San José State University
College of Social Sciences, Psychology Dept.

Psyc 165, Theories and Methods of Counseling, Section 01, Fall, 2019

Course and Contact Information

Instructor: Ellyn Herb, Ph.D.
Office Location: DMH 310
Telephone: 408-296-9600
Email: Ellyn.herb@sjsu.edu
Office Hours: Tues. 5:45 to 6:30 p.m., Thurs. 2:15 to 2:45 p.m.
Class Days/Time: T/Th 3:00 – 4:15 p.m.
Classroom: DMH 359
Prerequisites: Psyc 1

Course Description

A survey of theories focused on helping and behavior change. Course covers both historical and contemporary psychotherapeutic interventions found in clinical and counseling psychology and evidence based practice approaches in psychotherapy.

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:


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

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/”

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, 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, 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.

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. 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.
Course Requirements

“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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.” Details of the final exam for this course will be discussed in class.

Assignments and Grading Policies

NOTE: All papers submitted must be typed (double-spaced) unless completed during class. Assignments may be submitted EITHER online or as hard copy. Please do not submit them in both formats.

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 and Ethics) 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 below. Quizzes will begin after class, as noted in the schedule. They will be available for a period of 75 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. Theory Group Work in Class – several times during the semester, you will work in class in a small group creating vignettes related to particular theories we are studying. Each group will be required to submit written work, as directed by the instructor, at the end of the class period. You will need to bring paper and something to write with (legibly). You must be present to obtain points for this activity. CLO 1,2

   10 points each – Total = 20 points

4. 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

5. Application of Counseling Theory Papers– You will be creating a case and writing a personal paper about a chosen problem that you have (or create) 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 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>
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<tr>
<td>Psychoanalytic</td>
<td>Person-Centered</td>
<td>Behavior Analysis</td>
<td>Feminist</td>
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<tr>
<td>Adlerian</td>
<td>Gestalt</td>
<td>Cognitive Behavioral</td>
<td>Narrative</td>
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<tr>
<td>Jungian</td>
<td>Existential</td>
<td>Reality</td>
<td>Solution Focused</td>
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</tbody>
</table>

Each paper is worth 25 points. Total Points = 100

6. 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. 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. Please put your presentation on a Flash Drive and bring it to class. I will download the presentation onto my computer and show it from there.

NOTE:*** If you use Google Docs or another program to complete your presentation, you must convert it to Powerpoint prior to class. PLEASE NOTE THAT FORMATTING MIGHT CHANGE. CHECK THE POWERPOINT BEFORE COMING TO CLASS.
Topics
Acceptance and Commitment therapy
Positive Psychotherapy (based on Positive Psychology)
Emotionally Focused Couples Therapy
Play therapy (children)
Body Psychotherapies (Psychomotor, Somatic Experiencing, Focusing)
Ericksonian Hypnosis
Psychodrama
Motivational Interviewing
Dialectical Behavior Therapy
Eye Movement Desensitization and Reprocessing (EMDR)
Interpersonal Psychotherapy
LGBT Therapy
Internal Family Systems

1. Paper - Your paper should be professional (in narrative form, proper grammar, punctuation, spelling, references in APA format, etc.), double-spaced, and in 12-point Font, preferably Arial or Times New Roman. Use headings for better organization within sections. Do not include the Letters for each section; just use appropriate headings.

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.

2. 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.

See Grading Rubric for more information.

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

7. 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
In Class Group Work 20 points
Final Exam 60 points
Application Papers 100 points
Group Project 60 points

TOTAL POINTS 440 points

GRADING SCALE:
A+ = 98 to 100%
A  = 93 to 97%
A- = 90 to 92%
B+ = 87 to 89%
B  = 83 to 86%
B- = 80 to 82%
C+ = 77 to 79%
C  = 73 to 76%
C- = 70 to 72%
D+ = 67 to 69%
D  = 63 to 66%
D- = 60 to 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 2 can be submitted (10 points).

