

Educational Psychology (EDP 367)
Spring 2013

T,TH 9:30-11:00 (Unique Number:10300)
Room: SZB 330

Introduction to Individual Counseling and Psychotherapy

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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 *Smoke Signals* as a basis for class discussion and activities. A screening of the movie will be held on Tuesday, January 22nd at 7:00 p.m. The room will be announced in class and on Blackboard. 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 January 29th. 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 January 29th.

Smoke Signals Analysis Done in Class January 29th (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 7 th	(20 points)
Gestalt	Due:	March 26th	(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 12 th (Group A) (5 points) February 14 th (Group B)
Person-Centered	Done in Class	February 21 st (Group A) (5 points) February 26 th (Group B)
Cognitive-Behavioral	Done in Class	April 9 th (Groups A & B) (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 28 th	Exam 1	50 points
April 11 th	Exam 2	50 points
May 2 nd	Open-Note Quiz	20 points
(120 points Total)		

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 1st 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:

Grading Point Scale and Equivalents

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/>.

Course Policies

1. Students are expected to attend class and submit papers on time. Failure to attend class will result in a lower grade for the course (see grading policy). Late papers will be reduced by one letter grade per day late. Papers will not be accepted more than 3 business days late.
2. Students are expected to be responsible for class materials, including classes they have missed due to an excused absence. Students may network another student to obtain the information if they are absent.
3. Students are responsible for following the instructions provided for completing assignments. Assignments will be graded according to adherence to the instructions presented. All written assignments should utilize proper spelling, grammar, and organization. Students are encouraged to visit the Undergraduate Writing Center or the UT Learning Center for assistance with written material.
4. 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
5. If students are having problems with the course, they are expected to assume the responsibility for notifying the instructor when difficulties arise. (Don't wait until the end of the semester!) The course is a team effort between instructor and students: feedback is welcome.
6. Students are expected to respect the opinions, beliefs and feelings of other students and guest speakers, even though they may differ from their own.
7. University policy is to respect religious holidays. Please advise me of any upcoming holidays and the specific dates that you will be missing classes so that we can make arrangements for assignments and ensuring that you are able to cover class materials.
8. Use of electronic equipment for personal use during class activities demonstrates a lack of respect toward the instructor and other students. Media usage may also be distracting to other students. Please check your cell phone prior to class to make sure that it will not ring or otherwise signal during class. Please put your cell phone away during class. Computers may be used only for note-taking or for class activities. Use of electronic materials during class time for activities beyond the scope of the class (including, but not limited to email, texting, twitter, YouTube,

Facebook, un-authorized web searching etc.) is subject to consequences. Consequences may include a personal warning, loss of privilege for using a computer during class, and/or an invitation to leave the classroom. Leaving class for this reason will count as an unexcused absence and may affect your grade (see attendance policy).

READINGS AND ASSIGNMENTS

(Subject to Revision)

Date	Topics	Reading	Assignments Due
UNIT 1: THE THERAPEUTIC SYSTEM			
Jan. 15	Introduction		
Jan. 17	The Counselor and Therapeutic Conversations	Corey, Chapter 1	Informal Survey of Beliefs & Theories
Jan. 22	Ethical Issues in Counseling	Corey, Chapters 2 & 3	
Jan. 24	Ethics & Culture		
UNIT 2: TRADITIONAL THERAPEUTIC MODELS			
Jan. 29	Psychoanalytic Models	Corey, Chapter 4 Kahn, Chapters 1 & 2	
Jan. 31	"		
Feb. 5	Helping Skills	BB-Course Documents	
Feb. 7	Existential Models	Corey, Chapter 6	Paper Psychodynamic CS
Feb. 12	Group A- Group Case Group B- Communication Skills 1		Group A - In-Class Existential CS
Feb. 14	Group A – Communication Skills 1 Group B- Group Case		Group B – In Class Existential CS
Feb.19	Person-Centered Model	Corey, Chapter 7 Kahn, Chapter 3	
Feb. 21	Group A - Group Case Group B- Communication Skills 2		Group A In-Class Person Centered CS
Feb. 26	Group A – Communication Skills 2 Group B – Group Case		Group B – In-Class Person Centered CS
Feb. 28	EXAM I		
Mar. 5	Gestalt Model	Corey, Chapter 8	
Mar. 7	" con't.		
Mar. 19	" con't.		Behavior Mgt. Act. Target Beh. (In class)
Mar. 21	Group A – Communication Skills 3 Group B – Combining Models	Kahn Chapters 4-8	
Mar. 26	Group A – Combining Models Group B – Communication Skills 3		Paper – Gestalt CS
Mar. 28	Behavioral Therapy		
Apr. 2	Cognitive Behavioral Therapy	Corey, Chapter 10	
Apr. 4	" con't.		BEH.MGT PLAN DUE
Apr. 9	" con't		In-Class CBT CS
Apr. 11	EXAM II		
UNIT 3: FUTURE DIRECTIONS			
Apr. 16	Group A – Model to be selected Group B –Communication Skills 4		
Apr. 18	Group A Communication Skills 4 Group B –Model to be selected		
Apr. 23	Feminist Therapies	Corey, Chapter 12	
Apr. 25	Solution Focused Therapy	Corey, Chapter 13	
Apr. 30	Narrative Therapies –		
May 2	Termination		In-Class Quiz

Appendix A Assignment Descriptions

Case Study Papers

The Psychodynamic and Gestalt theories papers are each to be a four page (+/-) writing exercise that 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 all the 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 in Course Documents on Blackboard. (10 points total)

Step 1: Target a Behavior	Done in class	March 19 th
Step 2: Tally the Behavior		March 19 th to March 28 th
Step 3: Develop an Intervention	Done in Class	March 28 th
Step 4: Tally Behavior		March 28 th to April 4 th
Step 5: Evaluate Intervention	Prior to Class	April 4 th (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.