

**Psychology 311 – Counseling Psychology
Fall 2005**

Dr. Anita Davis

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Office Hours:

Mondays 11-12 and Tuesdays 2-4
Other times by appointment

Course Description:

This course is designed to give students exposure to the area of counseling psychology. This will include exposure to theory and techniques that are used in the field, as well as, ethical and professional issues confronting counseling psychologists.

Course Objectives:

- (1) To expose students to major theoretical approaches to providing counseling services and to aid in developing their ability to critically evaluate strengths and limitations associated with each approach.
- (2) To expose students to a variety of ethical and professional issues associated with the counseling process.
- (3) To enhance students' self-awareness by helping student recognize how their personal values play a role in the counseling process.
- (4) To help students develop the ability to assess presenting problems of clients and develop a plan for psychotherapeutic intervention.
- (5) To provide students with opportunities to practice beginning learning and reflection skills.
- (6) To foster students' ability to integrate theoretical and experiential learning in order to begin forming a personal model of psychotherapeutic intervention.

Suggestions for getting the most out of class:

- (1) Decide if you have enough time and effort to devote to the course. Students will be expected to keep up with their reading, come to class prepared to ask questions or raise issues on the readings, and to complete assigned exercises in the Student Manual in a timely fashion.
- (2) Attend all classes and participate. Unexcused absences will have a bearing on your grade. If you have a legitimate excuse, please inform me prior to class.

- (3) Come to class with an open frame of mind and a willingness to take risks. At various times in the semester, students will be expected to participate in activities geared toward providing exposure to different elements of the counseling process (e.g., role plays, videotaping of vignettes).

Required Readings:

Corey, G. (2005). Theory and Practice of Counseling and Psychotherapy (7th ed.). Pacific Grove, CA: Brooks/Cole.

Corey, G. (2005). Student Manual for Theory and Practice of Counseling and Psychotherapy (7th ed.). Pacific Grove, CA: Brooks/Cole.

Frankl, V. E. (1984). Man's search for meaning. New York: Washington Square Press.

Rogers, C. (1980). A way of being. Boston: Houghton Mifflin.

Additional readings as assigned.

Grading Policy:

- I. Manual (Workbook) Assignments (25%): Exercises to be completed in the workbook will be assigned each week. Grading for these assignments will be based on the quality of the work that you do. The manual will be turned in for review at designated times throughout the semester. You are encouraged to do additional exercises as they interest you. Late workbooks will carry a penalty of one letter grade for each day that they are late. Additional information on workbook assignments is provided later in this syllabus.
- II. Exams (60%): There will be three exams, each worth 20% of your grade. The first two will be during class time and the third during the final exam period. All exams will consist of multiple-choice questions that will be taken in class and essay questions that will be take-home. Keep in mind that it is your responsibility to do all of the assigned readings when they are assigned and that class time will never cover all of the material for which you are responsible for reading.
- III. Class Participation (15%): To obtain points in this section, students are expected to attend all classes, participate in class discussion/exercises, and give constructive feedback to other students. The following things will be done to help assign these points: (1) attendance will be taken daily, (2) notes about your willingness to participate in classroom exercises will be kept, and (3) notes about the quality and quantity of your comments in class will be kept.

Additional Policies:

Confidentiality: Given the experiential component of the course, some amount of personal self-disclosure is to be expected. Therefore, it is extremely important to respect the confidentiality of all persons involved in the course. Revealing information about your classmates to others not enrolled in the course is a breach of confidentiality.

Tentative Class Schedule and Assignments

<u>DATE</u>	<u>TOPIC</u>	<u>TEXT CHAPTER</u>
AUG 29	Introduction and Overview Personal Issues for the Counselor	Chapters 1 & 2
SEP 5	Labor Day	
12	Ethics	Chapter 3
19	Social Issues	Assigned Readings
26	Psychoanalytic Therapy WORKBOOK DUE	Chapter 4
OCT 3	Adlerian Therapy/Existential Therapy Discussion of “Man’s Search for Meaning”	Chapters 5, 6
10	EXAM 1 /Person-Centered Therapy	Chapter 7
17	Fall Break	
24	Discussion of “A Way of Being” Gestalt Therapy WORKBOOK DUE	Chapter 8
31	Cognitive Behavior Therapy	Chapter 10
NOV 7	EXAM 2 /Family Systems Student Therapy Cases Due	Chapter 14
14	Student Videotaping	
21	Student Video Presentations/ WORKBOOK DUE	
28	Student Video Presentations	
DEC 5	Student Video Presentations/ Evaluation of Psychotherapy	Chapter 15
14	FINAL EXAM -1 pm (Wednesday)	

