Theory & Methods of Counseling and Psychotherapy

Psyc 165, Section 02, Spring 2018

Course and Contact Information

Instructor: Ellyn Herb
Office Location: DMH 310
Telephone: 408-296-9600
Email: ellyn.herb@sjsu.edu
Office Hours: Mon. 1:15 to 2:15 p.m.
Class Days/Time: Mon./Wed. 10:30 to 11:45 a.m.
Classroom: DMH 167
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 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, application papers

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, application papers


Assessment of CLO3: Quizzes, final exam, group project

CLO4 – Discuss an integrative approach to psychotherapy and application of theory to case material.

Assessment of CLO4: final exam, application papers

CLO5 – Examine current research and practice in psychotherapy methods and techniques.
Assessment of CLO5: Quizzes, group project, 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

Textbook


Other technology requirements / equipment / material

You will need paper/pencil for some classroom activities. Access to Canvas is also required.

University Credit Hour Requirement:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

There will be a final exam for this course. Details to be discussed in class.
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.

NOTE: STUDENTS ARE RESPONSIBLE FOR NOTIFYING THE INSTRUCTOR OF ERRORS AND OMISSIONS IN THE GRADE SECTION OF CANVAS. If you are missing a grade or a grade has been recorded incorrectly, students must notify the instructor prior to the end of the semester. Once grades have been posted, no changes will be processed unless a clerical error has been made by the instructor.

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 Ellyn.herb@sjsu.edu. I don’t respond to texts from students. Since I teach multiple courses on campus, please communicate the following information when you contact me:

Your full 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, showing of videos, student presentations, etc. 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, particularly if you are disturbing other students sitting around you, you will lose the privilege of using a computer in class for the remainder of the semester.
Classroom Etiquette

1. Please put your cell phone away at the beginning of class.

2. 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.

3. 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.

4. All electronic devices must be turned off during class unless you are taking notes or asked by the instructor to access electronics. If you need to make or take an emergency call, let me know, in advance, and please leave the classroom to do so.

5. Texting or surfing the net is not allowed in class at any time, unless directed by the instructor.

6. 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.

How does attendance and class participation help?

1. You will hear directly from the instructor about any changes in the course schedule or course requirements.

2. You have the opportunity to network with fellow students, which may be helpful in forming study groups, learning whom to work with on group projects and whom to turn to for notes if you miss a class.

3. Listening to lectures given in class enhances your learning. Research has also shown that taking notes by hand in class enhances learning course material. Even if you read your textbook, underline and take notes while reading, taking notes by hand, in class, can solidify your knowledge and grasp of the material.

4. Your instructor may get to know you better if you participate in class discussions, ask questions and generally become a part of the course climate. This can be helpful when you need special requests. Also, asking and answering questions fosters learning for all students who are present.

SO, PLEASE COME TO CLASS PREPARED TO DISCUSS THE MATERIAL YOU HAVE READ, ASK QUESTIONS AND PARTICIPATE!

In order for the instructor to grade your participation, there are several ways for you to earn class participation points.

1. Use the index cards provided by the instructor to ask a question, make a comment, offer your opinion or give feedback.

   PRINT YOUR NAME AND THE DATE ON THE CARD AND SUBMIT IT THE SAME DAY AS CLASS. This is the only time you can submit participation cards!

2. Submit assignments listed in the syllabus as” PARTICIPATION” on the due date.

Class participation will account for approximately 10% of your grade.
University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”

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.

Assignments and Grading Policies

NOTE: All papers submitted must be typed (double-spaced) unless completed during class.

Assignments:

1. Class Participation – a variety of activities will occur during various classes, some requiring submission of worksheets completed outside of class and also during class. Active participation in class discussions is also incorporated into this grade, submission of index cards, as described in the syllabus, as well as giving feedback to students who are presenting. Points are divided on Canvas into the 5 paper assignments (2 points each – two inventories, Myers Briggs, Birth order Ethics) and ) and 30 points for participation. CLO 1-6

   40 points total

2. Quizzes – Quizzes will be given online, on Canvas. Pay attention to the cut-off dates and times 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 72 hours. There will be 4 quizzes during the semester. CLO 1-3, 5

   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 or turn in a hard copy on the DUE DATE. CLO6

10 points each – Total = 40 points

4. **Application of Counseling Theory Papers** – You will be writing a paper demonstrating application of the counseling theories you are learning. You will create a client with problems and apply 4 different theories to the problems. In the first paper, you will create a “client” describe the demographics and family history of the client, describe the psychological problems the client is having, and include relevant assessment data. 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 WILL USE THE SAME INTAKE REPORT FOR ALL FOUR PAPERS.** You can upload these to CANVAS or turn in hard copy on DUE DATE. CLO 1, 2

Some samples will be provided on Canvas. I will also be discussing this assignment in class. If you are confused, please see me during office hours.

