

Introduction to Individual Counseling and Psychotherapy

Educational Psychology EDP 367 FALL 2010

MONDAYS @ 4:30-7:30 p.m. SZB 370

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Required Texts:

- Corey, G. (2005). *Theory & Practice of Counseling and Psychotherapy*. Thomson: Brooks Cole; 7th edition
- Additional readings posted on Blackboard as .PDF articles via instructor
- Multiple Chapters from Rochlen (2007) *Applying Counseling Theories: An Online, Case-Based Approach*: Prentice Hall, Columbus, Ohio

Course Description & Objectives:

The course will focus on a general orientation to the field of counseling and more broadly the help-seeking professions. The majority of the class will focus on theoretical models of individual counseling including analytic approaches, experiential, relationship-oriented therapies, behavioral/cognitive-behavioral therapies, and feminist therapy. The goal in covering these models will be to expose students to models that can be useful in reflecting on their own development and building a basic understanding for how theories are used for the purpose of understanding a client's presenting concerns. As this is an undergraduate course, the focus is *not* on training counselors. However, the material covered may be of particular use to those who may choose a career in the helping professions. Further, the application of the material reviewed in a personal and meaningful manner is encouraged. Coursework will consist of lecture, discussion, video review, case application (primarily through the counseling psychology website), objective tests, and occasional counseling skills practice in the form of class exercises and role-plays.

Course Objective:

Students will learn about the field of counseling psychology and evaluate the major models of individual therapy and begin to understand how contextual factors (e.g., gender, socioeconomic status, and cultural issues) affect the application of these counseling theories. Students will begin to integrate and apply the theories, and develop a sense of which orientations suit their personal style.

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. In this situation, with a legitimate reason for the paper being submitted late, there may be no grade penalty; however, this is at the instructor's discretion. 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 point will be subtracted from your participation grade for each missed course. Secondly, ½ point will be subtracted for every class you arrive late. Also, as noted in class, attendance does not equal participation and attendance alone will not result in full credit for this important part of the class. It is critical that students have an open and positive attitude toward reflecting personally on the material and engaging in group discussions.

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.

10% Website Assignments: 10 percent of your grade will be determined based on your performance on two different graded team website assignments. Directions for these assignments will be provided in class and based on cooperative and group assignments. Briefly, they will be opportunities to apply the various concepts and theories discussed in class to simulated case material. Part of the grade is based on being in class (to start the assignment), carrying 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 and the amount of points distributed for each assignment will be discussed in class. If you have a headset/earphones, please bring to class on the days we will be conceptualizing the cases.

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: 10/18 & 11/29**

10% Blackboard Posts: As part of the class you will be asked to post a total of 5 posts on Blackboard. Three of these posts should be original posts while the others can be a response to another class member's post. The purpose of this board is to provide students an opportunity to reflect on the readings and their own interpretations of the theories. Feel free to be creative and reflective! You are also *HIGHLY ENCOURAGED* to read the posts of other students and respond either on the discussion board or via personalized e-mail responses. Please note to receive full credit your posts need to be spread out during the semester. For the summer, this essentially means one post per week to receive full credit. Students are welcome to post more than 5 posts for the semester.

20% Major Project: Choose 1 of the following 5 options: Due Date is 11/8
Please note in the first day of class we will be collecting your preferences, as the number of students able to select options #3 and #4 is limited:

Option 1: Reaction paper to HBO series *In Treatment* clips: The HBO dramatic series *In Treatment* follows the life of psychoanalyst Paul Weston from week to week through his work with various clients. For this assignment choose one of Paul's client cases to follow for a minimum of *three weeks* to discuss in depth for this paper. If you choose this assignment, you need to identify the specific episodes that you watched from the show that were used in your analysis. Use the questions below as a general guide to help with the organization of your paper. You do not have to answer all of these questions. Instead they are being provided as a useful guide to the type of commentary that would be appropriate. You should also look to include in your analysis concepts that have been in the reading or discussed in class in this paper. **Maximum length: 4-5 pages, 12 pt. font, double-spaced.**

Briefly overview the role that Paul and the therapy he provided had in the clips you selected. Discuss what, if any, significant therapeutic gains were and were not achieved. Note how you feel these gains were made in the therapy.

