Instructor: Ellyn Herb, Ph.D.
Office Location: DMH 310
Telephone: 408-296-9600
Email: Ellyn52@gmail.com
Office Hours: Tues/Thurs 5:45 – 6:45 p.m.
Class Days/Time: Tues/Thurs 3:00 – 4:15 p.m.
Classroom: DMH 348
Prerequisites: Psyc 1

Course Description: This course examines the major theories of behavioral change with emphasis on counseling individuals, examination of research in psychotherapy and application of theory to case material.

Course Content Learning Outcomes (CLO)
Upon successful completion of this course, students will be able to:

CLO1 - Discuss the major theories of counseling including therapeutic goals, assessment, therapeutic relationships and therapy techniques.

Assessment of CLO1: Quizzes, final exam, case analysis

CLO2 - Compare and critique the major theories of counseling and psychotherapy, including Psychodynamic, Humanistic/Existential, and Behavior/Cognitive therapies, Family Systems

Assessment of CLO2: Quizzes, final exam, video summaries
   Assessment of CLO3: Quizzes, final exam, group project
CLO4 – Discuss an integrative approach to psychotherapy and in-depth analysis of one theory of change.
   Assessment of CLO4: final exam, Case analyses
CLO5 – Examine current research in psychotherapy methods and techniques.
   Assessment of CLO5: Quizzes, final exam
CLO6 – Develop beginning counseling skills
   Assessment of CLO6: Counseling skills papers

Program Learning Outcomes (PLO)
Upon successful completion of the psychology major requirements…
   PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
   PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
   PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
   PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
   PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Required Texts/Readings
Theory and Practice of Counseling and Psychotherapy (9th edition) by Gerald Corey.

Articles posted on D2L
Desire 2 Learn and E-Campus

Parts of this course will be on Desire 2 Learn (D2L), a part of E-Campus, found on the SJSU web site. You are responsible for regularly checking this site for changes, additions to the syllabus and notes from the instructor. See http://www.online.sjsu.edu for more information regarding student use of D2L. Notes posted on the site are for your use but are not a substitute for attending class.

Classroom Protocol

This syllabus is subject to change at the discretion of the instructor. You are responsible for assigned reading and participating in classroom discussions. No make-ups for quizzes unless prior arrangement with the instructor. Attendance is not mandatory, but highly encouraged. Should you happen to miss a class, you are welcome to obtain notes from a peer in the course. Also, please ask your peers in the course if you, “missed anything important,” and do not ask the instructor. It is important to mention that those students who regularly attend class tend to do significantly better in the course.

Professional Communication

The best way to contact me is to leave a message on my private practice voice mail. The number is (408) 296-9600. You can also email me at Ellyn52@gmail.com. I don’t respond to texts from students. Since I teach on multiple campuses, please communicate the following information when you contact me:

Your full name, college name, course name, section number and phone number where I can reach you. Please don’t use abbreviations (as in texting), as I might not understand what you are trying to say. You do not need to notify me if you will not be in class, however, if you know, in advance, that you will miss a class you can let me know.

NOTE: I do not accept assignments by email unless by prior authorization from the instructor.

Personal Computer (Laptop Use)

You can use your computer to take notes during class, ONLY DURING LECTURES. No electronic devices may be used during experiential activities. You must sit in the first few rows of the classroom if you plan to use a computer to take notes. Please do not surf the net, check your email or otherwise engage in interactive pursuits while in class (playing games!). If you are found to be
using the computer inappropriately, you will lose the privilege of using a computer in class for the remainder of the semester.

Classroom Etiquette

1. Be polite and respectful to other people in the class, particularly when engaging in classroom discussions. Disrespectful behavior will not be tolerated and will be grounds for dismissal from class.
2. Do not carry on conversations with others during lecture. If you have a question or comment, please raise your hand so you can be recognized.
3. All electronic devices must be turned off during class. If you need to make or take an emergency call, let me know, in advance, and please leave the classroom to do so.
4. Texting or surfing the net is not allowed in class at any time.
5. If you plan to take exams/quizzes through the Disability Resources Center, please remind the instructor at least one week prior to the exam/quiz so that arrangements can be made to get the tests to the center.

Class Participation

In order to create an active learning environment, students are expected to attend class regularly, participate in class discussions, complete in-class assignments and come to class having read the assigned readings.

