

## **Introduction to Individual Counseling and Psychotherapy**

Educational Psychology EDP 367 SPRING 2015

Mondays @ 3:00-6:00 p.m. SZB 278

Professor: Michael Donnell, Psy.D.

Office: SZB 538N

Phone: 415-633-6453

Office Hours: Mondays 1-3 (by appointment)

E-mail: mdonnell@austin.utexas.edu

Teaching Assistant: Karina Rabinowitz, B.A.

E-mail : karinarabinowitz@utexas.edu

Office Hours: By Appointment

### **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/behavioral. 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 (½ point is deducted for late arrivals to class or from break), and 2 points are given for participation in the class discussion and activities. In lieu of vocal participation, students can earn the 2 points by posting 1 question and 1 comment to the discussion board on Canvas for that week's topic.

- 10% Reading Reflections:** By noon on each Monday class, students must turn in a small reflection of that week's reading. The content of this reflection will not be graded. As long as your reflection is connected to that week's assignment, full credit will be given. The reflection should be between 250 and 500 words.
- 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: 3/9 & 5/4**
- 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.

**10% Worldview Reflection Paper - Due Date is 4/27**

For this assignment students will write a three-paged paper in which they will reflect on the various counseling theories discussed during the course. The paper should focus on the student's own worldview of change and which theories (or aspects of a theory) he/she finds best fits with his/her worldview. 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>
1/26	Introductions and Syllabus Review Intro to Theory / Schools of Psychotherapy	Corey, Chapter 2

2/2	Person-Centered Therapy <i>Lab 1</i>	Corey, Chapter 7 Rogers Gloria Video
2/9	Behavioral Therapy <b>Lab 1 Reflection Paper Due</b>	Corey, Chapter 9
2/16	Behavioral Therapy	Corey, Chapter 3
2/23	Cognitive-Behavioral Therapy	Corey, Chapter 10
3/2	Cognitive-Behavioral Therapy <i>Class Case #1 – Lab 2</i> <b>Behavior Management Activity Due</b>	TBD
3/9	<b>Lab 2 Reflection Paper Due</b> <b>EXAM 1</b>	
3/23	Post-exam Review Gestalt Therapy	Corey, Chapter 8
3/30	Gestalt Therapy <i>Class Case #2 – Lab 3</i>	Perls Gloria Video
4/6	Freudian Psychoanalytic Theory <b>Lab 3 Reflection Paper Due</b>	Corey, Chapter 4
4/13	<i>Modern Psychoanalytic Theory</i>	Shedler, Chapter 2
4/20	<i>Modern Psychoanalytic Theory</i> Self-Psychology	Video of psychoanalytic therapy
4/27	<i>Modern Psychoanalytic Theory</i> <i>Class Case #3 – Lab 4</i> <b>Practice Client Reflection Paper Due</b>	McWilliams, Chapter 2
5/4	<b>EXAM 2</b> <b>Lab 4 Reflection Paper Due</b>	

**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!!!***