

THE UNIVERSITY OF TEXAS AT AUSTIN

EDP 352D: INTRODUCTION TO INDIVIDUAL COUNSELING AND PSYCHOTHERAPY (Unique #10110)

FALL 2018

MONDAY, WEDNESDAY 2:00 – 3:30

ROOM: UTC 4.134

Instructor: Leslie Ann Moore, Ph.D.

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By Appointment

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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 become especially curious when people repeat unproductive behavior over and over again, getting the same results. 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:

- analyze our assumptions about human behavior and how change occurs.
- understand and critique major models of individual therapy, including Psychoanalytic, Existential, Person-Centered, Gestalt, Behavioral and Cognitive - Behavioral models.
- identify contextual factors which impact the therapeutic system - e.g. gender, socio-economic and cultural issues.
- examine emerging models including neurologically based models and models of social construction.
- select and evaluate the model of therapy, which most closely matches our assumptions about the process of change and development.
- examine ethical dilemmas in the delivery of mental health services.
- 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.

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

- **Case Analyses (CA)**

- **Ordinary People Case Analysis (CA-1):** 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 29th** at 6:30 p.m. Location: TBD – Check Announcements on Canvas. 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 January 31st. 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 13th.

Ordinary People Analysis (CA) Completed in Class **January 31st** (3 points)

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

b. Psychoanalytic Case Analysis-Discussion Board (CA-2): Given a description of a “client” posted on Canvas, students will write a Discussion Post analyzing the “client” using the psychoanalytic model. Guidelines for this Discussion Post are outlined on the Discussion Board on Canvas. After posting, each student will review the case study of two other students. The original post is worth 10 points and each peer review is worth 5 points.

Due: **Wednesday, February 14th** (20 points)

c. In-Class Group Case Analyses (CA-3 to 5): 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, February 21 Person-Centered (5 points)

Wednesday, March 21 Gestalt (5 points)

Wednesday, April 4 CBT (5 points)

d. Behavior Management Self Case Analysis (CA-6)

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 **Wednesday, March 28th** (10 points)

3. Theory Practice Activities

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 (12 points total)

Monday, February 26th Person-Centered (3 points)

Monday, March 19th Gestalt (3 points)

Monday, April 4th CBT (3 points)

Monday, April 23rd Solution-Focused (3 points)

4. Exams.

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

Exam 1	Wednesday, February 28th	50 points
Exam 2	Wednesday, April 11th	50 points
Open-Note/Book Quiz	Wednesday, May 2nd	20 points

(120 points Total)

5. Practice Client and Reflection Paper

For this assignment students will be practice clients for masters and doctoral level therapists in training. Students will participate in 2 to 3, 30 minute counseling interviews under the supervision of Dr. Chris McCarthy. In addition to serving as practice clients, to receive full credit a 2-3 paged 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. (20 points).

** If students do not consent to participating in this assignment or are not selected for this assignment due to scheduling issues, an alternative assignment will be arranged.

Due: Monday, April 23rd (Upload on Canvas)

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	3	197 - 210	A
CA – Psychoanalytic Discussion Post	20	189 – 196	A-
CA – In class Models	15	183 – 188	B+
Participation (+ Survey)	10	176 – 182	B
Theory Practice Activity	12	168 – 175	B-
Exams and Quizzes	120	162 – 167	C+
Practice Client Reflection	20	155 – 161	C
CA – Behavior Management	10	147 – 154	C-
-----		140 – 146	D+
Total	210	132 – 139	D
		126 – 131	D-
		125 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 work on time. Failure to attend class will result in a lower grade for the course (see grading policy). The same level of attendance requirements is required for students taking the course for a grade or Credit/No Credit. Late assignments 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 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, 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. Your input is valued across the semester. Please contact the instructor if you have suggestions or concerns re: the course structure and process.