ALL EXTRA CREDIT IS DUE NO LATER THAN NOVEMBER 26, 2019.
<table>
<thead>
<tr>
<th>Week/Day/ Date</th>
<th>Topic/Readings</th>
<th>Assignments (read before class)</th>
<th>Activities</th>
<th>ASSIGNMENTS/DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – TH 8/22/19</td>
<td>Syllabus Review</td>
<td>Note: These assignments are part of your class participation grade.</td>
<td>Bring completed Inventory to class.</td>
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<tr>
<td>2 - TU 8/27/19</td>
<td>Introduction &amp; Overview</td>
<td>Chapter 1</td>
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<td>2 - TH 8/29/19</td>
<td>Becoming a Therapist</td>
<td>Chapter 2</td>
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<tr>
<td>3 – TU 9/3/19</td>
<td>Counseling Skills 1 – Active Listening (DUE 9/10/19)</td>
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<td>3 – TH 9/5/19</td>
<td>Psychoanalytic- Freud (NOT Jung)</td>
<td>Chapter 4</td>
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<tr>
<td>4 – TU 9/10/19</td>
<td>Jung</td>
<td>Pages in Chapter 4</td>
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<tr>
<td>4 – TH 9/12/19</td>
<td>Psychoanalytic Group Work in class</td>
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<td>5 – TU 9/17/19</td>
<td>Adler</td>
<td>Chapter 5</td>
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<td>5 – TH 9/19/19</td>
<td>Existential Therapy</td>
<td>Chapter 6</td>
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<td>6 – TU 9/24/19</td>
<td>VIDEO – Yalom Confronting Death</td>
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<td>6- TH 9/26/19</td>
<td>Person-Centered therapy</td>
<td>Chapter 7</td>
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<td>7 – TU 10/1/19</td>
<td>Counseling Skills 2 – Questions (DUE 10/8/19)</td>
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<td>7 – TH 10/3/19</td>
<td>Gestalt Therapy</td>
<td>Chapter 8</td>
<td>ONLINE QUIZ #2 (ch 6-8) TAKE AFTER CLASS</td>
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<td>8 – TU 10/8/19</td>
<td>VIDEO – Art Therapy</td>
<td>Experiential – Art “Therapy”</td>
<td>Counseling Skills #2 Paper DUE</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<td>10/10/19</td>
<td>PRESENTATIONS</td>
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<td>Application Paper #2 DUE</td>
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<tr>
<td>10/15/19</td>
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<td>10/17/19</td>
<td>Cognitive-Behavior Therapy</td>
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<td>10/24/19</td>
<td>PRESENTATIONS</td>
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<tr>
<td>10/29/19</td>
<td>Counseling Skills 3 – Responding (DUE 11/5/19)</td>
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<tr>
<td>10/31/19</td>
<td>Reality Therapy</td>
<td>Chapter 11</td>
<td>Mention Ethics Vignette paper ONLINE QUIZ #3 (ch. 9-11) TAKE AFTER CLASS</td>
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<td>Counseling Skills Paper #3 DUE</td>
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<td>11/7/19</td>
<td>Ethics</td>
<td>Chapter 3</td>
<td>Ethics Vignettes – in class. Bring Ethics Quiz to class. Application Paper #3 DUE</td>
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<td>11/14/19</td>
<td>Counseling Skills 4 – Empathy (DUE 11/21/19)</td>
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<td>11/19/19</td>
<td>Feminist Therapy</td>
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<td>Counseling Skills #4 Paper DUE</td>
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<td>11/26/19</td>
<td>Post Modern</td>
<td>Chapter 13</td>
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<td>11/28/19</td>
<td>THANKSGIVING HOLIDAY</td>
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<td>12/3/19</td>
<td>Family Systems</td>
<td>Chapter 14</td>
<td>ONLINE QUIZ #4 (ch 12-14) TAKE AFTER CLASS</td>
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<td>Application Paper #4 DUE</td>
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<td>12/11/19</td>
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