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New Course Form

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| Delete 418 | NEW COURSE Syllabus RC770.doc |

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(*denotes required fields)

1. General Information

- a. * Submitted by the College of: EDUCATION Today's Date: 11/19/2012
- b. * Department/Division: Early Childhood, Spec Ed, Rehab Counsel
- c.
 - * Contact Person Name: Malachy Bishop Email: Malachy.Bishop@uky.edu Phone: 257-4291
 - * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year
- e.
 - Should this course be a UK Core Course? Yes No
 - If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number: RC 770
- c. * Full Title: Advanced Seminar in Rehabilitation Counseling Theory, Practice, and Education
- d. Transcript Title (if full title is more than 40 characters): Adv SEM RC Theor Prac Ed
- e. To be Cross-Listed with (Prefix and Number): N/A
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours for each meeting pattern type.

| | | | |
|---------------------------------------|--|---|-------------------------------------|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Laboratory ¹ | <input type="checkbox"/> Recitation | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Indep. Study | <input type="checkbox"/> Clinical | <input type="checkbox"/> Colloquium | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Research | <input type="checkbox"/> Residency | <input checked="" type="checkbox"/> Seminar 3 | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Other | If Other, Please explain: | | |
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes No
 - If YES: Maximum number of credit hours:
 - If YES: Will this course allow multiple registrations during the same semester? Yes No
- j. * Course Description for Bulletin:

This course is a doctoral seminar designed to provide advanced knowledge and understanding of personality and counseling theories and techniques and their application in professional rehabilitation counseling practice and education, rehabilitation counseling process and outcome research, and the application of counseling theory across diverse populations and settings. Students will engage in advanced analysis and synthesis of counseling theories and their application, and develop knowledge, skill, and experience in the application and teaching of related content in rehabilitation counseling education, research, and practice.
- k. Prerequisites, if any: Admission to the Ph.D. program in Special Education and Rehabilitation Counseling
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address: _____

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: _____

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain: _____

6. * What enrollment (per section per semester) may reasonably be expected?

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain: _____

8. * Check the category most applicable to this course:

Traditional -- Offered in Corresponding Departments at Universities Elsewhere

Relatively New -- Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program: _____

b. * Will this course be a new requirement^E for ANY program? Yes No

If YES^E, list affected programs: _____

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

^H Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

^I The chair of the cross-listing department must sign off on the Signature Routing Log.

^J In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of class/room meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

^K You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

^L In order to change a program, a program change form must also be submitted.

Rev 8/09

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Syllabus Fall 2013
Rehabilitation Counseling 770
Advanced Seminar in Rehabilitation Counseling Theory, Practice, and Education

Instructor: Malachy Bishop, Ph.D., CRC
Rehabilitation Counseling
208B Taylor Education Building
Office phone: 257-3834
Email: mbishop@uky.edu
Day, Time, and Place (to be determined)

Credit Hours: Three (3)

Required Texts:

Sharf, R.S. (2012) *Theories of Psychotherapy & Counseling - Concepts and Cases* (5th ed.).
Belmont, CA: Brooks-Cole

Chan, F., Berven, N. L., Thomas, K. R. (2004) *Counseling Theories and Techniques for
Rehabilitation and Health Professionals*. New York: Springer.

Additional readings relevant to weekly topics will be assigned and made available.

Goals and Objectives of the Course:

This course is a doctoral seminar designed to provide advanced knowledge and understanding of personality and counseling theories and techniques and their application in professional rehabilitation counseling practice and education, rehabilitation counseling process and outcome research, and the application of counseling theory across diverse populations and settings. Students will engage in advanced analysis and synthesis of counseling theories and their application, and develop knowledge, skill, and experience in the application and teaching of related content in rehabilitation counseling education, research, and practice.

Prerequisite: Admission to the Ph.D. program in Special Education and Rehabilitation Counseling.

