

## **PSY 3511: Introduction to Counseling Psychology**

Summer 2009, 3 credits

Tuesday & Thursday 1:15pm – 3:55pm

Nicholson Hall 35

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**Disclaimer:** While every effort has been made to make sure all the information in this syllabus is accurate, this is a work in progress and certain policies may be changed as the semester progresses if they are not working. In addition, the dates of lectures and/or assignments may be changed if necessary.

### **Course Description**

This course is designed to provide an introduction to the field of counseling psychology. Broadly, topics addressed at the beginning of the course will include the history of the discipline, professions within it, and how counseling psychology distinguishes itself from other specialties in the broader fields of psychology and mental health. The bulk of the course will focus on the theories that practicing counseling psychologists and researchers use to inform their work (i.e., formulating case conceptualizations or hypotheses). Additionally, we will integrate a variety of topics of special relevance to counseling psychology throughout the course including ethics, formal assessment, working with cultural diversity, empirical support for treatments, and ongoing research in the field regarding the processes underlying client change and outcomes.

### **Course Goals**

The primary goal for the course is to establish a greater understanding of the counseling process – how, when, and for whom it works. Students should also develop a working knowledge about the research support (or lack thereof) for the processes and outcomes aligned with more specific treatments and theoretical orientations. In addition, students will also learn basic counseling and communication skills through lectures, small group discussions, and “role-plays”. Last, students should learn to apply the theories discussed to actual human beings (and perhaps themselves if they find it to be rewarding).

### **Moodle Website and Powerpoints for Lecture**

For this class, I will be posting a Powerpoint version and pdf’s for each lecture on our Moodle site. I will make every effort to post these at least 24 hours prior to the class period, and in most cases, it will be posted a few days in advance. For those of you who have not used the Moodle system before, it is accessible from your myU webpage – click on the MyCourses tab. All students who are currently enrolled in the class should automatically have access to this site. If you are experiencing difficulties, please contact Kimberly as soon as possible. It is **each student’s** responsibility to print out the lecture

notes prior to lecture if you want to take notes or follow along (and I highly recommend this). With the exception of the first class meeting, I will NOT print out copies for distribution during the class period. If you have any questions and/or difficulties concerning this policy, please contact me at the beginning of the semester.

## **Textbook**

Corey, Gerald. (2008). Theory and Practice of Counseling and Psychotherapy (8th Edition). Brooks/Cole Publishing Company: Pacific Grove, CA.

ISBN-10: 0495102083

ISBN-13: 978-0495102083

Although I ordered the 8<sup>th</sup> edition of this book for this course, it is still acceptable to use the 7<sup>th</sup> edition because I have not found substantial differences between the two editions.

## **Required Readings**

In addition to the textbook reading assignments, there will also be articles assigned from time to time which will either be emailed to you or posted on our Moodle site.

### **Articles**

Beckstead, L., & Israel, T. (2007). Affirmative counseling and psychotherapy focused on issues related to sexual orientation conflicts. In Bieschke, J., Perez, R. M., and DeBord, K. A. (Eds.), Handbook of counseling and psychotherapy with lesbian, gay, bisexual, and transgender clients. Washington, D.C.: American Psychological Association.

Tallman, K, & Bohart, A. C. (1999). The client as a common factor: Clients as self-healers: In M. A. Hubble, B.L. Duncan, & S. D. Miller (Eds.), The heart and soul of change: What works in therapy (pp. 91-131). Washington, DC: American Psychological Association.

## **Course Structure and Requirements**

The following course components are designed to help you learn the course materials in a comprehensive way.

### **1) Lectures**

The course will be taught through multiple modes of teaching including lectures, small group discussions, videos, and in-class activities. During lectures we will review research findings and applications that may not be discussed in your textbook or readings or in the Powerpoint slides. As a result, you are strongly encouraged to attend each class and take notes. Students who attend lectures score, on average, higher than students who do not regularly attend lectures. Students are responsible for all information presented during class, in the assigned text, and in any additional readings.