13. REGISTRAR DEADLINES: April 2nd 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.

Course Schedule
(Subject to Revision)

Date	Topics	Reading	In-Class Activity	Assignments Due
UNIT 1: THE THERAPEUTIC SYSTEM				
Jan. 17	Introduction	Corey, Chap. 1		
Jan. 22	The Counselor and Therapeutic Conversations	Corey, Chap. 2, pp. 18-25		Informal Survey of Beliefs & Theories
Jan. 24	The Lens of Multicultural Humility & Diversity Issues	Corey, Chap. 2, pp. 25-35 Additional reading TBD		
Jan. 29	Values and Ethics in Counseling	Corey, Chap. 3		
Jan. 31	Using Neurobiology in Psychotherapy	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.)	CA– Ordinary People Review (CA-1)	
UNIT 2: TRADITIONAL THERAPEUTIC MODELS				
Feb. 5	Psychoanalytic Models	Corey, Chap. 4		
Feb. 7	“	Kahn, Chap. 2		
Feb. 12	Person-Centered Models	Corey, Chap. 7 Kahn, Chap. 3		
Feb. 14	Existential Models	Corey, Chap. 6		Case Analysis- Psychoanalytic Case Study Posted on Discussion Board (CA-2)
Feb. 19	Helping Skills			
Feb. 21			In-class Case Analysis - Person-Centered & Existential (5 points)	
Feb. 26	Application Exercises for Person-Centered and Existential Models		In-Class Theory Practice Activity (3 points) Group A (meet in SZB 264) Group B, C and D meet in classroom – sit with practice group	
Feb. 28	EXAM I		Exam I	
Mar. 5	Gestalt Model	Corey, Chap. 8		
Mar. 7	“ Cont.		Behavior Management – Target Behavior	
Mar. 19	Application Exercises for Gestalt Model		In Class Theory Practice Activity – Gestalt (3 points) Group B (meet in SZB 264) Group A, C and D meet in classroom – sit with practice group	Behavior Management Track Behavior Step 1
Mar. 21			In-Class Case Analysis - Gestalt (5 points)	Keep on tracking!!

Mar. 26	Behavioral Therapy	Corey, Chap. 9	Develop behavioral intervention	Behavior Management Track Behavior– Step 2
Mar. 28	Cognitive Behavioral Therapy	Corey, Chap. 10		Keep on tracking!!!
Apr. 2	“ cont.			Behavior Management Worksheet Due With Analysis
Apr. 4	Application Exercises for Cognitive Behavioral Model		In-Class Case Analysis – CBT (5 points)	
Apr. 9			In-Class Theory Practice Activity - CBT (3 points) Group C (meet in SZB 264) Group A, B and D meet in classroom – sit with practice group	
Apr. 11	EXAM II		Exam II	
UNIT 3 –INTEGRATED AND POST-MODERN APPROACHES				
Apr. 16	Integrated Models	Kahn, Chaps 4-8		
Apr. 18	Solution-Focused Brief Therapy	Corey, Chap. 13, pp. 371-382		
Apr. 23	Solution Focused Brief Therapy (SFBT)		In-class Theory Practice Activity - SFBT (3 points) Group D (meet in SZB 264) Group A, B and C meet in classroom – sit with practice group	Practice Session Reflection Paper or Alternative Assignment
Apr. 25	Narrative Therapies	Corey, Chap. 13, pp. 382-390.		
Apr. 30	Expressive Arts Therapy			
May 2	Final Quiz Future Developments & Termination		Final Quiz	

Appendix A Assignment Descriptions

Psychoanalytic Discussion Post

General grading criteria for Psychodynamic paper:

Point Value	Criteria
6 points or below	Partial completion – covers less than ½ of major issues correctly identified.
7 points	Includes more than ½ of major issues completed correctly.
8 points	Includes most of the analysis AND has errors.
9 points	Includes most of the analysis OR has an error
10 points	Includes all parts of the analysis with no errors.

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 7th
Step 2: Tally the Behavior	Homework	March 19 th to 26th
Step 3: Develop Intervention	Completed in Class	March 26th
Step 4: Tally Behavior	Homework	March 26th to April 2nd
Step 5: Evaluate Intervention	Prior to Class	March 2nd (Due in Class)

Class Participation and Theory Practice Activities

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 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 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. The following components are the basis for the calculation of this grade: regular attendance, listening attentively, volunteer points and issues to the whole class discussion, volunteer answers to questions, answer questions when called upon, participate in small groups, present small group summaries to the class, scan the room to see who may also have a point, encourage other’s participation, and invite diverse opinions. (10 points)