Upon completion of this course, students will:

1. be able to articulate and demonstrate an advanced knowledge and understanding of predominant personality and counseling theories and techniques.
2. be able to articulate and demonstrate an advanced knowledge, understanding, and skill in applying techniques and strategies associated with these theories in professional rehabilitation counseling practice and education and the application of counseling theory across diverse populations and settings.
3. be able to demonstrate an advanced level of skill and practice in the educational delivery of the course content in rehabilitation counseling education settings.

4. have completed an extensive and critical evaluation of the predominant personality and counseling theories and techniques and their application in rehabilitation counseling education, research, and policy
5. have completed an extensive and critical evaluation of the application of predominant personality and counseling theories and techniques with people from diverse cultural, ethnic, geographic, and disability backgrounds.
6. have completed an advanced study of existing process and outcome research and the research methods applied in evaluating rehabilitation counseling theory and practice.
7. have examined the ethical and professional issues related to the application of personality and counseling theories and techniques in professional rehabilitation counseling practice.

Course Format:

This is a doctoral-level seminar course. Material will be presented in both lecture and discussion formats; Students are expected to come to class prepared and will be required on occasion to lead class discussion.

Course Assignments and Evaluation:

Each student will be responsible for the following:

1. Two classroom presentations on assigned topics. It is anticipated that students will work in teams of two each on the topics assigned. Presentations will include a synopsis of assigned course and additional readings and pertinent information the students are able to identify in the rehabilitation counseling and related literature. Discussion will focus on the advanced exploration of the theory or topic under study.
2. Each student will be required to complete a term paper, presenting an advanced study of a theory or system of counseling, relevant research, and describing the application of the theory in a specific rehabilitation counseling setting or with a specific population. The term papers must be prepared according to the American Psychological Association style manual (6th edition) format. Electronically submitted papers will be accepted. Late papers will be subject to lowering the overall grade. *Specifically, for each day late the grade on the paper will be reduced by 5 points.* Further information and the evaluation rubric used for grading will be provided in class.
3. Active participation in class discussion of weekly topics
4. Completion of a comprehensive final exam to be administered in class during finals week

Grading Criteria:

Final grades in the course will be computed on the following basis:

- | | |
|----------------------------|-------|
| 1) Classroom presentations | (20%) |
| 2) Classroom participation | (10%) |
| 3) Term Paper | (40%) |
| 4) Final Exam | (30%) |

Total 100%

Your final grade will be determined on the basis of the weights for each assignment multiplied by your grade for that assignment. This will be translated into a letter grade (A, B, C, E) as follows. These are the minimums required to achieve each grade:

90-100 = A
 80-89 = B
 70-79 = C
 Below 70 = E (Failure)

COURSE CALENDAR

| | | |
|---------|--|---|
| WEEK 1 | Course introduction and overview | |
| WEEK 2 | Psychoanalytic and Psychodynamic Theories | Text: Sharf Ch. 1,2,3 Other as assigned |
| WEEK 3 | Adlerian Theory | Text: Sharf Ch. 4 Other as assigned |
| WEEK 4 | Person-Centered Therapy | Text: Sharf Ch. 6 Other as assigned |
| WEEK 5 | Gestalt Therapy Existential Therapy | Text: Ch. 5 & 7 Other as assigned |
| WEEK 6 | Rational Emotive Behavior Theory | Text: Sharf Ch. 9 Other as assigned |
| WEEK 7 | Cognitive Theory | Text: Sharf Ch. 9 & 10 Other as assigned |
| WEEK 8 | Behavior Theory | Text: Sharf Ch. 8 Other as assigned |
| WEEK 9 | Reality Theory and Trait-Factor Theory | Text: Sharf Ch. 11 Other as assigned |
| WEEK 10 | Feminist Theories | Text: Sharf Ch. 13 Other as assigned |
| WEEK 11 | Constructivist approaches Solution-focused and Motivational Interviewing | Text: Sharf Ch. 12 Other as assigned |

| | | |
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| WEEK 12 | Integrative theories and eclectic practice | Text: Sharf Ch.16&17 Other as assigned |
| WEEK 13 | Counseling Process and Outcome Research | As assigned |
| WEEK 14 | Counseling Process and Outcome Research In Rehabilitation Counseling | As assigned |
| WEEK 15 | Ethical considerations in RC theory and practice | As assigned |
| WEEK 16 | COMPREHENSIVE FINAL EXAM | |