### **2) Exams**

There will be **two exams** during the course of the semester. Each exam will be worth 50 points and will test your understanding and knowledge of the material from the text, additional readings and *anything* covered in class during that unit. Exams may contain essay, short answer and/or multiple choice items. The final exam will focus primarily on material presented after the first exam and

**should not be thought of as cumulative.** Further information will be given about each exam as the exam date approaches, and students should feel free to ask about them.

There are few acceptable reasons for missing an exam. **But, if you need to miss an exam, you must obtain permission from me at least 24 hours before the scheduled exam.** Merely leaving a message or sending me an email does not constitute obtaining permission. In other words, you must correspond with me and receive permission to miss the exam at least 24 hours in advance. **Missing an exam without permission will result in a score of zero for that exam.**

Under most conditions, make-up exams will be scheduled for a date *before* the regularly scheduled exam date. In the event that this is not possible, you will have up to *five non-weekend university workdays* after the missed exam to take the make-up. I reserve the right to give an alternate make-up exam, which may test the material differently than the original exam.

### 3) Brief Report

This brief report will provide you with a chance to explore your own personal life (or another person's) through the lens of counseling and psychotherapy. You will turn in a brief (1-2 pages) problem statement that explains a problem that you intend to analyze through the lens of a theory discussed in class.

The report will be worth 75 possible points. **Both the Problem Statement and Brief Report** should be typed, double-spaced, 1-inch margins, Times-Roman 12-point font. All other font types and sizes will result in a 5-point grade deduction. Write according to the Style Manual of the APA, 5th Edition. If you do not own this book, you may wish to purchase it, because you may be using it for other psychology related courses. All papers are due by the beginning of the class period indicated on the course schedule. **If you know you will be unable to turn in the paper on the day it is due, please make arrangements with the instructor at least one week in advance.** If no prior arrangement is made, **all late assignments will be marked down a full letter grade for each day they are late (e.g., if you score an A, but turn it in two days late you will receive a C).** If you have a legitimate, documented excuse and contact the instructor within 24 hours your grade will NOT be marked down. I attend closely to grammar and spelling, please proofread your papers; the manner in which you convey your message is largely inseparable from the content of the message itself and therefore is important to my scrutiny and final calculation of your grade.

The reports should be comprehensive - descriptive and in-depth. Imagine you are a counselor writing about another person in order to provide a more objective perspective.

**Problem Statement:** Describe a personal problem, struggle, or challenge that caused you or someone else some discomfort. Be sure to include basic demographic information (age, sex, race, education, hometown), the presenting problem (what is it?), the history and development of the problem (when and how did it start?), ways in which the problem has affected the client's life, ways in which resolution of the problem has been sought, relevant personal, medical, social, family and academic history, and the current status of the problem for the client. Be brief, but make sure that you provide enough information on the problem to later use it to apply psychotherapeutic theories. Note: the problem should be personal, not circumstantial, in its description. If the client has really horrible parents, it will be important to show how they have affected him or her – theories of psychotherapy do not explain the origins of horrible parents, they explain the origins of personality and problems in individuals.

**Report:** Conceptualize the original problem discussed in the Problem Statement in the language of the theories already studied. First, pick a particular theory learned in class. Conceptualize the

original presenting problem from this theoretical orientation. Be sure to provide evidence from the person's life that suits this type of conceptualization. Also, consider ways in which the conceptualization may not be accurate. For example, what evidence is lacking or is contradictory to the tenets of the theory? How might the role of the counselor from this theoretical orientation be helpful, of little use, or even harmful? Second, provide a basic treatment plan to resolve the problem from this theoretical orientation. When you provide a treatment plan, consider the reasons why each intervention, strategy, or technique might produce change. When and how might you employ each technique or strategy? Aim for 5-7 pages on this paper, but if you can treat a theory and the problem completely in less space, go for it. These should be written in the general format of an essay – you will not have results, methods, or discussion sections.

