

**THE UNIVERSITY OF TEXAS AT AUSTIN**  
**EDP 367: INTRODUCTION TO INDIVIDUAL COUNSELING AND PSYCHOTHERAPY (Unique #10800)**  
**Spring 2017**

**Monday, Wednesday 2:00 – 3:30**

**Room: UTC 3.104**

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**ADA Compliance Statement**

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 Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, <http://www.utexas.edu/diversity/ddce/ssd/> Following the certification of your needs, I will work with you to make appropriate arrangements.

**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 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 neurologically based models and models of social construction.
- 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 design of this course is experiential and allows for interactive learning. Students will engage the materials using multiple modalities: readings, lectures, role-plays, videotape analyses, case analyses 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 may be helpful. Due to the highly interactive nature of the instruction, it is possible to learn the materials without any psychology background.

**Required Readings**

Corey, G. (2017). (10<sup>th</sup> Ed.) Theory and Practice of Counseling and Psychotherapy. Boston; Cengage Learning.  
Kahn, M. (1997). *Between therapist and client: The new relationship*. New York W.H. Freeman and Company.  
Supplemental Readings as assigned on the syllabus.

## Course Requirements

### 1. Case Analyses (CA).

- a. Ordinary People Case Analysis (CA):** Students will watch the movie *Ordinary People* as a basis for class discussion and activities. A screening of the movie will be held on Monday, January 23<sup>rd</sup> at 6:30 p.m. Location: SZB 432. The movie is also available through amazon.com (\$3.99 rental) or from the fine arts library at UT. If you are not able to attend the group screening, the deadline for viewing the movie is prior to class on January 30th. 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 30<sup>th</sup>.

*Ordinary People* Analysis      Completed in Class      **January 30th**    (8 points)

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

- b. Psychoanalytic Case Analysis (CA):** Given a description of a “client” posted on Canvas, students will write a paper analyzing the “client” using the psychoanalytic model. A rubric for this paper is posted on Appendix A. Due: **February 15<sup>th</sup>** (20 points)

- c. In-Class Group Case Analyses (CA):** 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:

Theory	In Class or Discussion Board	Group A Due Dates	Group B Due Dates
Person Centered	In Class UTC 3.104	February 20 <sup>th</sup>	February 27 <sup>th</sup>
Existential	Discussion Board	February 27 <sup>th</sup>	February 27th
Gestalt	In Class UTC 3.102	March 22 <sup>nd</sup>	March 22nd
Cognitive Behavioral	Discussion Board	April 12 <sup>th</sup> – Part A April 17 <sup>th</sup> – Part B	April 12 <sup>th</sup> – Part A April 17 <sup>th</sup> – Part B

(5 points each for a total of 20 points)

**d. Behavior Management Self Case Analysis (CA)**

For the behavior management activity, students will participate in and document a behavior management program. See Appendix A for a description. The final project due date is **April 12<sup>th</sup>**. (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**. Attendance will be taken daily.

**Communication Skills Labs (CSL)** – completed in class (12 points)

Communication skills labs will be held during class. Students will be divided into two groups with ½ of the group meeting with Dr. Moore in the classroom to discuss the theory in more detail and the other ½ of the class meeting in the Sanchez Building, SZB 262 with Claire Babbs, the TA.

Theory	Group A	Group B
CS Lab 1 - Person-Centered	February 27 <sup>th</sup> <b>SZB 262J</b>	February 20 <sup>th</sup> <b>SZB 262J</b>
CS Lab 2 - Gestalt	March 20 <sup>th</sup> <b>SZB 262J</b>	March 27 <sup>th</sup> <b>SZB 262J</b>
CS Lab 3 - CBT	April 10 <sup>th</sup> <b>SZB 262J</b>	April 17 <sup>th</sup> <b>SZB 262J</b>
CS Lab 4 – Narrative UTC 3.102	May 1 – <b>UTC 3.102</b>	May 1 – <b>UTC 3.102</b>

**Attendance/Participation** (10 points - includes Informal Survey Due **Jan. 23<sup>th</sup>**)

**4. Exams.**

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

Exam 1	March 1 <sup>st</sup>	50 points
Exam 2	April 19 <sup>th</sup>	50 points
Open-Note/Book Quiz	May 3 <sup>rd</sup>	20 points
		(120 points Total)

**Grading Policy:**

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

**Points and Grades**

<u>Assignment</u>	<u>Points</u>	<u>Range of Points</u>	<u>Letter Grade</u>
CA – Ordinary People	8	188 - 200	A
CA – Psychoanalytic Paper	20	180 – 187	A-
CA – In class Models	20	174 – 179	B+
Participation (+ Survey)	10	168 – 173	B
Communication Skills Labs	12	160 – 167	B-
Exams and Quizzes	120	154 – 159	C+
CA – Behavior Management	10	148 – 153	C
		140 – 147	C-
		134 – 139	D+
		128 – 133	D
		120 – 127	D-
		119 and below	F
----- Total	200		

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 “CANVAS.”

<http://canvas.utexas.edu/>

## Course Policies

1. **ATTENDANCE & DEADLINES:** 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). The same level of attendance requirements are required for students taking the course for a grade or Credit/No Credit. Late papers will be reduced by one letter grade per day late (A to A-, A- to B+, etc.). Papers will not be accepted more than 3 business days late.

2. **STUDENT RESPONSIBILITY:** Students are expected to be responsible for class materials, including classes they have missed due to an excused absence. Students may network with another student to obtain the information if they are absent. After reviewing the information in the text and with a colleague, if students still have questions, they may consult with the TA or instructor. Students are also 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 University Writing Center for assistance with written material.

