

## Introduction to Individual Counseling and Psychotherapy

Educational Psychology EDP 367 FALL 2014

Mondays @ 1:00-4:00 p.m. SZB 435

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### **Required Texts:**

-Corey, G. (2009). Theory & Practice of Counseling and Psychotherapy. Thomson: Brooks Cole; 9<sup>th</sup> edition

-Additional readings posted on Canvas as .PDF articles via instructor

### **Course Description & Objectives:**

This course will focus on a general orientation to the field of counseling and more generally the help-seeking professions. The majority of the material will address theoretical models commonly used in three broad approaches to individual counseling: psychoanalytic, humanistic/experiential, and cognitive. Attention to systemic and cultural factors (e.g., gender, socioeconomic status, and cultural factors) within these approaches will also be reviewed through readings, lectures, and exercises. The goal will be to expose students to historically and practically relevant models of counseling. A secondary goal is to facilitate students' own personal development *and* building a basic understanding for the use of such models in counseling scenarios. As this is an undergraduate course, the focus is *not* on training counselors. However, the material reviewed may be of particular use to those who may choose a career in the helping professions. Further, we will occasionally have practice labs to help students get a sense of what it might be like working from a particular theoretical approach.

### **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 with a legitimate reason for the paper being submitted late. 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 tests will not be given without official documentation of why the test was missed. If a test is missed without appropriate documentation, a grade of zero will be assigned for the test.

### **Course Requirements:**

**15% Class Participation:** Students should be prepared to discuss the readings during each class. All students are expected to participate fully in these activities. Absences should be avoided. All absences will impact your participation grade. Attendance does not equal participation and attendance alone will not result in full credit for this important part of the class. More specifically, each class, 1 point is given for prompt arrival to class and from break, and 2 points are given for participation in the class discussion and activities. ½ point is deducted for late arrivals to class or from break.

**5% In-Class Group Case Studies:** Given a description of a character distributed in class, students will work together in small groups to analyze the case study for three major theories. The dates for the in-class activities are:

<b>Psychoanalytic</b>	<b>October 6th</b>
<b>Gestalt</b>	<b>October 27th</b>
<b>Cognitive-Behavioral</b>	<b>November 10th</b>

**50% Two Objective Tests** (25% for Exam I, 25% for Exam II): Tests will be multiple-choice, fill-in-the-blank, short answer, and essay. **Dates: 10/20 & 12/1**

**15% In-Class Labs & Behavior Management Activity:** The labs are designed to provide practice for listening skills and applying counseling theories. They are scheduled during class time and attendance is required. During the semester, each student will have four (4) opportunities to be the practice counselor, client, and observer. For each assignment, students will be required to submit brief reflection paragraphs based on their experiences, perceptions, and reactions to the labs. More instruction on this assignment will be provided in class.

For the behavior management activity, students will participate in and document a behavioral management program. Students will target a behavior they wish to change, develop a baseline for this behavior, implement a behavioral intervention, track their progress and evaluate why (or why not) their intervention worked.

**15% Major Project: Practice Client and Reflection Paper - Due Date is 11/24**

For this assignment students will be practice clients for masters and doctoral level therapists in training. Students will participate in 2, 30-minute counseling sessions under the supervision of Dr. Chris McCarthy (Director of the Ph.D. program in Counseling Psychology). In addition to serving as practice clients, to receive full credit a 2-3 page reflection paper will be required. In this document, students will discuss their reactions to the session and comment on the skills and theoretical approaches that were applied in the session (and how students reacted to these interventions and styles). Importantly, students are asked not to go into detail of the content of the sessions in the reflection paper. More details on this assignment will be shared in class.

**\*\*** If students do not consent to participating in this assignment, an alternative assignment can be arranged. Such requests need to be made in writing by the end of the second week of class (September 19<sup>th</sup>, 2014).

**Grades: 100 points total:**

93-100 = A	90 - 92 = A-	88-89 = B+	83-87 = B	80-82 = B-	78-79 = C+
73-77 = C	70 - 72 = C-	68-69 = D+	63-67 = D	60-62 = D-	Below 60= F

**\*\*Students taking class P/F – Please note that you must receive a 70 to receive a passing grade, details on this point will be described in the first day of class**

**Class Schedule/Reading Assignments:**

<b>Date</b>	<b>Topic/Activity</b>	<b>Assignments/Readings</b>
9/8	Introductions and Syllabus Review Intro to Theory / Schools of Psychotherapy	None
9/15	Helping Skills orientation Ethics <i>LAB 1</i>	Corey, Chapters 2-3
9/22	Freudian Therapy / Ego Psychology <b>Lab 1 Reflection Paper Due</b>	Corey, Chapter 4
9/29	Contemporary Psychodynamic Therapy Psychodynamic Sensibilities	Shedler, Chapter 1 & 2 McWilliams, Chapter 2
10/6	<i>LAB 2 / Group Case - Psychoanalytic</i> Person-Centered Therapy	Corey, Ch. 7, (skip MI pp 191-194)
10/13	Existential Therapy (Guest Lecture – Dr. Aaron Rochlen) Exam Review <b>Lab 2 Reflection Paper Due</b>	Corey, Chapter 6
10/20	<b>EXAM 1</b>	
10/27	Gestalt Therapy <i>LAB 3 / Group Case -Gestalt</i>	Corey, Chapter 8
11/3	Behavioral Therapy <b>Lab 3 Reflection Paper Due</b>	Corey, Chapter 9
11/10	Cognitive-Behavioral Therapy <i>LAB 4 / Group Case – Cognitive Behavioral</i> <b>Behavior Management Evaluation Due</b>	Corey, Chapter 10
11/17	Post-Modern Approaches: Solution-Focused Therapy Narrative Therapy Motivational Interviewing <b>Lab 4 Reflection Paper Due</b>	Corey, Chapter 13,  Corey, Chapter 7, pp 191-194
11/24	Review / Integration <b>Practice Client Reflection Paper Due</b>	

12/1

**EXAM 2**

**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.

***LETS HAVE A GREAT SEMESTER!!!***