Tips for Successful Reports:

1. **Development of a theme.** Look for a central theme or central message in each essay. I suggest that you make an outline, and check to see that each point in your outline pertains to your central message.
  - a. State your message clearly and concisely in your opening paragraph.
  - b. Conclude with a paragraph that restates the main point(s) you hope to convey.
  - c. The theme should be clear, concise, and specific – rather than global and generalized. If you write in an overly general manner, your essays will lack a clear focus.
  - d. Develop your thoughts fully, concretely, and logically, rather than being rambling or vague and wordy. Both vagueness and verbosity often demonstrate a lack of familiarity with the theory.
  - e. In terms of form and organization, your paper should flow well, and your points should relate to one another. The reader should not have to struggle to discover your intended meaning.
  - f. Give reasons for your views, rather than making unsupported statements. When you take a position, provide reasons for your position.
2. **Use examples.** In developing your ideas, use clear examples to illustrate your point. Draw upon personal examples, use cases, and apply theoretical concepts to practical settings. Tie your examples into the point you are making, but avoid giving too many details or getting lost in the personal example.
3. **Creativity and depth of thinking.** Write a paper that reflects your own uniqueness and ideas, rather than merely giving a summary of the material in the texts.
  - a. Do not make your papers mere summaries; rather, focus on a clear position that you take on a specific question or issue.
  - b. Approach the material in an original way.
  - c. Focus on a particular issue or topic that you find personally significant. Since you have choice in what aspect to focus on, select an aspect of a problem that will allow you to express your beliefs.
  - d. Show depth in expanding on your thoughts.

4. **Application of the theory to your client and their problem.** Many students in the past have failed to adequately apply the theory to their specific client and his/her presenting problem. This should be done at each appropriate point in the paper – for the conceptualization, the treatment plan and the advantages and disadvantages of this theory. Please consult the grading rubric and examples which are available online.

#### 4) Class Participation

Over the course of the semester, there will be opportunities for class discussions, group exercises, and other activities. Students are encouraged to engage in lively, but respectful, discussion each class period including contributing to discussions, asking questions, and completing group exercises. Although attendance is not mandatory, students will earn 20 points throughout the semester for class participation. If it is noted that you have repeatedly not been in attendance at lecture, your participation grade WILL suffer. While this is only 20 points, it can make a real difference in a grade at the end of the semester, please consider this **before** you start skipping class. We benefit from having as many perspectives in the room as possible.

Note: If English is a secondary language and speaking in class poses special difficulties, please speak to me outside of class.

#### Grading System

Your final grade will be computed based upon the following:

	<u>Total Points Possible</u>
Two Exams	100 (50 points each)
Problem Statement	20
Brief Report	75
Class Participation	20
Total	215

Thus, you will be graded based on the percentage of points you earn and not in comparison to other students. S/N grading requires a final grade of C- or better to qualify for an S. An incomplete (I) grade will only be given in cases of medical or personal emergencies. Incompletes will not be given if you are receiving a grade of “D+” or below on work already completed in the course. The A through F grading scale is as follows:

<b>% Points Earned</b>	<b>Grade</b>	<b>% Points Earned</b>	<b>Grade</b>
93.0 – 100%	A	73.0 – 76.9%	C
90.0 – 92.9%	A-	70.0 – 72.9%	C-
87.0 – 89.9%	B+	67.0 – 69.9%	D+
83.0 – 86.9%	B	63.0 – 66.6%	D
80.0 – 82.9%	B-	60.0 – 62.9%	D-
77.0 – 79.9%	C+	0 – 59.9%	F

#### Extra Credit

Throughout the semester, you will be given opportunities to earn extra credit points. These opportunities may include participating in a study conducted here at the University of Minnesota, practicing counseling skills and writing a reaction paper, points for coming to and participating in a review session, or other similar tasks. Each student may earn a maximum of 10 extra credit points over the course of the semester, and you are encouraged to take advantage of all of the opportunities presented to you. Again, I urge you to consider taking advantage of these opportunities in order to protect yourself in case something comes up later in the semester.

#### COURSE POLICIES

##### Diversity of Views:

At times in this course, topics will be discussed and/or debated. Although others may have different opinions, you are expected to be respectful of the opinions and views of others.

### **ESL Policy:**

If English is not your first language and you believe you will need more than the time allotted to complete the exam, please see the instructor to schedule an alternative time where you will be given an extended period of time. Foreign language dictionaries will not be allowed in exams but all students may ask for help with words that are not technical psychological terms. Please feel free to discuss any concerns with the instructor.

