

Introduction to Individual Counseling and Psychotherapy: Multicultural Approach

EDP 367 (Unique # 10340)

Spring 2011

T 2:00 – 5:00 p.m. SZB 416

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Students are encouraged to sign-up for office hours with Dr. Guzmán; the sign-up book is in SZB 262 with Ms. Linda Williams. You may also email Ms. Williams to sign you up: linda.williams@austin.utexas.edu If my office hour does not work for you, please email me to make an appointment.

Required Texts

Corey, G. (2001). *Student Manual for Theory and Practice of Counseling and Psychotherapy (8th edition)*. Belmont, CA: Wadsworth.

Ivey, D'Andrea, Ivey, Simek-Morgan (2007) *Theories of Counseling and Psychotherapy: A Multicultural Perspective (6th edition)*. Boston, MA: Allyn & Bacon.

Rothenberg, P.S. (Ed.), *Race, class, and gender in the United States (6th ed.)*. New York: Worth.

Tatum, B. D. (1997). *Why are all the black kids sitting together in the cafeteria? And other conversations about race*. New York: Basic Books.

Additional readings will be posted on Blackboard as a pdf document

ADA Compliance Statement

Special needs: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. To determine if you qualify, please contact the Dean of Students at 471-6259, 471-4641 TTY. If they certify your needs, I will work with you to make appropriate arrangements.

Course Description

The course will cover a variety of theoretical orientations of individual counseling and psychotherapy including analytic approaches, experiential and relationship-oriented therapies, behavioral/cognitive-behavioral therapies, and feminist therapy. Coursework will consist of discussion, case application, objective tests, and counseling skills practice in the form of class exercises and role-plays. The role of the counselor, students' own ideas of the helping role, and ethical issues will be discussed. In addition to the counseling theories material, the course will introduce students to multicultural counseling as an area of study within counseling psychology, as well as concepts such as acculturation, ethnic and racial identity development, racism, oppression, and privilege in the context of a social justice approach. The Awareness, Knowledge, and Skills model of multicultural competencies will be introduced. Diversity will be explored in a broad sense, with a focus on the experiences of people of color in the U. S., but will also include topics such as social class, sexual orientation, gender and gender identity, and disability.

Course Learning Objectives

- Students will practice basic helping skills: attending, reflection of feeling, & restatement.
- Students will recognize basic counseling theoretical orientations and apply them to a case study.
- Students will examine the orientations and determine which one best suits their personal style and philosophy of the helping role.
- Students will be able to describe how contextual factors (e.g. gender, socioeconomic status, and cultural issues) affect the application of these counseling theories.
- Students will be able to define basic multicultural counseling concepts including: racial identity development, ethnic identity development, privilege, and microaggressions.

Policy on Late Papers/Missing Assignments

If a student knows that s/he must submit a paper late, the instructor should be notified ahead of time. In this situation, with a legitimate reason for the paper being submitted late, there may be no grade penalty; however, this is at the instructor's discretion. If a student hands in a paper late without notifying the instructor beforehand, the grade will be lowered (Example: 1 day late, grade lowered from A to A-, more than 1 day, grade lowered from A to B). Make-up quizzes will not be given without official documentation of why the test was missed. If a quiz is missed without appropriate documentation, a grade of zero will be assigned for the quiz.

University's Honor Code and Scholastic Dishonesty

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. The University broadly defines scholastic dishonesty as all conduct that violates academic integrity, "including *any act designed to give an unfair or undeserved academic advantage*", including, but not limited to cheating, plagiarism, and misrepresenting facts (http://deanofstudents.utexas.edu/sjs/scholdis_whatis.php). Please see the Dean of Students website if you have any questions about these issues.

Classroom Climate

This class is intended to challenge students to consider information about themselves and others to which they previously may not have been exposed. While the class material and discussions are not intended to elicit negative feelings, they often do bring strong emotions to the surface as part of the exploration process. There is an understanding that the instructor will work to create as safe an environment as possible for sharing diverse perspectives, and it is expected that students will be respectful of their classmates' viewpoints. We will establish ground rules to facilitate this process. The instructor requests that students not wait until the end of the course to give feedback if there are ways in which they think the class experience may be improved.

Laptop Use

Laptops may be utilized in class for note-taking, class activities, and research related to class discussion and lectures (at the appropriate time). Both the instructor and the TA will monitor laptop use. If a student is utilizing the internet for purposes unrelated to class, sending emails, or utilizing a computer for any purpose which is off-topic and/or distracting to the instructor, TA, or other students, the student will be asked to close the laptop for the duration of class. If this

behavior continues, the student will be asked to discontinue use of the computer during class time.