Other Course-Related Information:

1. ATTENDANCE IS MANDATORY.

Students must be present for each class meeting. A student's physical presence in the classroom is a prerequisite for active learning to occur. If an absence is unavoidable, the student is *responsible for advising the instructor beforehand*. If this is not possible, and the student's absence is an excusable absence, the student is responsible for discussing this with the instructor, and may be asked for written verification. Acceptable reasons for excused absences are listed in Student Rights and Responsibilities (5.2.4.2). *Each unexcused absence will result in the loss of 1/2 a letter grade.*

2. Required Readings: All readings for this course have been carefully selected to provide you with important and current information on the topics covered. Complete all required readings before attending class in order to fully participate and understand the concepts/topics currently under study.

3. All assignments are to be completed independently. Please give credit in your written work to all sources. All students are expected to conduct themselves in accordance with the standards published in the *University of Kentucky, Students Rights and Responsibilities* handbook. Students are responsible for obtaining a copy of the handbook and reviewing its contents. If an instance of cheating or plagiarism is detected, the instructor is obligated to follow disciplinary procedures described in the handbook cited above. All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, etc. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

4. No audible pagers or cellular telephones are allowed. Taking telephone calls, texting, and other electronic communication during class time is disruptive and disrespectful and will not be allowed.

5. Accommodation: All university instructors are required to make reasonable accommodations for physical and/or learning disabilities that could inhibit student academic success. Any student requesting such an accommodation must bring certification from the Disability Resource Center. The Disability Resource Center certifies the need for and specifies the particular type of such accommodations on a student-by-student basis. Contact Mr. Jake Karnes, 257-2754 for more information, or visit the Disability Resource Center web page at: www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

Recommended Course-Related Readings

The following textbooks and readings are recommended reading:

- Ansbacher, H.L. & Ansbacher, R.R. (1956). *The individual psychology of Alfred Adler: A systematic presentation in selections from his writings*. New York: Harper & Row.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman and Company.
- Beck, A. T. (1993). Cognitive therapy: Past, present, and future. *Journal of Consulting and Clinical Psychology*, 61(2), 194–198.
- Beck, A.T. (1999). *Prisoners of hate: The cognitive basis of anger, hostility, and violence*. New York: Perennial.
- Corcoran, J. (2006). A comparison group study of solution-focused therapy versus 'treatment-as-usual' for behavior problems in children. *Journal of Social Service Research*, 33(1), 69–81.
- Ellis, A.E. & Harper, R.A. (1997). *A guide to rational living*. Hollywood, CA: Wilshire.
- Enns, C.Z. (1997). *Feminist theories and feminist psychotherapies: Origins, themes, and variations*. New York: Haworth Press.
- Frankl, V.E. (1986). *The doctor and the soul: From psychotherapy to logotherapy*. New York: Vintage Press.
- Glasser, W. (1975). *Reality therapy: A new approach to psychiatry*. New York: Harper Row.
- Greenberg, L. (1986). Change process research. *Journal of Consulting and Clinical Psychology*, 54(1), 4-9.
- Greenberg, L. (1991). Research on the process of change. *Psychotherapy Research*, 1(1), 3-16.
- Higgins, E. T. (2004). Making a theory useful: Lessons handed down. *Personality and Social Psychology Review*, 8(2), 138–145.
- Hill, C. E., & Lambert, M. J. (2004). Methodological Issues in Studying Psychotherapy Process and Outcome". In J. M. Lambert (Ed.), *Bergin and Garfield's Handbook of Psychotherapy and Behavior Change* (pp. 84-135). New York: Wiley and Sons.
- Horney, K. (1987). *Final Lectures*. New York: W.W. Norton & Company. (Edited by D.H. Ingram, M.D.)
- Ibrahim, F. A. (1991). Contribution of cultural worldview to generic counseling and development. *Journal of Counseling & Development*, 70(1), 13–19.
- Kirschenbaum, H. & Henderson, V.L. (1989). *The Carl Rogers reader*. New York: Houghton Mifflin Company.