**YOU MUST USE ONE OF THE THREE THEORIES LISTED IN THE TABLE BELOW AT THE PROPER DUE DATE.**

<table>
<thead>
<tr>
<th>APPLICATION PAPER 1</th>
<th>APPLICATION PAPER 2</th>
<th>APPLICATION PAPER 3</th>
<th>APPLICATION PAPER 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose One Only</td>
<td>Choose One Only</td>
<td>Choose One Only</td>
<td>Choose One Only</td>
</tr>
<tr>
<td>Psychoanalytic</td>
<td>Person-Centered</td>
<td>Behavior Analysis</td>
<td>Feminist</td>
</tr>
<tr>
<td>Adlerian</td>
<td>Gestalt</td>
<td>Cognitive Behavioral</td>
<td>Narrative</td>
</tr>
<tr>
<td>Jungian</td>
<td>Existential</td>
<td>Reality</td>
<td>Solution Focused</td>
</tr>
</tbody>
</table>

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. CLO 3, 5

Your group should complete some research and then meet to discuss the questions prior to writing your paper and developing your presentation. You will need to consult references OTHER than your textbook, including books, journal articles and the internet.

In addition to writing the paper, 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 You-Tube, etc.

**IF YOU CHOOSE TO SHOW A 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
- 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

**Paper** - Your paper should be professional and scholarly (in narrative form, proper grammar, punctuation, spelling, references in APA format, etc.), double-spaced, and in a 12-point Font, preferably Arial or Times New Roman. Use headings, even within each section, include in-text APA citations and integrate your sections into ONE paper with one REFERENCE PAGE at the end. 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. IF YOU USE GOOGLE DOCS TO CREATE YOUR PRESENTATION, CONVERT IT TO POWERPOINT BEFORE THE DAY YOU PRESENT TO CHECK FORMATTING! Bring the FLASH DRIVE to class and the instructor will save of copy on her desktop computer, or you can email her a copy on the day of the presentation.

See Grading Rubric for more information.

**ADDITIONAL INFORMATION CAN BE FOUND ON CANVAS IN THE ASSIGNMENT SECTION UNDER MODULES.**

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. CLO 2-5

Total = 60 points
GRADING

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

TOTAL POINTS 420 POINTS

GRADING SCALE:

A+ = 97-100%
A  = 93-96%
A- = 90-92%
B+ = 87-89%
B  = 83-86%
B- = 80-82%
C+ = 77-79%
C  = 73-76%
C- = 70-72%
D+ = 67-69%
D  = 63-66%
D- = 60-62%
F  = below 60%

EXTRA CREDIT

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 and how it relates to this class. Each video summary is worth 5 points. A maximum of 3 can be submitted.

