

**Educational Psychology (EDP 367)  
Spring 2012**

M,W 9:30-11:00, 11:00-12:30 (Unique Number: 10220, 10225)  
Room: SZB 330

**Introduction to Individual Counseling and Psychotherapy**

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By appointment

Teaching Assistants

**9:30 Section (10220):**

Ashley Walton, B.A. email: ajwalton82@gmail.com  
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**11:00 Section (10225):**

Maripaz Ponce, B. A. email: [poncemaripaz@utexas.edu](mailto:poncemaripaz@utexas.edu)  
Office Hours: By Appointment

**Course Description and Objectives**

The purpose of this course is to provide a broad overview of counseling theories and skills. Students in the course will:

- a. analyze their assumptions about human behavior and how change occurs.
- b. understand and critique the major models of individual therapy, including Psychoanalytic, Existential, Person-Centered, Gestalt, Behavioral and Cognitive Behavioral models.
- c. identify contextual factors which impact the therapeutic system - e.g. gender, socio-economic and cultural issues.
- d. examine emerging models including EMDR and narrative therapy.
- e. select and evaluate the model of therapy which most closely matches their assumptions about the process of change and development.
- f. examine ethical dilemmas in the delivery of mental health services.
- g. identify and practice basic counseling skills.

The teaching activities of the course will include lectures, role-plays, videotape analyses, case discussions and writing activities.

**Prerequisites**

Students in this course are required to be upper-division students. There are no prerequisites for the course, although some familiarity with psychological theories can be helpful. It is possible to do well without any psychology background.

**Required Texts**

Corey, G. (2008). *Theory and practice of counseling and psychotherapy*. (Eighth Edition). Pacific Grove, Ca: Brooks/Cole.

Kahn, M. (1997). *Between therapist and client: The new relationship*. New York: W. H. Freeman and Co.

## Course Requirements

### 1. Case Materials.

**a. Class Discussion Case Material:** Students will watch the movie *Ordinary People* as a basis for class discussion and activities. The movie may be viewed independently in the Audio Visual Library at UT (see library catalog) or rented at local video stores. The deadline for viewing the movie is prior to class on February 1<sup>st</sup>. The characters in this movie will provide a basis for class discussion across the course of the semester.

A brief in class writing assignment on the movie will be done in class on February 1<sup>st</sup>.  
 “Ordinary People” Analysis      Done in Class      February 1<sup>st</sup>      (8 points)

Redford, R. (Director). (1980). *Ordinary people*. [Film]. Los Angeles: Paramount Pictures.

**b. Written Case Studies:** Given a description of a character distributed in class, students will write a paper analyzing the case study using two of the major theories.

Psychodynamic	Due:	February 15 <sup>th</sup>	(20 points)
Gestalt	Due:	March 26 <sup>th</sup>	(20 points)

**c. In-Class Group Case Studies.** Given a description of a character distributed in class, students will work together in class in small groups to analyze the case study for three of the major theories. The dates for these in-class activities are:

Existential	Done in Class	February 20 <sup>th</sup>	(5 points)
Person-Centered	Done in Class	February 27 <sup>th</sup>	(5 points)
Cognitive-Behavioral	Done in Class	April 9 <sup>th</sup>	(5 points)

### 2. Behavior Management Activity.

For the behavior management activity, students will participate in and document a behavior management program. See Appendix A for due dates. (10 points)

### 3. Class Participation.

This portion of the grade will be based on participation in the communication skills lab activities, attendance and class discussions. More than three un-excused absences **may** result in a **grade letter penalty**. Although there will not be daily sign-ins for attendance, individual attendance issues will be monitored when triggered by excessive absences.

Communication Skills Labs	(12 points)
Attendance/Participation	(10

points)

### 4. Exams.

Students will take three in-class exams consisting of multiple-choice, short answer and short essay.

February 29 <sup>th</sup>	Exam 1	50 points	
April 11 <sup>th</sup>	Exam 2	50 points	
May 2 <sup>nd</sup>	Open-Note Quiz	20 points	
			(120 points)

Students with disabilities are encouraged to see me at the first of the semester in order to arrange reasonable accommodations. If not already registered, they are advised to register with the Services for Students with Disabilities Office. To ensure that the most appropriate accommodations can be provided, students should contact the SSD Office at 471-6259 or 471-4641 TTY.

This instructor will participate in the course evaluation provided by the university.

April 2nd is the last day for dropping a course without urgent and substantiated nonacademic reasons. This is also the last day to change a course from grade option to credit/no credit.

### Grading Policy:

Points will be translated into a grade for the course using the following distribution:

Points Range	Letter Grade	Numerical Grade Range
202-215	A	94-100
193-201	A-	90-93
186-192	B+	87-89
180-185	B	84-86
171-179	B-	80-83
165-170	C+	77-79
159-164	C	74-76
150-158	C-	70-73
143-149	D+	67-69
137-142	D	64-66
128-136	D-	60-63
127 and under	F	59 and below

This course can be taken on a credit/no credit basis. Incomplete grades will not be assigned.

To check your grades across the semester please use "Blackboard."

<http://www.utexas.edu/cc/blackboard/>.