- Laurenceau, J.p., Hayes, A.M., & Feldman, G.C. (2007). Some methodological and statistical issues in the study of change processes in psychotherapy. *Clinical Psychology Review, 27*, 682-695.
- Lee, C. C., & Sirch, M. L. (1994). Counseling in an enlightened society: Values for a new millennium. *Counseling and Values, 38*(2), 90-97.
- Maslow, A.H. (1999). *Toward a psychology of being (3rd Ed.)*. New York: John Wiley & Sons.
- May, R. (1983). *The discovery of being*. New York: W.W. Norton & Co.
- Minuchin, S. (1974). *Families and Family Therapy*. Cambridge, MA: Harvard University Press.
- Phinney, J. S., & Ong, A. D. (2007). Conceptualization and measurement of ethnic identity: Current status and future directions. *Journal of Counseling Psychology, 54*(3), 271-281.
- Prenzlau, S. (2006). Using reality therapy to reduce PTSD-related symptoms. *International Journal of Reality Therapy, 25*(2), 23-29.
- Quintana, S. M. (2007). Racial and ethnic identity: Developmental perspectives and research. *Journal of Counseling Psychology, 54*(3), 259-270.
- Richert, A. J. (2003). Living stories, telling stories, changing stories: Experiential use of the relationship in narrative therapy. *Journal of Psychotherapy Integration, 13*(2), 188-210.
- Shapiro, F. (2002). EMDR 12 years after its introduction: Past and future research. *Journal of Clinical Psychology, 58*(1), 1-22.
- Skinner, B.F. (1976). *About behaviorism*. New York: Vintage Press.
- Sunseri, P. A. (2004). Preliminary outcomes on the use of dialectical behavior therapy to reduce hospitalization among adolescents in residential care. *Residential Treatment for Children and Youth, 21*(4), 59-76.
- Szentagotai, A., David, D., Lupu, V., & Cosman, D., (2008). Rational emotive behavior therapy versus cognitive therapy versus pharmacotherapy in the treatment of major depressive disorder: Mechanisms of change analysis. *Psychotherapy: Theory, Research, Practice, Training, 45*(4), 523-538.
- van Ingen, D. J., Freiheit, S. R., & Vye, C. S. (2009). From the lab to the clinic: Effectiveness of cognitive-behavioral treatments for anxiety disorders. *Professional Psychology: Research and Practice, 40*(1), 69-74.

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Workflow Items

- Workflow Items
- eCATS (Curricular Proposal)
- OSPA eAF Form
- Financial Disclosure

Related Links

- Browser Compatibility

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| RC 715 | Display Form | Course | New | EDUCATION | 7/31/2012 |
| RC 770 | Display Form | Course | New | EDUCATION | 7/25/2012 |

Details of Course/Program ID(RC 770)

| WORKITEM ID | Workflow Status | Date | Time |
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| 000010519532 | Department Received | 2012-07-25 | 13:07 PM |
| 000010519530 | Department Approved | 2012-07-25 | 15:55 PM |
| 000010527353 | Received by College | 2012-07-25 | 15:55 PM |
| 000010527355 | Approved by College | 2012-10-13 | 22:23 PM |
| 000011049970 | Received by GC | 2012-10-13 | 20:23 PM |
| 000011260759 | Department Received | 2012-11-09 | 13:02 PM |
| 000011260770 | Department Approved | 2012-11-09 | 19:27 PM |
| 000011373644 | Received by College | 2012-11-09 | 19:27 PM |
| 000011049980 | Returned for Revision by GC | 2012-11-13 | 11:21 AM |
| 000011298287 | Received by College | 2012-11-13 | 11:21 AM |
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| 000011318648 | Received by GC | 2012-11-15 | 10:04 AM |
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