Contact Information:

Instructor: Ellyn Herb, Ph.D.
Office Location: DMH 310
Telephone: 408-296-9600
Email: Ellyn.herb@sjtu.edu
Office Hours: Tues/Thurs 5:45 – 6:30 p.m.
Class Days/Time: Tues/Thurs 4:30 – 5:45 p.m.
Classroom: DMH 355
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.

Canvas and E-Campus

Parts of this course will be on Canvas, 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 Canvas. 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@sjsu.edu. 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.

There may be instances when the instructor asks you to participate in interactive activities where texting is required. That is the only time you may have your device out.
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, group presentations, etc. 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, unless directed by the instructor.

5. If you plan to take exams/quizzes through the Accessible Education 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.

Course Requirements

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Recording Policies

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.
• “Common courtesy and professional behavior dictate 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. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

• “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 material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

PLEASE NOTE: Recordings of classroom activities (demonstrations, practicing skills, etc.) and copyrighted material (videos) are prohibited. If you wish to record lectures, please ask the instructor for permission prior to the start of the lecture.

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf 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.sjsu.edu/studentconduct/.

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 Integrity 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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with
disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources.
offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READ – before class</th>
<th>IN CLASS</th>
<th>ASSIGNMENTS/DUE DATES</th>
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<tbody>
<tr>
<td>1/23/14</td>
<td>Syllabus Review; What is counseling?</td>
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<td>1/28/14</td>
<td>Introduction &amp; Overview, Becoming a Therapist</td>
<td>Chapter 1</td>
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<td>Chapter 2</td>
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<td>1/30/14</td>
<td>Ethics</td>
<td>Chapter 3</td>
<td>Ethics problems – small group exercises</td>
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<td>2/4/14</td>
<td>Psychoanalytic-Freud, neo-Freudians, etc.</td>
<td>Chapter 4</td>
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<td>Jung</td>
<td>Article</td>
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<td>Adlerian Therapy</td>
<td>Chapter 5</td>
<td>Birth order in class</td>
<td>ONLINE QUIZ 1 (ch 1-5) TAKE AFTER CLASS</td>
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<td>2/13/14</td>
<td>Counseling Skills 1 – Active Listening</td>
<td>Handout</td>
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<td>Counseling Skills #1 Paper DUE</td>
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<td>2/25/14</td>
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<td>3/4/14</td>
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<td>Chapter 8</td>
<td>Counseling Demo</td>
<td>ONLINE QUIZ 2 (ch 6-8) TAKE AFTER CLASS</td>
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<td>3/6/14</td>
<td>VIDEO – Art Therapy</td>
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<td>In class project</td>
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<td>3/11/14</td>
<td>Counseling Skills 2 – Questions</td>
<td>Handout</td>
<td>In class</td>
<td>Application Paper 2 DUE</td>
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<td>3/13/14</td>
<td>PRESENTATIONS</td>
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<tr>
<td>3/18/14</td>
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<td>Chapter 9</td>
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<td>Counseling Skills #2 Paper DUE</td>
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<td>Counseling Demo</td>
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<tr>
<td>4/1/14</td>
<td>VIDEO-Donald Meichenbaum</td>
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<td>Date</td>
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<td>4/3/14</td>
<td>PRESENTATIONS</td>
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<td>4/5/14</td>
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<td>Chapter 11</td>
<td>ONLINE QUIZ 3 (ch 9-11) TAKE AFTER CLASS</td>
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<td>4/10/14</td>
<td>Counseling Skills 3 - Responding</td>
<td>Handout</td>
<td>In class</td>
<td>Application Paper 3 DUE</td>
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<td>4/15/14</td>
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<td>Multicultural Counseling Inventory DUE</td>
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<td>4/17/14</td>
<td>Feminist therapy &amp; VIDEO</td>
<td>Chapter 12</td>
<td>Counseling Skills #3 Paper DUE</td>
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<td>4/22/14</td>
<td>Post-Modern therapies</td>
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<td>4/24/14</td>
<td>Counseling Skills 4 – Empathy</td>
<td>Handout</td>
<td>In class</td>
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<td>4/29/14</td>
<td>Family Systems</td>
<td>Chapter 14</td>
<td>Genogram – in class</td>
<td>Application Paper 4 DUE</td>
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<td>5/1/14</td>
<td>PRESENTATIONS</td>
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<td>Counseling Skills 4 Paper DUE</td>
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<tr>
<td>5/6/14/14</td>
<td>An Integrative Perspective</td>
<td>Chapter 15</td>
<td>ONLINE QUIZ 4 (ch 12-15) TAKE AFTER CLASS</td>
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<td>5/8/14</td>
<td>PRESENTATIONS</td>
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<td>REVIEW FOR FINAL</td>
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<td>5/20/14</td>
<td>FINAL EXAM</td>
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NOTE: All papers submitted must be typed unless completed during class.

Assignments:

1. **Class Participation** – a variety of activities will occur during various classes, some requiring submission of worksheets completed during class. Active participation in class discussions is also incorporated into this grade as well as giving feedback to students who are presenting.

   30 points total

2. **Quizzes** – Quizzes will be given online, on Canvas. Pay attention to the cut-off dates of all quizzes and save your answers. Due dates are specified in the schedule above. Quizzes will begin after class, as noted in the schedule. They will be available for a period of 48 hours. There will be 4 quizzes during the semester.