4. **ACADEMIC INTEGRITY:** All written work submitted for this course is required to be your own work, not relying on unauthorized assistance. Use of the University 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)

5. **DIFFICULTIES WITH THE COURSE:** 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. **UNANTICIPATED DISTRESS.** Discussions of issues related to behavior, experiences and culture may unexpectedly result in in distressing reactions to discussions, readings, and content in the course. While not anticipated, I would encourage you to contact the professor if you find yourself experiencing distress related to class topics and discussions. You may be able to get support in addressing these issues within the context of the class. Please communicate the type of support that will be helpful. You may also be able to get support from the UT Counseling and Mental Health Center (512-471-3515 or [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/)). You may also contact a service provider of your choice.

7. **RESPECTING DIVERSITY:** Students are expected to respect the opinions, beliefs and feelings of other students and guest speakers, even though they may differ from their own.

8. **RELIGIOUS HOLIDAYS:** University policy is to respect religious holidays. Please advise the instructor and TA of any upcoming holidays and the specific dates of a missed class to make arrangements for assignments and ensuring coverage of class materials.

9. **USE OF ELECTRONICS:** 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 taking notes 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).

**10. EMERGENCY EVACUATION POLICY:** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: · Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building. If you require assistance to evacuate, inform the professor in writing during the first week of class. In the event of an evacuation, follow the professor's instructions. Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

**11. BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

**12. COURSE EVALUATIONS:** This instructor will participate in the course evaluation provided by the university.

**13. REGISTRAR DEADLINES:** November 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.

Date	Topics	Reading	In-Class Activity	Assignments Due
<b>UNIT 1: THE THERAPEUTIC SYSTEM</b>				
Jan. 18	Introduction			
Jan. 23	The Counselor and Therapeutic Conversations	Corey, Chap. 2, pp. 18-25		Informal Survey of Beliefs & Theories
Jan. 25	Multicultural & Diversity Issues	Corey, Chap. 2, pp. 25-35		
Jan. 30	Values and Ethics in Counseling	Corey, Chap. 3	CA – Ordinary People	
Feb. 1	What's the Brain Got to Do With It?			
<b>UNIT 2: TRADITIONAL THERAPEUTIC MODELS</b>				
Feb. 6	Psychoanalytic Models	Corey, Chap. 4		
Feb. 8	"	Kahn, Chap. 2		
Feb. 13	Helping Skills			
Feb. 15	Person-Centered Models	Corey, Chap. 7 Kahn, Chap. 3		<b>CA Paper Psychodynamic</b>
Feb. 20	Application Exercise for Person-Centered		Group A: CA 1 UTC Group B: CS Lab 1 SZB	
Feb. 22	Existential Model	Corey, Chap. 6		
Feb. 27	Existential Model		Group A: CS Lab 1 SZB Group B: CA 1 UTC	<b>CA 2 Existential on Discussion Board</b>
Mar. 1	<b>EXAM I</b>		<b>Exam I</b>	
Mar. 8	Gestalt Model	Corey, Chap. 8		
Mar. 13 –17	<b>SPRING BREAK!</b>			
Mar. 20	Gestalt Model + Gestalt Video		Group A: CS Lab 2 SZB Group B: Video UTC	
Mar. 22	Gestalt Model + Case Analysis		Groups A&B: CA 2 UTC	
Mar. 27	Gestalt Video		Group A: Video UTC Group B: CS Lab 2 SZB	
Mar. 29	Kahn	Kahn, Chaps.	BehMgt – Target Behavior	<b>ALL - TRACK CA - Beh Mgt. – Step 1</b>
Apr. 3	Behavior Therapy/Management	Corey, Chap. 9	BehMgt - Develop Plan	(Tracking still!)
Apr. 5	Cognitive Behavioral Therapy	Corey, Chap. 10		<b>ALL – Track CA Beh Mgmt. – Step 2</b>
Apr. 10	Cognitive Behavioral Therapy		Group A: CS Lab 3 SZB Group B: UTC -CBT	(Tracking still!)
Apr. 12	Cognitive Behavioral Therapy			<b>CA - BEH.MGT PLAN DUE With Analysis AND Discussion Board</b>
Apr. 17	Cognitive Behavioral Therapy		Group A – UTC -CBT Group B – CS Lab 3	<b>CA 3 - CBT Part A Discussion Board</b>
Apr.19	<b>EXAM II</b>		<b>Exam II</b>	<b>CA 3 - CBT Part B</b>
<b>UNIT 3 – ALTERNATIVE AND POST-MODERN APPROACHES</b>				
Apr. 24	Solution Focused Therapy	Corey, Chap. 13, pp. 371-382		
Apr. 26	Solution Focused Therapy			
May 1	Narrative Therapy	Corey, Chap. 13, pp. 382-390	Groups A&B: CA4 UTC	
May 3	<b>Final Quiz</b> Future Developments & Termination		<b>Final Quiz</b>	<b>Final Quiz – in Class</b>

## Appendix A Assignment Descriptions

### Case Study Paper

The psychodynamic case study paper is 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 paper:

Point Value	Criteria
10 -11 points or below	Partial completion – covers less than ½ of major issues, 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 completed in segments and efforts will be documented on a worksheet provided in Course Documents on Canvas. (10 points total)

Step 1: Target a Behavior	Completed in class	March 29 <sup>th</sup>
Step 2: Tally the Behavior	Homework	March 29 <sup>th</sup> to April 5th
Step 3: Develop Intervention	Completed in Class	April 5th
Step 4: Tally Behavior	Homework	April 5th to April 12 <sup>th</sup>
Step 5: Evaluate Intervention	Prior to Class	April 12th (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.