### STATEMENT ON ACADEMIC HONESTY

#### ACADEMIC INTEGRITY:

All written work submitted for this course is required to be your own work, not relying on unauthorized assistance. Use of the Undergraduate Writing Center is considered authorized assistance. For questions on assignments, please consult your instructor and not your classmates. Please provide citations for all material that is not directly from the class lectures and all direct quotations from the textbook, using APA format. According to UT's academic integrity policy on the website listed below:

*"Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services Web site: <http://deanofstudents.utexas.edu/sjs>."*

*[http://deanofstudents.utexas.edu/sjs/acint\\_faculty\\_syllabus.php](http://deanofstudents.utexas.edu/sjs/acint_faculty_syllabus.php)*

**READINGS AND ASSIGNMENTS**  
(Subject to Revision)

Date	Topics	Reading	Assignments Due
<b>UNIT 1: THE THERAPEUTIC SYSTEM</b>			
Jan. 18	Introduction		
Jan. 23	The Counselor and Therapeutic Conversations	Corey, Chapter 1	Informal Survey of Beliefs & Theories
Jan. 25	Ethical Issues in Counseling	Corey, Chaps. 2 & 3	
Jan. 30	Ethics & Culture		
<b>UNIT 2: TRADITIONAL THERAPEUTIC MODELS</b>			
Feb.1	Psychodynamic Models	Corey, Chap. 4 Kahn, Chaps. 1 & 2	<b>In-Class Analysis Ordinary People</b>
Feb. 6	“ con’t		
Feb. 8	Helping Skills	BB-Course Documents	
<b>Feb. 13</b>	<b>Communicational Skills Lab 1</b>		
Feb. 15	Existential Models	Corey, Chap. 6	<b>Paper Psychodynamic CS</b>
Feb. 20	“ (con’t)		<b>In-Class Existential CS</b>
Feb. 22	Person-Centered Model	Corey, Chap. 7 Kahn, Chap. 3	
Feb.27	“ con’t.		<b>In-Class Person Centered CS</b>
<b>Feb. 29</b>	<b>EXAM I</b>		
<b>Mar. 5</b>	<b>Communication Skill Lab 2</b>		
Mar. 7	Gestalt Model	Corey, Chap. 8	
Mar. 19	“ con’t.		
Mar. 21	“ con’t.		Behavior Mgt. Act. Target Beh. (In class)
<b>Mar. 26</b>	<b>Communication Skills Lab 3</b>		<b>Paper - Gestalt CS</b>
Mar. 28	Behavioral Model	Corey, Chap. 9	Develop Intervention- in class
Apr. 2	Cognitive Behavioral Therapy	Corey, Chap. 10	
<b>Apr. 4</b>	“ con’t.		<b>BEH.MGT PLAN DUE</b>
<b>Apr. 9</b>	“ con’t		<b>In-Class Cog.Beh. CS</b>
Apr. 11	<b>EXAM II</b>		
<b>Apr. 16</b>	<b>Communication Skills Lab 4</b>		
<b>UNIT 3: FUTURE DIRECTIONS</b>			
Apr. 18	Combining Models	Kahn, Chaps. 4-8	
Apr. 23	Self in Relationships	Corey, Chap. 12	
Apr. 25	Narrative Therapies – The Healing Story		
Apr. 30	Multicultural Approaches-Revisited		
<b>May 2</b>		Termination	<b>In-Class Quiz</b>

## Appendix A Assignment Descriptions

### Case Study Papers

The psychodynamic and gestalt theories papers are to be a three page (+/-) writing exercise which addresses the two major questions:

1. What sustains the problem for the “client”?
2. How would the therapist intervene using the designated theory?

General grading criteria for psychodynamic and gestalt papers:

Point Value	Criteria
10 -11 points or below	Partial completion – covers less than ½ of major issues or is late or contains significant grammatical/spelling errors.
12-13 points	Includes more than ½ of major issues or is organized but contains some grammatical/spelling errors.
14-15 points	Refers to most major issues and is organized* with minimal grammatical/spelling errors. * Contains a clear thesis statement.
16-17 points	Includes the all major issues and is well written* (organized, no significant grammatical or spelling errors.) *Contains a clear thesis statement and specific supporting details. Refers to but does not integrate elaboration.
18-20 points	Meets the criteria for 16-17 points and includes fully integrated elaboration (addresses issues beyond what is required, such as ethical issues, diversity issues, refers to outside readings or ties in other fields of study, for example from outside majors, examination of limitations and strengths of the approach, uses creative dialogue, etc.)

Note: These papers may be written from the perspective of either the first person (as if you were the therapist) or from third person as if you are writing about the therapist.

### Behavior Management Activity

Students will target a behavior that they wish to change, develop a baseline for this behavior, implement a behavioral intervention, track their progress and evaluate why or why not their interventions worked. This assignment will be done in segments and efforts will be documented on a worksheet provided on Course Documents on Blackboard.

Step 1: Target a Behavior	Done in class	March 21 <sup>st</sup>
Step 2: Tally the Behavior		March 21 <sup>st</sup> to March 28 <sup>th</sup>
Step 3: Develop an Intervention	Done in Class	March 28 <sup>th</sup>
Step 4: Tally Behavior		March 28 <sup>th</sup> to April 4 <sup>th</sup>
Step 5: Evaluate Intervention	Prior to Class	April 4 <sup>th</sup> (Due in Class)

### Class Participation

**Communication Skills Labs:** The labs are designed to provide practice for listening skills and applying counseling theories. They are scheduled during class time and attendance is **required**; absences may result in a **grade penalty** for students who are taking it as a graded course and students taking the course on a credit/no credit basis. In the labs, students will rotate through the roles of “therapist”, “client”, and “observer” to apply the materials learned in this course. (3 points for each lab, total 12 points)

**Class Participation:** Participation is an important factor in the learning in this course. Class discussion, small group participation and volunteering for role-plays will be assigned a maximum point value of 10 points.