

EDP 352: Introduction to Individual Counseling and Psychotherapy

THE UNIVERSITY OF TEXAS AT AUSTIN		
EDP 352D: INTRODUCTION TO INDIVIDUAL COUNSELING AND PSYCHOTHERAPY (Unique #10610)		
Fall 2017		
Monday, Wednesday 1:00 – 2:30		Room: UTC 3.112

Instructor:	Leslie Ann Moore, Ph.D.	Telephone:	512-471-0357
Office:	SZB 262J		512-934-3834*
Office Hours:	Monday 2:30 - 3:30		*preferred
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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, 512-471-6259, <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

Why do people do the things they do? We can become especially curious when people do the same unproductive behavior over and over again. They are stuck! Our readings, assignments and discussions will help us understand how to facilitate change as a helper, whether it be as an educator, a counselor, a therapist, or a supervisor. We will review and apply major counseling and psychotherapy models.

Together, we will:

- a. analyze our 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 our 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 can 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). (10th Ed.) *Theory and Practice of Counseling and Psychotherapy*. Boston; Cengage Learning.

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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, **September 6th** 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. The deadline for viewing the movie is prior to class on September 13th. 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 September 13th.

Ordinary People Analysis (CA) Completed in Class **September 13th** (6 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. Guidelines for this paper is posted on Appendix A, with a more detailed rubric posted on CANVAS. Due: **October 2nd** (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:

Wednesday, 10-9 Person-Centered

Wednesday, 10-25 Gestalt

Wednesday, 11-15 CBT

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 **November 8th**. (10 points)

3. Class Participation.

This portion of the grade will be based on participation in the Theoretical Practice Activity (TPA), attendance and class discussions. More than three un-excused absences or excessive technology use **may** result in a **grade letter penalty**.

Theory Practice Activity (TPA)* – completed in class (9 points)

Monday, 10-11 Person-Centered

Monday 10-30 Gestalt

Monday 11-13 CBT

Attendance/Participation (10 points - includes Informal Survey Due **Sept. 6th**)

4. Exams.

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

Exam 1 October 16th 50 points

Exam 2 November 20th 50 points

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Open-Note/Book Quiz December 11th 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	6	179 – 190	A
CA – Psychoanalytic Paper	20	171 – 178	A-
CA – In class Models	15	165 – 170	B+
Participation (+ Survey)	10	159 – 164	B
Communication Skills Labs	9	152 – 159	B-
Exams and Quizzes	120	146 – 151	C+
CA – Behavior Management	10	140 – 145	C
-----		133 – 139	C-
		127 – 132	D+
Total	190	120 – 126	D
		114 – 119	D-
		113 and below	F

This course can be taken on a credit/no credit basis.

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.). Unless there are documented extenuating circumstances, 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
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/). 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 prior to the holiday 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

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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, shopping, unauthorized 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 7th 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.

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Date	Topics	Reading	In-Class Activity	Assignments Due
UNIT 1: THE THERAPEUTIC SYSTEM				
Aug. 30	Introduction			
Sept. 4	LABOR DAY			
Sept. 6	The Counselor and Therapeutic Conversations	Corey, Chaps.1 & 2, (Chapter 2 – ½ of chapter)	6:30 p.m. Movie Screening, <i>Ordinary People</i>	Informal Survey of Beliefs & Theories
Sept. 11	The Lens of Multicultural Humility & Diversity Issues	Corey, Chap. 2 Additional reading posted on Canvas Module.		
Sept. 13	Values and Ethics in Counseling	Corey, Chap. 3	CA– Ordinary People Solving the Ethical Dilemma	
Sept. 18	What’s the Brain Got to Do With It?	https://www.goodtherapy.org/blog/psychpedia/autonomic-nervous-system (When reading, be sure to also click on the links for the sympathetic and parasympathetic nervous systems.)		
UNIT 2: TRADITIONAL THERAPEUTIC MODELS				
Sept. 20	Psychoanalytic Models	Corey, Chap. 4		
Sept. 25	“	Kahn, Chap. 2		
Sept. 27	Person-Centered Models	Corey, Chap. 7 Kahn, Chap. 3		CA Psychodynamic – Written Case Study
Oct. 2	Existential Models	Corey, Chap. 6		
Oct. 4	Helping Skills			
Oct. 9			Person-Centered Case Analysis (CA)- 5 pts.	
Oct. 11	Application Exercises for Person-Centered and Existential Models		Person-Centered Theory Practice Activity (TPA1)- 3 pts. Group A (meet in SZB 264) Group B and C meet in classroom – sit with practice group	
Oct. 16	EXAM I		Exam I	
Oct. 18	Gestalt Model	Corey, Chap. 8		
Oct. 23	“ Cont. Behavior Mgmt. - Targeting			
Oct. 25			Gestalt Case Analysis (CA) – 5 pts.	ALL - TRACK CA - Beh Mgt. – Step 1
Oct. 30	Application Exercises for Gestalt Model		Gestalt Theory Practice Activity (TPA2) - 3 pts. Group B (meet in SZB 264) Group A and C meet in classroom – sit with practice group	Keep on tracking!!
Nov. 1	Behavioral Therapy	Corey, Chap. 9	Develop behavioral intervention	ALL – Track CA Beh Mgmt. – Step 2

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Nov. 6	Cognitive Behavioral Therapy	Corey, Chap. 10		Keep on tracking!!!
Nov. 8	" cont.			CA - BEH.MGT PLAN DUE With Analysis
Nov. 13	Application Exercises for Cognitive Behavioral Model		CBT Theory Practice Activity (TPA3) - 3 pts. Group A (meet in SZB 264) Group B and C meet in classroom – sit with practice group	
Nov. 15			CBT - Case Analysis (CA) – 5 pts.	
Nov. 20	EXAM II		Exam II	
Nov. 22	THANKSGIVING BREAK			
Nov. 27	Play Therapy and Expressive Arts			
UNIT 3 – ALTERNATIVE AND POST-MODERN APPROACHES				
Nov. 29	Integrated Models	Kahn, Chaps 4-8		
Dec. 4	Solution Focused Therapy	Corey, Chap. 13, pp. 371-382		
Dec. 6	Narrative Therapies	Corey, Chap. 13, pp. 382-390.		
Dec. 11	Final Quiz Future Developments & Termination		Final Quiz	Final Quiz – in Class

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?
3. Appropriateness of the model for the type of client issue, including multicultural considerations.

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	Oct. 25 th
Step 2: Tally the Behavior	Homework	Oct. 25 st to Nov. 1 st
Step 3: Develop Intervention	Completed in Class	Nov. 1 st
Step 4: Tally Behavior	Homework	Nov. 1 st to Nov. 8 th
Step 5: Evaluate Intervention	Prior to Class	Nov. 8 th (Due in Class)

Class Participation

Theory Practice Activity (TPA): 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 enrolled for a grade and for 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 9 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.