### **Scholastic Dishonesty:**

The College of Liberal Arts defines scholastic dishonesty as any act violating the rights of another student in academic work or involving misrepresentation of your own work. Scholastic dishonesty includes, but is not necessarily limited to, cheating on assignments or examinations; plagiarizing, which is misrepresenting as your own work any part of work done by another; submitting the same work, or substantially similar works, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work. Scholastic dishonesty will not be tolerated: students who cheat on an exam will receive a zero on the exam. In addition, instances of scholastic dishonesty will be reported to the Scholastic Conduct Committee.

### **Students with disabilities or special needs:**

It is the university's policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should be registered with the Disability Services office and should discuss appropriate accommodations with the instructor during the first week of the course. The Disability Services office (612-626-1333) is located at University Gateway Suite 180, 200 Oak St. S.E.

### **Classroom Conduct**

Students are expected to respectfully participate in classroom discussions. Please express your opinions without judgment of others' opinions. Respect confidentiality! Being actively involved in the class sessions and the small groups entails some level of personal self-disclosure. Because of the nature of the vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information about others outside the classroom is a breach of confidentiality. If you wish to share with others outside the classroom, please reveal only your own reactions and understanding and avoid using names or identifying features of your classmates. It is expected that anyone who participates in a demonstration in this course will have his or her confidentiality respected. If you are struggling with an issue in class, please speak with me individually **as soon as possible**.

University policy prohibits sexual harassment and discrimination on the basis of differences such as gender, ethnicity, race, sexual orientation, class, and religion. Copies of the University policy statement on sexual harassment and discrimination are available at the University Office of Equal Opportunity at 419 Morrill Hall. Complaints about these issues should also be reported to 419 Morrill Hall.

### **Questions about grades, exams, etc.**

If you are having difficulty with any of the material, you are encouraged to contact the TA and/or the instructor immediately. The longer you wait to tackle the problem, the more out of hand it can become.

### Tentative Course Schedule

	<b>Date</b>	<b>Topic</b>	<b>Readings</b>
1	June 16 (Tu) Guest instructor	Introduction to Counseling Psychology History of Counseling Psychology Guest Lecturer – Brooke Dean	Corey, Chapter 1
	June 18 (Th) Guest instructor	Counselor as Person and Professional Ethics in Counseling Psychology Guest Lecturer – Brooke Dean	Corey, Chapters 2 & 3
2	June 23 (Tu)	Counseling Research Design Basic Counseling Skills	No Readings
	June 25 (Th)	Adlerian Therapy Existential Psychotherapy	Corey, Chapters 5 & 6
3	June 30 (Tu)	Person-Centered Therapy	Corey, Chapter 7
	July 2 (Th)	Freudian Psychoanalysis Guest Lecturer – Charles Peterson, PhD, LP	Corey, Chapter 4
4	July 7 (Tu)	Gestalt Therapy <b>PROBLEM STATEMENT DUE (20 points)</b>	Corey, Chapter 8
	July 9 (Th)	<b>EXAM 1 (50 points)</b> Behavioral Therapy	Corey, Chapter 9
5	July 14 (Tu)	Cognitive-Behavioral Therapy Reality Therapy	Corey, Chapters 10 & 11
	July 16 (Th)	Narrative Therapy Feminist Therapy Guest Lecturer, Sarra Beckham-Chasnoff, PhD, LP	Corey, Chapters 12 & 13
6	July 21 (Tu)	Group Therapy Family and Couples Therapy Common Factors	Corey, Chapters 14 & 15 Tallman article
	July 23 (Th)	Culture & Diversity Issues in Counseling Psychology Guest Lecturer, Kimberly Gross, M.Div. <b>PAPER DUE (75 points)</b>	Beckstead article
7	July 28 (Tu)	Career Counseling Use of Assessment in Counseling Psychology	No readings
	July 30 (Th)	Empirically Supported Treatments Course Review & Evaluations	No readings
8	August 4 (Tu)	Last Day of Class <b>EXAM 2 (50 points) (non-cumulative)</b>	
	August 7 (Th)	<b>NO CLASS</b>	