   30 points each – Total = 120 points
SINCE QUizzes ARE ACCESSIBLE ONLINE, THERE ARE NO MAKE-UPS. PAY ATTENTION TO TIME FRAMES!

3. 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 as well as a report of your experiences, observations, opinions, etc. Guidelines will be provided separately. You can upload to CANVAS.

10 points each –Total = 40 points

4. Application of Counseling Theory Papers – You will be writing a personal paper about a chosen problem that you have and applying 4 different theories to the problem. In the first paper, you will state the problem, providing history, assessment data, and provisional diagnosis (See Intake). Then, you will apply one theory from each column below. Detailed instructions will be provided separately. There will be a total of 4 papers written, due on the dates indicated on the course schedule. You can upload these to CANVAS.

Samples will be provided on Canvas.

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<thead>
<tr>
<th>APPLICATION PAPER 1</th>
<th>APPLICATION PAPER 2</th>
<th>APPLICATION PAPER 3</th>
<th>APPLICATION PAPER 4</th>
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<td>Psychoanalytic</td>
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<td>Behavior Analysis</td>
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<td>Adlerian</td>
<td>Gestalt</td>
<td>Cognitive Behavioral</td>
<td>Narrative</td>
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<td>Jungian</td>
<td>Existential</td>
<td>Reality</td>
<td>Solution Focused</td>
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Each paper is worth 25 points. Total Points = 100

5. Group Project/Presentation – 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.

Your group should complete some research and then meet to discuss the questions prior to writing your paper and developing your presentation. It is expected that you will create a Powerpoint presentation, which will include a demonstration of your theory. There will be some class time allotted for meeting with your group, but it is expected that you will need to meet outside of class as well.
Be creative in your approach – some ideas include: role-play a brief therapy session, demonstrate a specific technique with class participation, show a demo of the theory on U-Tube, etc. You must submit the paper on the day of your presentation, as well as a copy (hard copy or emailed) of the Powerpoint by the end of the day your presentation is scheduled. Please put your presentation on a Flash Drive and bring it to class as internet access is sometimes inadequate.

**IF YOU CHOOSE TO SHOW DEMO ONLINE, PLEASE EMBED THIS INTO YOUR POWERPOINT.**

**Total = 60 points**

**Topics**

- Acceptance and Commitment therapy
- Positive Psychotherapy (based on Positive Psychology)
- Emotionally Focused Couples Therapy
- Transpersonal therapy
- Play therapy (children)
- Body Psychotherapies (Psychomotor, Somatic Experiencing, etc)
- Ericksonian Hypnosis
- Psychodrama
- Motivational Interviewing
- Dialectical Behavior Therapy
- Eye Movement Desensitization and Reprocessing (EMDR)
- Interpersonal Psychotherapy
- Gay and Lesbian Therapy
- Internal Family Systems

**Questions:** (Not all questions will fit all theories).

1. What is the **history** of this type of therapy or counseling theory? How is it different or similar to other theories we have learned about?
2. Who is (are) the **key figures** (founders) of this type of therapy or perspective? What influenced them (him/her) to develop this therapy and when was it developed?
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?
4. What is the **role of the therapeutic relationship** in this type of therapy (helper, coach, witness)? What is the client’s role? What is the therapist’s role? Include a description of the relationship between therapist & client.
5. What is the **role of the therapeutic relationship** in this type of therapy (helper, coach, witness)? What is the client’s role? What is the therapist’s role? Include a description of the relationship between therapist & client.
6. How are **goals** established in this type of therapy?
7. What techniques have been developed for this type of therapy? What, if anything, is unique about these techniques? What are similarities between other theories you have learned about?
8. 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? How is success measured?)
9. What are the strengths of this therapy?
10. What are the weaknesses of this therapy?
11. In your group’s opinion, what is the most significant contribution of this type of therapy to the field of counseling and psychotherapy?
12. How does this therapy or theory deal with multicultural issues?

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. Label your part in both the paper and on Powerpoint slides.

Presentation – Powerpoint required. Please put your presentation on a flash drive so that the instructor’s computer can be used. You need to bring a hard copy of the Powerpoint presentation to class or email the Powerpoint to the instructor the same day you present. See Grading Rubric for more information.

6. Final exam – The final exam will be comprehensive over the entire semester. Additional information will be provided to help you prepare for the exam toward the end of the semester.

Total = 100 points

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

TOTAL POINTS 450 points
Grades

441 - 450  A+
418 - 440  A
405 - 417  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. 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. PLEASE LET THE INSTRUCTOR KNOW THAT YOU WANT TO DO THIS AS IT WILL NEED TO BE ADDED TO THE SCHEDULE and YOUR ARTICLE NEEDS TO BE CHECKED BY THE INSTRUCTOR PRIOR TO SCHEDULING. Deadline for presenting research is the last week in April. Maximum number of articles you can present/write up is 2. Each is worth 5 points.

2. Video Summaries – we will be seeing several videos of leaders in the field of counseling. You can write a 1-2 page summary of the video, including your critique. Maximum number of videos you can summarize is 2. Each video summary is worth 5 points.

ALL EXTRA CREDIT IS DUE NO LATER THAN MAY 1, 2014.
NO EXCEPTIONS!

THE MAXIMUM EXTRA CREDIT POINTS YOU CAN OBTAIN THIS SEMESTER IS 15. (which means you can’t do everything listed above!)