

CPSE 646  
Counseling Theory & Intervention  
Fall 2015

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Office Hours: 8:00-10:00 a.m. Tuesday  
or by appointment  
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Class Room: 341 MCKB  
Class Time: 2:40-5:00 p.m. Tuesday  
Credit: 3 hours

Textbooks:

Wedding, D., & Corsini, R. J. (Eds.) (2013). *Current psychotherapies* (10<sup>th</sup> edition). Belmont, CA: Brooks/Cole, Cengage Learning.

Wedding, D., & Corsini, R. J. (Eds.) (2013). *Case studies in psychotherapy* (7<sup>th</sup> edition). Stamford, CT: Cengage Learning.

Heaps, R., Johnson, S., & Schwab, K. P. (1994). *Counseling Skills Workbook for Educational Psychology* (5<sup>th</sup> edition). Provo, UT: Brigham Young University.

Knestel, A. (2014). *CPSE 646 Readings*. Provo, UT: Brigham Young University.

Course Description:

This course is intended to help students gain an understanding of the basic theories, intervention skills, and ethical issues of counseling. This is accomplished through: (1) Classroom discussions of readings, case examples, and lab skill experiences; (2) Laboratory skill learning and demonstrations of the basic counseling skills of empathy, concreteness, owning thoughts and feelings, immediacy, confrontation, and problem solving; and (3) Integration of the above during live and taped demonstrations of intervention strategies and the completion of a reflection paper.

This course is designed in two ways to give you a firm foundation for investigating problems or questions regarding psychotherapy research and practice that interest you. The first way is to give you a good knowledge base, and the second way is to provide you with the skills to be a critical (in the constructive sense) consumer of the psychotherapy research and practice literature.

Course Objectives:

1. Develop knowledge and sensitivity pertaining to ethical issues as they relate to clinical practice
2. Develop foundational level intervention skills for the practice of psychology
3. Develop critical cognitive skills to facilitate development of effective clinical interventions
4. Learn about the major theories of psychotherapy and how they translate into clinical practice and research

5. Develop awareness about self and others

Assignments:

Counseling Theory Papers:

For each theory under “Theories of Psychotherapy: Practice,” you will write a paper addressing the following questions:

1. What are the basic tenets of this approach to therapy?
2. How does this approach understand health and pathology, and individual, couple, and family dynamics?
3. What are the core therapy techniques?
4. How does this theory compare and contrast with the other theories you read this semester (in what ways are the theories similar; in what ways do they differ)? (not needed for the 1<sup>st</sup> paper)
5. What is the interface between this theory and gender, class, race, and culture? What are your thoughts about this (lack of) interface?
6. What are your reactions to the theory? What have you learned from this theory that may help you clinically? How do you imagine using this theory in your own clinical practice?

The reflection papers are due at the beginning of class, on the day we will discuss the theory.

Reflection Paper:

Each of you will read one of the books listed in this section and write a reflection paper about your reactions to the book.

Winona's Web: A Novel of Discovery by Priscilla Cogan

1. What were your personal feelings/reactions to this book?
2. What DSM-5 diagnosis would you give Winona? Meggie?
3. What did you think/feel about the role of Meggie as therapist/Winona as client? Boundaries?
4. How would you deal with Winona's spirituality in therapy?

The Secret Life of Bees by Sue Monk Kidd

1. What was your personal reaction to this book?
2. Which character were you the most drawn to and why? What do you think this says about you?
3. How would you define "family" in this story? How did you see race impacting the characters in this story?
4. What made August a good "therapist?"

A Million Little Pieces by James Frey

1. What were your personal feelings/reactions to this book?

2. There is a point in the book (around page 103-109) when James leaves the treatment facility and Leonard follows him. At that point, James is going back to a life that he knows will lead to death for him. Change is too hard. What do you think it was about Leonard's interaction with him that worked to get James to come back?
3. What part about working with addictions (or people with addictions) would appeal to you and what part would turn you off?
4. What do you think the relationship is between spirituality and suicidal actions/addictions? As a therapist, would you bring this up in therapy... or not... and why?

