San José State University  
Psychology Department  
PSYC 165, Section 01  
Theories & Methods of Counseling  
Fall 2015

Course and Contact Information

Instructor: Marilyn Ampuero, M.A., M.Ed., LMFT, LPCC
Office Location: DMH 310
Telephone: (408) 924-5643
Email: marilyn.ampuero@sjsu.edu
Office Hours: Friday 4:00 - 5:00 P.M.
Class Days/Time: Friday 1:00 - 3:45 P.M.
Classroom: DMH 167
Prerequisites: PSYC 1

Course Description

This course will examine the major theories of counseling and the application of each theory to case material. Because time constraints prohibit us from covering all of the 400+ theories, we will survey theories that range from psychoanalytic to family systems, focusing on those that are of historical significance, currently relevant, and/or commonly covered in most texts on counseling theories.

Course Learning Outcomes (CLO)

Upon successful completing the course, students should be able to:

CLO1: Identify the key names, concepts, strategies, and techniques associated with the major counseling theories.

- Assessment of CLO1: Midterm exams, final exam; in-class discussion and exercises. Students will be assigned to read the textbook chapters and be evaluated on participation of group discussions and activities (i.e., participation grade) and homework assignments related to these topics. Students will also be evaluated on their performance on the group project and class examinations related to this domain.

CLO2: Engage in conceptualization and application of concepts & techniques from major theories to case examples.

- Assessment of CLO2: Students will be evaluated through performance on the group project and class examinations covering topics in this domain, as well as evaluated on participation of group discussions and class activities (i.e., participation grade) and homework assignments related to these topics.
Additionally, students will complete and submit a writing assignment to demonstrate their critical thinking skills, contrast various viewpoints, examine strengths and weaknesses of a counseling approach, and explore how they would adapt or modify the approach.

**Program Learning Outcomes (PLO)**

Upon successful completion of the psychology major requirements...

1. **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.

2. **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.

3. **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.

4. **PLO4 – Application of Psychology** – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

5. **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**

**Textbook**


**Other Readings**


**Course Requirements and Assignments**

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.

**Exams:** There will be one midterm exam and one final exam. The midterm will be held in class on October 2nd. The final exam is not cumulative and will be held on December 11th. Each exam will contribute 20% toward your grade for the course, which totals 40% of your grade.

**Writing Assignment:** There will be one paper, 5-7 total pages in length (i.e., Title page, 3-5 pages of body, and Reference page). The paper is due on November 20th and will contribute 20% toward your grade for the course. Papers will be lowered half a grade for each day they are late.

For the paper you are to choose a therapeutic approach (from the 11 covered in this course) that appeals to you, and find 3-5 articles that discuss or present findings on that approach. You will be required to submit copies of the supporting articles with your paper.
In the paper you should:
1) Describe why you chose this therapeutic approach (e.g., why you like it; why you think it is a good match for your personality or style as therapist; has it been supported by research to be effective for treating particular mental disorders or populations that you are interested in working with, etc).

2) Discuss the strengths of this approach, as well as its limitations. Be sure to note what problems, issues, and/or mental disorders this approach is commonly used to treat. Also, discuss the utility of this approach to help individuals of diverse populations (e.g., ethnicity, sexual orientation, spiritual affiliations, socioeconomic status, age, gender, etc).

3) Describe how you would adapt and modify this therapeutic approach. How might you adapt it to better fit your style? What aspects or techniques from this approach would you emphasize, de-emphasize, or possibly leave out? Why? Are there any aspects or techniques from other therapeutic approaches that you would incorporate into this approach? Why?

4) Synthesize what you have learned from the articles. You should integrate the information from the articles into your paper to support the points you are making. Please use APA style to cite your references.

The paper will be evaluated on the following areas: 1) clarity of answers to the questions listed above, 2) synthesis of references to support your points, 3) grammar, spelling, and composition, and 4) appropriate and correct use of citations and references in APA style.

Group Project: In groups of 4, students will work together to prepare a 20 minute presentation on one of the therapy approaches covered in the textbook. No more than 2 groups can present on the same therapy approach. Once you have formed a group and chosen a therapy approach you should reserve it with me (if the theory has already been assigned to another group, then you will need to chose a different one). The group project will contribute 20% toward your grade.

Class Participation: Class participation will contribute 10% toward your grade for the course. Students are expected to have read the assigned readings by the date listed in the Course Schedule. Class participation includes group activities performed during class, in-class writing assignments, pop quizzes, turning in homework assignments, and participation in class discussions. If you miss a group activity, in-class writing assignment, pop quiz, or homework assignment because you were absent from the class then you will receive a zero for the assignment. If you are going to be absent, please notify me by email, of any class absences. If there is a legitimate cause for your absence and you notify me in advance of the absence then you will have the opportunity to make up the missed assignment.

Reflection Paper: This assignment focuses on developing your self-awareness. You will utilize what you learned from the Yalom book and explore your reactions to the book, as well as the questions below:
- What is counseling to you?
- What attracts me to counseling?
- What are my goals in taking to this profession?
- What are my life goals?
- How does counseling as a profession fit into those life goals?
- Who am I in relationship to others?
- What are the daily life issues that regularly come up in my consciousness?
- What are the environmental and contextual issues that excite me (such as politics, economics, education, religion, ecology, hunger, poverty, war, or justice issues)?
- What are the philosophical issues that engage me?
• What are the local or international issues that engage me?