Your regular attendance and participation are factors contributing to the successful completion of this course. If you do not attend class you will miss out on the opportunity to ask questions and to get clarification on reading material. In addition, please make every effort to come to class on time. Tardiness disturbs the instructor and other students, and also deprives you of any announcements that are made at the beginning of the class.

Class participation will account for approximately 15% of your grade.

NOTE: Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the courses for instruction or preparation/studying or course related activities including, but not limited to internships, labs, clinical practica.

The credit hour is defined as “the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester.
2. A credit hour is assumed to be a 50-minute period.

The expectation of work for a 3-credit course is 150 minutes of direct faculty instruction and six hours of out-of-class student work each week.

**Recording Policies**

Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

To obtain permission for recording, the student must inform the instructor prior to the start of class that he/she wants to record the class. Please check with the instructor for each class that you want to record. This policy includes student presentations, videos shown in class (copyrighted material) and guest speakers.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated materials for this course such as exam questions, lecture notes, homework solutions, etc. without the instructor’s written consent.

**University Policies**

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.
Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center
The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center’s tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/.

SJSU Writing Center
The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center
The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer
Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop–in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READ</th>
<th>ASSIGNMENTS</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/23/12</td>
<td>NO CLASS ON 8/23/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/28/12</td>
<td>First Day of Class</td>
<td>Syllabus Review; What is counseling?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/30/12</td>
<td>Introduction &amp; Overview</td>
<td>Chapter 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/4/12</td>
<td>Becoming a Therapist</td>
<td>Chapter 2</td>
<td>Psychotherapy Inventory DUE</td>
<td></td>
</tr>
<tr>
<td>9/6/12</td>
<td>Ethics</td>
<td>Chapter 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/11/12</td>
<td>Psychoanalytic-Freud, neo-Freudians, etc.</td>
<td>Chapter 4</td>
<td>Ethics Inventory DUE</td>
<td></td>
</tr>
<tr>
<td>9/13/12</td>
<td>Jung</td>
<td>Article</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/18/12</td>
<td>Counseling Skills 1 – Active Listening</td>
<td>Handout</td>
<td>In class</td>
<td></td>
</tr>
<tr>
<td>9/20/12</td>
<td>Adlerian therapy</td>
<td>Chapter 5</td>
<td>Counseling Skills #1 Paper DUE</td>
<td></td>
</tr>
<tr>
<td>9/25/2012</td>
<td>NO CLASS TODAY</td>
<td>TODAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------</td>
<td>--------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/27/12</td>
<td>Existential therapy</td>
<td>ONLINE QUIZ 1 DUE (ch 1-5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/2/12</td>
<td>VIDEO – Yalom Confronting death</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/4/12</td>
<td>Person-Centered therapy</td>
<td>Chapter 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/9/12</td>
<td>VIDEO - Rogers Yalom Video DUE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/11/12</td>
<td>Gestalt therapy</td>
<td>Chapter 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/16/12</td>
<td>VIDEO – Erv Polster</td>
<td>Rogers Video DUE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/18/12</td>
<td>Counseling Skills 2 - Empathy</td>
<td>Handout In class ONLINE QUIZ 2 DUE (ch 6-8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/23/12</td>
<td>Behavior therapy</td>
<td>Chapter 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/25/12</td>
<td>Cognitive Behavior Therapy</td>
<td>Chapter 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/30/12</td>
<td>Reality therapy</td>
<td>Chapter 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/1/12</td>
<td>Counseling Skills 3 - Questions</td>
<td>Handout In class ONLINE QUIZ 3 DUE (ch 9-11)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/6/12</td>
<td>Feminist therapy &amp; VIDEO</td>
<td>Chapter 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/8/12</td>
<td>Post-Modern therapies</td>
<td>Chapter 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/13/12</td>
<td>Family systems therapy</td>
<td>Chapter 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/15/12</td>
<td>Integrative approaches</td>
<td>Chapter 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/20/12</td>
<td>Counseling Skills 4 - Responding</td>
<td>Handout In class ONLINE QUIZ 4 DUE (ch 12-15)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO CLASS</td>
<td>THANKSGIVING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/22/12</td>
<td>Presentations</td>
<td>Counseling Skills #4 Paper DUE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/27/12</td>
<td>Presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/29/12</td>
<td>Presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/4/12</td>
<td>Presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/6/12</td>
<td>Presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINAL EXAM</td>
<td>12/13/12</td>
<td>2:45-5:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NOTE: All papers submitted must be typed unless completed during class.