Course Assignments Requirements

10% Class Participation: Students are expected to be prepared to discuss the readings during each class. Practice of basic helping skills will occur in the form of role-plays and small group work. All students are expected to participate fully in these activities. Because this is a once per week, 3-hour course, absences should be avoided. Any absence will result in a lower participation grade. More than one absence will result in your participation grade being lowered to the “B” range and may negatively impact your final grade. Three or more absences will most likely result in an overall grade lower than a “B” and will require a conversation with the instructor as to whether you should remain in the class.

Note: Part of your participation grade will be signing up to participate in a career counseling role-play situation with master’s students during class time. There may be minimal preparation for this activity. More details will be given in class.

15% Introduction Paper: Write a short paper briefly stating your psychology/counseling background (Are you a psyc major, if not, what psyc/counseling courses have you taken; have you had practical experience in the helping role?). Part I: Discuss your own ideas about the helping role and models of helping (either instinctual or learned) that you have used or find appealing, and state the helper role you hope to find yourself in after you finish your degree or further graduate work (i.e. guidance counselor, therapist, etc.). If you do not plan to enter a helping profession, how will you use helping skills in your chosen profession. Part II: Please *briefly address* questions 1-3 from page 24 of the Corey Student Manual. Part III: Please briefly address questions 1-4 on p. 23 of the Corey Student Manual. **Maximum length: 4 pages, 12 pt. font, double-spaced. Due: 2/8**

40% Two Objective Tests (Count 20% each): Tests will be multiple choice, fill in the blank, and short answer. Tests will cover material from the texts, notes, and possibly material from reading packet if indicated by the instructor. **Dates: 3/8 & 4/26**

15% Reaction Paper Write a short paper about your reaction to a multicultural/diversity event. Please utilize a minimum of two references from the Rothenberg and/or Tatum texts. See handout for details. **Maximum length: 3 pages, 12 pt. font, double-spaced. Due: 3/29**

20% Case Study Application: Apply theory and techniques from the theoretical orientations covered thus far to a case which will be provided by the instructor. More detailed instructions will be given. **Maximum length: 6 pages, 12 pt. font, double-spaced. Due: 5/3**

Note: All papers should include citations, references, etc. in APA format. See *Publication Manual of the American Psychological Association, 6th Edition, 2009*.

Class Schedule/Reading Assignments

<i>Date</i>	<i>Topic/Activity</i>	<i>Assignments/Readings</i>
1/18	Introductions & Review syllabus Examples/Stereotypes of therapy Role of the Counselor	Corey, Chap 2 (use in class)
1/25	Ethical Issues in Counseling Introduction to Multicultural Issues	Ivey et al., Chap. 1-2 Corey Chap 2 pp 20-22, Corey Chap 3
2/1*	Stereotyping & Awareness Terminology, Race & Ethnicity Introduction to Helping Skills (Dr. Chris McCarthy-guest lecture)	Ivey et al. Chap 4-5 Rothenberg pp. 516-521
2/8	Person-Centered Therapy Acculturation	Ivey et al. Chap 9 Corey, Chap. 7 Introduction Paper Due
2/15*	Existential Therapy Ethnic Identity	Ivey et al. Chap 10 pp. 286-302 Corey, Chap. 6 Yalom (1980)
2/22	Gestalt Therapy Racial Identity	Tatum Chap 1-5 Ivey et al Chap 10 pp. 302-317 Corey, Chap. 8
3/1	Psychoanalytic Therapy Racism	Tatum Chap 6-7 Ivey et al. Chap 5 Corey, Chap. 4 Kahn (1997) Chap. 2, 4, & 6
3/8	Exam I Privilege	Rothenberg pp. 188-192 & TBD
3/15	No Class – Spring Break	
3/22*	Behavior Therapy Microaggressions	Ivey et al., Chap 7 179-203 Corey, Chap. 10 Sue et al. (2007)
3/29	Career Counseling with Dr. McCarthy's Class Cognitive Behavior Therapy	Ivey et al, Chap 7 204-226 Corey, Chap. 11

Reaction Paper Due

4/5 Cognitive Behavior Therapy
 Social Class

Ivey et al, Chap 8, 227-243
Rothenberg TBD

4/12* Feminist Therapy
 Gender & Sexual Orientation

Ivey Chap 11
Corey, Chap. 12
Rothenberg TBD

4/19 Religion & Spirituality

Fukiyama & Sevig (2002)

4/26* **Exam II**
 Disability

Reading TBD

5/3 Wrap-up
 Termination Issues in Therapy

Case Study Due

**Indicate days when we may have a guest speaker.*