ALL EXTRA CREDIT IS DUE NO LATER THAN 5/7/18.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings</th>
<th>Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/24/18</td>
<td>Syllabus Review</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/29/18</td>
<td>Introduction &amp; Overview, Chapter 1</td>
<td>Print, complete and bring to class: Psychotherapy Inventory</td>
</tr>
<tr>
<td>2</td>
<td>1/31/18</td>
<td>Becoming a Therapist, Chapter 2</td>
<td>Print, complete and bring to class: People Skills Inventory</td>
</tr>
<tr>
<td>3</td>
<td>2/5/18</td>
<td>Counseling Skills 1 – Active Listening (write up DUE 2/12)</td>
<td>IN CLASS SYLLABUS QUIZ (extra credit)</td>
</tr>
<tr>
<td>3</td>
<td>2/7/18</td>
<td>Psychoanalytic (excluding pages on Jung), Chapter 4</td>
<td>Mention MYERS BRIGGS</td>
</tr>
<tr>
<td>4</td>
<td>2/12/18</td>
<td>Jung, pages from chapter 4</td>
<td>Counseling Skills #1 write up DUE Myers Briggs Activity in class – Bring Printout</td>
</tr>
<tr>
<td>4</td>
<td>2/14/18</td>
<td>Adler, Chapter 5</td>
<td>Print, complete and bring to class: Birth Order Quiz Birth Order Quiz Activity in class TAKE QUIZ #1 AFTER CLASS (ch. 1, 2, 4, 5)</td>
</tr>
<tr>
<td>5</td>
<td>2/19/18</td>
<td>Existential Therapy, chapter 6</td>
<td>APPLICATION PAPER #1 DUE</td>
</tr>
<tr>
<td>5</td>
<td>2/21/18</td>
<td>VIDEO – Irv Yalom: Confronting Death</td>
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<tr>
<td>6</td>
<td>2/26/18</td>
<td>Person Centered Therapy, Chapter 7</td>
<td></td>
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<tr>
<td>6</td>
<td>2/28/18</td>
<td>Counseling Skills 2 – Asking Questions (write up DUE 3/7)</td>
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<tr>
<td>7</td>
<td>3/5/18</td>
<td>Gestalt Therapy, Chapter 8</td>
<td>TAKE QUIZ #2 AFTER CLASS (ch. 6-8)</td>
</tr>
<tr>
<td>7</td>
<td>3/7/18</td>
<td>VIDEO – Art Therapy</td>
<td>Counseling Skills #2 write up DUE</td>
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<tr>
<td>8</td>
<td>3/12/18</td>
<td>Behavior Therapy, Chapter 9</td>
<td>APPLICATION PAPER #2 DUE</td>
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<tr>
<td>8</td>
<td>3/14/18</td>
<td>PRESENTATIONS</td>
<td></td>
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<tr>
<td>9</td>
<td>3/19/18</td>
<td>Cognitive-Behavior Therapy, Chapter 10</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3/21/18</td>
<td>Reality Therapy, Chapter 11</td>
<td>TAKE QUIZ #3 AFTER CLASS (ch. 9-11)</td>
</tr>
<tr>
<td>3/26 &amp; 3/28</td>
<td>SPRING BREAK</td>
<td></td>
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<tr>
<td>10</td>
<td>4/2/18</td>
<td>Counseling Skills 3 – Verbal Responding (write up DUE 4/9)</td>
<td>APPLICATION PAPER #3 DUE</td>
</tr>
<tr>
<td>10</td>
<td>4/4/18</td>
<td>PRESENTATIONS</td>
<td></td>
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<tr>
<td>11</td>
<td>4/9/18</td>
<td>Ethics (lecture &amp; Vignettes in class), Chapter 3</td>
<td>Counseling Skills #3 write up DUE Ethics Vignettes, BRING HANDOUT COMPLETED TO CLASS</td>
</tr>
</tbody>
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9  Theories & Methods of Counseling and Psychotherapy, Psyc 165, Section 02, Spring 2018
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings</th>
<th>Assignments, Deadlines</th>
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</thead>
<tbody>
<tr>
<td>11</td>
<td>4/11/18</td>
<td>Feminist Therapy, Chapter 12</td>
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<tr>
<td>12</td>
<td>4/16/18</td>
<td>Counseling Skills 4 - Empathy</td>
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<td>(write up DUE 4/23)</td>
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<tr>
<td>12</td>
<td>4/18/18</td>
<td>PRESENTATIONS</td>
<td></td>
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<tr>
<td>13</td>
<td>4/23/18</td>
<td>Post Modern Theories, Chapter 13</td>
<td>Counseling Skills #4 write up DUE</td>
</tr>
<tr>
<td>13</td>
<td>4/25/18</td>
<td>VIDEO – Instructor’s Choice!</td>
<td></td>
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<tr>
<td>14</td>
<td>4/30/18</td>
<td>Family Systems, Chapter 14</td>
<td>TAKE QUIZ #4 AFTER CLASS (ch. 12-14)</td>
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<tr>
<td>14</td>
<td>5/2/18</td>
<td>PRESENTATIONS</td>
<td>APPLICATION PAPER #4 DUE</td>
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<tr>
<td>15</td>
<td>5/7/18</td>
<td>PRESENTATIONS</td>
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<tr>
<td>15</td>
<td>5/9/18</td>
<td>PRESENTATIONS</td>
<td></td>
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<tr>
<td>16</td>
<td>5/14/18</td>
<td>Final Counseling Skills Group</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>(no paper)</td>
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</tr>
<tr>
<td>Final Exam</td>
<td>5/21/18</td>
<td>9:45 to noon</td>
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</table>