Assignments:

1. **Quizzes** – Quizzes will be given **online**, on Desire to Learn (D2L). You will have a specified amount of time to take the quiz online (usually a 10-hour period). Due dates are specified in the schedule above. You will have until midnight of the due date to complete the quiz.
   
   30 points each – Total = 120 points

   *SINCE QUIZZES ARE ACCESSIBLE ON D2L, THERE ARE NO MAKE-UPS.*

2. **Counseling Skills** – There will be 4 in-class practice sessions of Basic Counseling Skills. A brief paper will be due after each session. There are no make-ups for these sessions. Your paper will be an analysis of the skills that you practiced. Guidelines will be provided separately.
   
   10 points each – Total = 40 points

3. **Final exam** – The final will be comprehensive and consist of both multiple choice questions and a case analysis using a theory you have learned about.
   
   Total = 100 points

4. **Video summaries** – It is expected that you be present to watch the scheduled videos in class. A brief summary of each video will be due **ONE WEEK** following the video. Your summary should include the major points about the particular theory/therapy and your own critique of the video. Late papers will be docked 1 point for each day it is late. Make-ups can be arranged for emergency absences ONLY (documentation required). There will be a total of four videos so you can miss one without penalties. 3 out of 4 required. 4th one can be for extra credit. (1-3 pages)
   
   20 points each – Total 60 points

5. **Group project** – Each group will write a paper about a particular type of therapy (to be assigned by week 3) and give a presentation to the class. Topics available are listed below as well as guidelines for the paper.
   
   Total = 100 points

**Topics**
Acceptance and Commitment therapy
Positive psychology
Transpersonal therapy
Expressive Arts therapy
Play therapy (children)
Body psychotherapies
Psychodrama
Motivational interviewing
Dialectical Behavior Therapy
EMDR

Questions: (Not all questions will fit all theories)
1. What is the theory's basic view of human nature? What are it's areas of major focus and/or emphasis?
2. Who is (are) the key figures in this type of therapy? What influenced them (he/her) to develop this therapy?
3. What are the basic assumptions of this type of therapy? How do people develop problems? How do they overcome them using this type of therapy? What is the theory of change?
4. What are the key concepts of this therapy?
5. What is the role of the therapeutic relationship in this type of therapy (helper, coach, witness)? What is the client's role?
6. What techniques have been developed for this type of therapy?
7. What are the applications of this therapy in terms of populations, problems, settings, diagnoses, etc.? (who benefits most from this type of therapy for what type of problems?)
8. What are the strengths of this therapy?
9. What are the weaknesses of this therapy?
10. In your group’s opinion, what is the most significant contribution of this type of therapy to the field of counseling and psychotherapy?

Your paper should be professional (in narrative form, proper grammar, punctuation, spelling etc.), double-spaced, and in a 12-point Font, preferably Arial or Times New Roman. Each student should indicate the section they completed and label it, as each student will be given an individual grade (not a group grade). Your grade is dependent on both your written paper and oral presentation.

PLEASE NOTE: Recordings of classroom activities is prohibited unless the instructor is lecturing. See recording policy of the university.

GRADING
Class Participation 30 points
Quizzes 120 points
Counseling Skills 40 points
Final Exam 100 points
Video Summaries 60 points
Group Project 100 points

TOTAL POINTS 450 points

Grades

441 – 450 A+
423 – 440 A
405 – 422 A-
391 – 404 B+
373 – 390 B
360 – 372 B-
346 – 359 C+
328 – 345 C
315 – 327 C-
301 – 314 D+
283 – 300 D
270 – 282 D-
below 270 F

EXTRA CREDIT

1. You may submit the 4th video summary in addition to the 3 that are required. The 4th video summary will be for extra credit. (20 possible points).

2. Research – articles about the effectiveness of counseling methods are encouraged. You need to present the research to the class and submit the actual research article and a brief 1-2 page paper summarizing the article and providing your own critique. (5 points each, for a maximum of 10 points). PLEASE LET THE INSTRUCTOR KNOW THAT YOU WANT TO DO THIS AS IT WILL NEED TO BE ADDED TO THE SCHEDULE.

ALL EXTRA CREDIT IS DUE NO LATER THAN NOVEMBER 20, 2012.
NO EXCEPTIONS!