What was your general reaction to Paul's style of therapy and the therapeutic relationship displayed? What do you believe his primary theoretical orientation to be? What parallels in techniques or theoretical approaches were demonstrated in the program that represented points discussed in our class? Comment on the therapeutic relationship between Paul and his clients. Discuss any transference or countertransference behaviors you may have observed between Paul and his clients. Were any ethical violations or therapeutic errors committed?

Option 2: Reaction Paper to *A Shining Affliction*: Using the guidelines below, write a short paper about your reaction to this book. **Maximum length: 4-5 pages, 12 pt. font, double-spaced.**

- I. What was your general reaction to the book? Was it helpful for you to see what the therapy process might look like from at least one theoretical orientation?
- II. Comment on the therapeutic relationship between Annie and her therapist, Melanie. What were some of the ethical violations or therapeutic errors in general that occurred? By contrast, what did you see as helpful about the therapeutic relationship between Annie and Blumenfeld?
- III. What are your thoughts on the mutual healing that occurred between Ben and Annie? Do you think that a therapist must be completely mentally healthy or "sane" to help others?

Option 3: Practice client and reflection paper:

Students who choose this option will have the opportunity to be practice clients for masters and doctoral level therapists in training. Students will participate in 2 minute counseling sessions under the supervision of Dr. Chris McCarthy (current program director of the Ph.D. program in Counseling Psychology). Dr. McCarthy will be providing students with an overview of appropriate (and inappropriate) things to discuss in these sessions. In addition, students choosing this options will be asked to write a 2-3 page reflection paper where they 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.

Option 4: Acting client for doctoral student video project and reflection paper:

Students who choose this option will be asked to cooperate with doctoral students in creating a video demonstrating specific techniques from one or several different theoretical approaches. You may be asked to do some acting, filming, and/or editing. These assignments for the doctoral students are quite important so it will be critical (as with option 1) to be available, in frequent contact, and cooperate as best as possible with their schedules. You will be meeting a minimum of two times with the doctoral students in counseling psychology to discuss the filming and understand your role and responsibilities. In addition, students choosing this option will be asked to write a 2-3 page reflection paper discussing their role in the project and what they learned from the experience. This should include any parallels between material learned in class and what was carried through in the video project. This option is going to be limited to 15 people in the class (please choose this option only if you really want to do it).

Option 5: Personal Theories Application Project: Write a convincing paper on the relative applications of at least two of the theories discussed in class to your own life. This essay should compare and contrast these approaches and their relevance and should include several relative concepts within each framework. Further, this essay should briefly describe how this theoretical approach might outline directions for positive change and growth in your life. What are the limitations or aspects of the theory that seem to not account for your personality or growth areas? Please note this option is really looking for a convincing and meaningful application of the material and theories covered in the class.

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
8/30	Introductions and Syllabi Review Diagnosis versus Assessment/Counseling Clinical Schools of psychology and therapy	None
9/13	Helping Skills orientation Ethics in counseling Schools of Therapy	Corey, Chapters 2-3 Sperry, Carlson, Kjos
9/20	Psychoanalytic Approaches/Freudian Therapy	Corey, Chapter 4 Kahn, Chapter 2
9/27	Freudian Continued; Jungian Theory	ACT, Chapter 1 ACT, Chapter 2
10/4	Adlerian Therapy	Corey, Chapter 5

10/11	Self-Psychology Case Conceptualization - Website Assignment #1	Kahn Chapter 5
10/18	EXAM 1	
10/25	Client Centered Therapy Existential Therapy Read the main page and 5 “Givens” at: http://www.existential-therapy.com/General_Overview.htm	Corey, Chapter 6, 7 Kahn, Chapter 3
11/1	Gestalt Therapy: Video (Perls)	Corey, Chapter 8 Perls Verbatim
11/8	REBT & Cognitive Therapy Overview	Corey, Chapter 10 ACT, Chapter 10 Major Project Due
11/15	Feminist & Multicultural Therapy Approaches Non-Individual Approaches to Therapy (Couples, Family, Group) Case Conceptualization – Website Assignment #2	Corey, Chapter 12, Sue & Sue To be Determined
11/22	Dream Interpretation	Hill & Rochlen
11/29	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!!!