This exercise will help you develop an awareness of your worldviews, values, inspirations, and aspirations as it relates to counseling. This paper should be 2-3 pages. APA Style. The paper is due on November 6th and will contribute 10% toward your grade for the course.

Extra Credit Video: After watching the video, choose one theory of counseling that you would utilize in working with Antwone as his counselor. Explain the reasoning of your choice (be thorough). Discuss the pros and cons of the treatment approach utilized by Dr. Davenport with Antwone. This paper will be 1-2 pages, APA style. For this assignment, you will be graded based on your knowledge of your chosen theory, as well as the quality of your work.

*The dates for your exam and assignments are subject to change with fair notice.

**Grading Policy**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-79</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>72-77</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-71</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>62-67</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>60-61</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td></td>
</tr>
</tbody>
</table>

Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.” See University Policy S14-5 at http://www.sjsu.edu/senate/docs/S14-5.pdf.

**Classroom Protocol**

Please be courteous and do not arrive to class late or leave early, as this is distracting to your classmates and instructor.

Please turn off or silence your phone when you come to class. Texting or cell phone use in class is not permitted. If you are caught texting or using your phone, you will be asked to leave the class for the day.

Laptops are permitted if they are utilized for taking lecture notes only, and not for playing games, Facebook, etc. I reserve the right to ask you to put the computer away at any time. Failure to do so may result in you being asked to leave the classroom.

Show respect to others while they are speaking and demonstrate openness to different points of view. Strive to increase your self-awareness by noticing how the class impacts you, as well as how you impact others.

Keep up with the reading! Come to class with an open mind. Don’t allow yourself to be intimidated. Challenge your fears: push yourself to become an alert, involved participant.
Sometimes problems arise during the semester that can impact a student’s ability to be successful in a course. If this happens to you, please see me as soon as possible. Do not wait until the last minute to get help with an assignment or with an issue that is impacting your success in the course or in the program.

If you have any questions please email me or leave me a message on my private practice voicemail at (408) 410-6217. I will do my best to respond to you within 24 hours.

**University Policies**

**General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90–5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html). In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

**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](http://info.sjsu.edu/static/catalog/policies.html) section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/).

**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 and the following items to be included in the syllabus:

- “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.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

- “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.”
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/.

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 their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

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
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>Week</th>
<th>Date</th>
<th>Topics, Assignments, Deadlines</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/21/15</td>
<td>Syllabus Overview, Intro to Counseling</td>
<td>Corey: Chapters 1-3</td>
</tr>
<tr>
<td>2</td>
<td>8/28/15</td>
<td>Psychoanalytic Therapy</td>
<td>Corey: Chapter 4 Yalom: 1-7</td>
</tr>
<tr>
<td>3</td>
<td>9/4/15</td>
<td>Adlerian Therapy</td>
<td>Corey: Chapter 5 Yalom: 8-13</td>
</tr>
<tr>
<td>4</td>
<td>9/11/15</td>
<td>Existential Therapy</td>
<td>Corey: Chapter 6 Yalom: 14-21</td>
</tr>
<tr>
<td>5</td>
<td>9/18/15</td>
<td>Person-Centered Therapy</td>
<td>Corey: Chapter 7 Yalom: 22-32</td>
</tr>
<tr>
<td>6</td>
<td>9/25/15</td>
<td>Gestalt Therapy</td>
<td>Corey: Chapter 8 Yalom: 33-45</td>
</tr>
<tr>
<td>7</td>
<td>10/15</td>
<td><strong>Midterm</strong>, Behavior Therapy</td>
<td>Corey: Chapter 9 Yalom: 46-57</td>
</tr>
<tr>
<td>8</td>
<td>10/9/15</td>
<td>Cognitive Behavior Therapy</td>
<td>Corey: Chapter 10 Yalom: 58-70</td>
</tr>
<tr>
<td>9</td>
<td>10/16/15</td>
<td>Extra Credit: Antwone Fisher (Movie)</td>
<td>Yalom: 71-85</td>
</tr>
<tr>
<td>10</td>
<td>10/23/15</td>
<td>Reality Therapy, <strong>Extra Credit is due</strong></td>
<td>Corey: Chapter 11</td>
</tr>
<tr>
<td>11</td>
<td>10/30/15</td>
<td>Feminist Therapy</td>
<td>Corey: Chapter 12</td>
</tr>
<tr>
<td>12</td>
<td>11/6/15</td>
<td>Postmodern Approaches, <strong>Reflection Paper is due</strong></td>
<td>Corey: Chapter 13</td>
</tr>
<tr>
<td>13</td>
<td>11/13/15</td>
<td>Family Therapy</td>
<td>Corey: Chapter 14</td>
</tr>
<tr>
<td>14</td>
<td>11/20/15</td>
<td><strong>Presentations</strong>, <strong>Writing Assignment is Due</strong></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>11/27/15</td>
<td>No Class!</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>12/4/15</td>
<td><strong>Presentations</strong></td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>12/11/15</td>
<td><strong>Final:</strong> Monday, December 14 12:15-14:30</td>
<td></td>
</tr>
</tbody>
</table>