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Additional Information about Grading Policy:

I. Grading/Expectations for Workbook Exercises

Assignments will be graded based on:

- 1) Completeness of the assignments. Please note that for all of the assignments that require work on your part, only the first page on which they appear in the workbook is listed. It is your responsibility to make sure that you check to see how many pages the assignments are and to complete the assignments in their entirety. If ANY question is left blank for any exercise, your final grade for that entire set of workbook exercises will be lowered by one-half a letter grade for each incomplete assignment. So, if you are unclear about where an assignment begins/ends always ask me. Also, don't forget that each chapter that covers a theoretical approach also has a pre-chapter self-inventory. These inventories are to be completed prior to and after reading the chapter and you should indicate which of your responses correspond to your pre/post reading of the chapter.
- 2) Timeliness of the assignments. Workbooks turned in late will be lowered by one letter grade for each day that they are late.
- 3) Quality of the assignments. Workbook exercises will also be graded based on the level of understanding and insight in which you convey in your responses.

II. Numerical scores corresponding to letter grades for all assignments in the course:

A	=	94-100
A-	=	90-93
B+	=	87-89
B	=	84-86
B-	=	80-83
C+	=	77-79
C	=	74-76
C-	=	70-73
D+	=	67-69
D	=	64-66
D -	=	60-63
F	=	Below 60

Honor Code: All work in this class is covered by the Honor Code.

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Required Workbook Assignments
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Workbook Due Dates: September 26, October 24, November 21

Important Reminders:

- Only the first page of each exercise is listed for each exercise – it is your responsibility to complete the entire exercise; ask me if you are unsure
 - Complete each pre-chapter inventory *before* reading the chapter and *after* reading the chapter; label in the workbook which scores are for the before and after reading
 - Note other instructions in bold that apply to specific assignments
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Chapter 1: Introduction and Overview

1. Survey of Attitudes and Values Related to Counseling and Psychotherapy: A Self-Inventory and Pretest (p. 6) - **(be sure to put a reason for each of your responses on pages 9-11 even if you agree with the statement)**

Chapter 2: The Counselor: Person and Professional

2. A Survey of Your Attitudes and Beliefs about the Counselor as Person and Professional (p. 12)
3. The Role of Values in Counseling (p. 16)
4. Dealing with Values Conflicts (p. 17)
5. Multicultural Counseling Competencies: A self-examination (p.23) - **(be sure to score the self-examination)**
6. Suggested Activity: Cultural Diversity in Counseling Practice (p. 26)
7. Suggested Activity: Personal Issues in Counseling and Psychotherapy (p.27)

Chapter 3: Ethical Issues in Counseling Practice

8. Self-Inventory of Attitudes Relating to Ethical Issues (p. 31)

Chapter 4: Psychoanalytic Therapy

9. Prechapter Self-Inventories (p. 41) – remember to complete before and after reading the chapter (indicate pre- and post-reading ratings)

WORKBOOK DUE

Chapter 5: Adlerian Therapy

10. Prechapter Self-Inventory (p. 52) – remember to complete before and after reading the chapter (indicate pre- and post-reading ratings)
11. Personal Application: The Lifestyle Assessment (p. 56)
(be sure to answer the questions that follow)

Chapter 6: Existential Therapy

12. Prechapter Self-Inventory (p. 70) – remember to complete before and after reading the chapter (indicate pre- and post-reading ratings)
13. Will We Really Change? (p. 74)

Chapter 7: Person-Centered Therapy

14. Prechapter Self-Inventory (p. 81) – remember to complete before and after reading the chapter (indicate pre- and post-reading ratings)
15. Practical Application: Reflecting Clients' Feelings (p. 85)

WORKBOOK DUE

Chapter 8: Gestalt Therapy

16. Prechapter Self-Inventory (p. 92) – remember to complete before and after reading the chapter (indicate pre- and post-reading ratings)

Chapter 10: Cognitive-Behavior Therapy

17. Prechapter Self-Inventory (p. 122) – remember to complete before and after reading the chapter (indicate pre- and post-reading ratings)
18. Practical Applications (p. 129)

Chapter 14: Family Systems Therapy

19. Prechapter Self-Inventory (p. 181) – remember to complete before and after reading the chapter (indicate pre- and post-reading ratings)
20. Suggested Activities and Exercises for Personal Application--#4 “Understanding the Rules of Your Family” (p. 189)
(answer questions mentioned in the paragraph and that follow the paragraph; please type responses on a separate sheet for questions at the end)

WORKBOOK DUE