

Introduction to Individual Counseling and Psychotherapy

Educational Psychology EDP 367 FALL 2015

Mondays 3:00-6:00 p.m. SZB 435

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Required Texts:

- Corey, G. (2009). *Theory & Practice of Counseling and Psychotherapy*. Thomson: Brooks Cole; 8th edition
- Additional readings posted on Canvas as .PDF articles via instructor
- Multiple Chapters from Rochlen (2007) *Applying Counseling Theories: An Online, Case-Based Approach*: Prentice Hall, Columbus, Ohio ** .PDFs of these chapters on blackboard

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. With these exercises an emphasis will be on effort, engagement, and reflection rather than effectiveness or perfecting skills or approaches.

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:

10% 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. More than one absence will impact your participation grade. More specifically, 1.5 points will be subtracted from your participation grade for each missed course. Points will also be deducted for late arrivals as well. Attendance does not equal participation and attendance alone will not result in full credit for this important part of the class.

Quizzes: If it is determined that overall the class is not sufficiently prepared to discuss the readings and theory of the day, quizzes may be given. These quizzes will be based on the content of the readings for the day. If you have done the readings you will likely do well on the quizzes. The grades for these quizzes will be credited toward participation grades.

8% Case Conceptualization Assignments: Eight percent of your grade will be determined based on your performance on two different graded team website assignments. Directions for these cooperative group assignments will be provided in class. Briefly, they will be opportunities to apply the various concepts discussed in class to simulated case material. Part of the grade is based on being in class (to start the assignment), carrying out your responsibilities, cooperating in a timely manner with your partner(s), and submitting the document as instructed. Directions for accessing the website will be provided in class. More detail regarding this website assignment will be discussed in class. The website for these assignments is located here:

<http://aaronrochlen.edb.utexas.edu/TheoriesApp/>

50% Two Objective Tests (25% for Exam I, 25% for Exam II): Tests will be multiple-choice, fill-in-the-blank, and short answer. **Dates: 10/19 & 11/30**

15% In Class Labs: During the semester, we will be having 5 practice labs with short assignments for each student. During the semester, each student will have the opportunity to be the practice counselor, client, and facilitator. These labs will correspond with various material presented in class, developed for the purpose of approximating different helping skills and constructs in a simulated counseling setting. 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. Each lab (combined participation and reflection paper) will be given 3 points (total 15 points for the semester). Some lab write-ups may be written in pairs (more information on this in class).

17% Major Project: Practice Client and Reflection Paper Due Date is 11/16*

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 11^h, 2015)

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:

Date	Topic/Activity	Assignments/Readings
8/31	Introductions and Syllabi Review Diagnosis versus Assessment/Counseling Clinical Schools of psychology and therapy/Ethics vs Morals	None
9/14	Helping Skills orientation Psychoanalytic School <i>LAB 1:</i>	Corey, Chapters 2-4 Sperry, Carlson, Kjos Carkhuff Chapters
9/21	Freudian Therapy	ACT, Chapter 1 Kahn, Chapter 2
9/28	Jungian Theory <i>LAB 2:</i>	Sommers-Flanighan, Chapter 4 ACT, Chapter 2
10/5	Adlerian Theory <i>LAB3:</i>	Corey, Chapter 5
10/12	Self-Psychology Case Conceptualization - Website Assignment #1	Kahn Chapter 5
10/19	EXAM 1	
10/26	Client Centered Therapy Existential Therapy	Corey, Chapter 6, 7 Kahn, Chapter 3
11/2	Gestalt Therapy <i>LAB 4</i>	Corey, Chapter 8 Perls Verbatim
11/9	REBT & Cognitive Therapy Overview	Corey, Chapter 10 ACT, Chapter 10 <u>OR</u> 11 Major Project Due
11/16	Feminist & Multicultural Therapy Approaches Case Conceptualization – Website Assignment #2	Corey, Chapter 12, Sue & Sue Cardemil & Battle
11/23	Dream Interpretation <i>LAB 5</i>	Hill & Rochlen
11/30	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.