	Due November 19
Total	100%	

### Grading Scale

90%	=	A
80-89%	=	B
70-79%	=	C
60-69%	=	D
<59%	=	F

### **ATTENDANCE POLICY**

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the students to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism. Online work is generally conducted asynchronously, and does not require students to be online at scheduled times. There may be occasional synchronous class activities such as chats that will be scheduled at mutually agreed upon times.

### **PROFESSIONALISM**

Students will act in a professional manner in the school and online. This means that you will turn papers in on time, be responsible, participate in online activities and discussions, and be respectful of those you are interacting with.

### **DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). The consequences for acts of academic dishonesty in the Dewar College of Education are:

#### FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

#### SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."
- 4.

#### **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the

intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

### **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

### **INSTRUCTOR**

Name: Teddi J. Cunningham, Ph.D., NCC

Office Number: 2109

Telephone Number: 333-5930

Email Address: [tjcunnin@valdosta.edu](mailto:tjcunnin@valdosta.edu)

Office Hours: Tuesday 2-5, Wednesday 1--5, Thursday 10-12

**Ed.S. School Counseling Program Outcomes**

Outcome	Activity	Assessment
follow appropriate professional and ethical guidelines	Lecture Discussion Case Studies	Case Studies Online Assignments Paper Examinations
demonstrate best practices that may include but are not limited to: academic and behavioral intervention/remediation techniques, consultation, counseling, and primary prevention	Lecture Discussion Case Studies	Case Studies Paper Examinations Online Assignments
employ current technology to collect, monitor, and analyze indicator data that impacts academic achievement and advocate for student experiences and resources that will reduce identified problems in the environment.	Lecture Discussion Case Studies	Online Assignments Paper
demonstrate appropriate counseling strategies in a counseling relationship	Lecture Discussion Case Studies	Case Studies
demonstrate the ability to assess and evaluate psycho-educational and counseling interventions.	Lecture Discussion Case Studies	Case Studies
gain an in-depth understanding of counseling theories.	Lecture Discussion Case Studies	Paper Case Studies

## Theory Paper

Each student will select Reality Therapy, Cognitive Therapy, or Rational Emotive Therapy and develop an extensive overview of the theory. The theory paper should be between 15-20 pages long using APA style. The components of the paper include:

1. Title Page
2. Introduction
3. Historical Background
4. Goals of Counseling
5. Primary Tenets or Principles of the Theory
6. Techniques and Procedures
7. Role and Function of the Counselor
8. Applying the theory in a school setting
9. Multicultural Issues
10. Limitations
11. Conclusions
12. References

It is always my preference that you have too many citations rather than too few.

## Case Studies

Case studies will be developed using the following format: Case I will be posted by the instructor. Cases II and III will be a result of working with two separate students in your school.

1. Identifying Data
  - a. age
  - b. sex
  - c. race
  - d. grade
  - e. living situation
  - f. manner of dress
  - g. physical appearance
  - h. general self-presentation
2. Relevant History
  - a. previous counseling
  - b. relationship with family and friends
  - c. strengths
  - d. academic history
3. Interpersonal Style – what is the student’s orientation towards others in his or her environment.
  - a. Is there an overall posture he/she takes towards others? What is the nature of his/her typical relationships? Does he or she:
    - 1) mover toward others (dependent, submissive)
    - 2) move against others (aggressive, dominant)
    - 3) move away from others ( withdrawn)
  - b. How does the student function in the relationship with the school counselor? What is the student’s interpersonal orientation toward the school counselor?
4. Environmental Factors - This section includes:
  - a. Elements in the environment which function as stressors to the student. Both those that are centrally related to the problem and more peripheral stressors
  - b. Elements in the environment which function as support for the client: friends, family, teachers, counselor, living arrangements, school activities, etc.
5. Personality Dynamics
  - a. Cognitive Factors
    - 1) intelligence
    - 2) mental alertness
    - 3) persistence of negative cognitions
    - 4) positive cognitions
    - 5) level of insight – ability to be aware and observant of changes in thoughts, feelings, and behaviors and the ability to give meaning and understand behavior



- 6) capacity for judgment – ability to make decisions and function on a daily basis
- b. Emotional Factors
  - 1) typical or most common emotional states
  - 2) mood during counseling sessions
  - 3) appropriateness of affect
  - 4) range of emotions displayed
  - 5) ability to appropriately express emotions
- c. Behavioral Factors
  - 1) psychosomatic symptoms
  - 2) physical manifestations – headaches, stomach aches, etc.
  - 3) persistent habits or mannerism
  - 4) eating patterns
  - 5) sleeping patterns
  - 6) inappropriate behavior displayed
  - 7) triggers to inappropriate behavior
  - 8) situations where the student is able to control behavior
6. Presenting Problem - What do you see as the problem? Needs to be supported by the data in the previous sections and based in theory.
7. Theory Application
  - 1) With the problems that this student is experiencing how would you proceed with the student with this specific theory?
  - 2) Include the therapeutic process including goals and objectives, evaluation where appropriate, techniques, potential barriers, and counselor's role.