### After Long Silence

1. What were your personal feelings/reactions to this book?
2. In what ways did this family remind you of your own family?
3. How did you see the family secrets affecting the relationships within the family and family rules for intimacy?
4. What do you really think? Is it best to talk about painful secrets within families and "get things out in the open?" Or, is it better not to "rock the boat" and keep things quiet? How do you think your opinions about this question are influenced by your own family-of-origin?

### A Lesson Before Dying

1. What was your personal reaction to this book?
2. What did you think/feel about how contextual factors such as race, social class, culture, age, gender, etc. affected the relationships of the characters in the story, and the core issues they struggled with in life?
3. In what ways did this story cause you to think and feel about your own mortality and how you would handle a "death sentence?" What would you hope for yourself in dealing with such a crisis or in helping someone else to deal with it?
4. Ending important relationships in life is inevitable. In therapy, we call this "termination." How did you react to the ways that the characters in the story did or did not "terminate" with each other? Do you believe it is important to "say good-bye?" Does it make a difference what is said or done in ending a relationship?

### Lab Skills Presentations:

During the lab portion of the class, you will pass off the lab skills by submitting a 45-minute long video of interaction with a stranger. Please choose 20 minutes of the video that specifically demonstrates your use of the counseling skills learned in class. You can continue to pass off this assignment until mastery is achieved. I want all students to demonstrate competency with these skills. Please have the stranger complete a consent form, which you will submit on the day that you present your video.

### Research Paper and Presentation:

In groups of three you will conduct a review of the literature in an area of psychotherapy research of interest to you. For example, you could look at the research literature investigating how effective cognitive-behavioral therapy is in treating autism. You will get to choose who you would like to work with and what theoretical orientation and mental disorder you would like to further examine (it can be a theoretical orientation we have not talked about in class). You will

write a 20-page (double-spaced) research paper summarizing your findings and you will also present your findings in class.

### Class Schedule:

#### Week 1 (September 1)

Introduction and overview

Ethical issues in counseling practice

#### **Readings (in-class):**

Smith, D. (2003, January). 10 ways practitioners can avoid frequent ethical pitfalls. *Monitor on Psychology*, 50-65.

#### Week 2 (September 8)

The counselor as a person and professional/opening your heart to therapy

#### **Readings:**

1) Ueland, B. (1938). *If you want to write*. New York, NY: G. P. Putnam's Sons. (read pages 3-9)

2) Rogers, C. R. (1958). *The characteristics of a helping relationship*. Retrieved from <http://library.ncrtm.org/pdf/748.009.pdf>

3) Castaneda, C. (1968). *The teachings of Don Juan: A Yaqui way of knowledge*. Berkeley, CA: University of California Press. (read pages 56-60)

4) Coelho, P. (1993). *The Alchemist*. San Francisco, CA: HarperSanFrancisco. (read pages 134-139)

5) Yalom, I. D. (1998). *The Yalom Reader: Selections from the work of a master therapist and storyteller*. New York, NY: Basic Books (read Chapter 1, pages 5-41)

6) Yalom, I. D. (1998). *The Yalom Reader: Selections from the work of a master therapist and storyteller*. New York, NY: Basic Books (read Chapter 2, pages 42-80)

7) Haley, J. (1987). *Problem-solving therapy: New strategies for effective family therapy* (2nd ed.). San Francisco: Jossey-Bass. (read pages 8-54)

8) Epstein, M. (1998). *Going to pieces without falling apart*. (read pages 3-27)

9) Yalom, I. D. (1998). *The Yalom Reader: Selections from the work of a master therapist and storyteller*. New York, NY: Basic Books (read Chapter 4, pages 167-182)

10) Hardy, K. V. (2001). *Soul Work. Psychotherapy Networker*, p. 36-40.

### Theories of Psychotherapy: Practice

#### Week 3 (September 15)

Psychoanalytic Therapy: Is a cigar really a cigar?

#### **Readings:**

Textbook: Chapter 2

Cases Studies: Chapter 1

Counseling Skills Workbook: p. 1-23

#### **Due:**

Counseling Theory Paper: Psychoanalytic Therapy

Turn in topics for group presentations

Week 4 (September 22)

Adlerian Psychotherapy

**Readings:**

Textbook: Chapter 3

Case Studies: Chapter 2

Counseling Skills Workbook: p. 24-43

**Due:**

Counseling Theory Paper: Adlerian Psychotherapy

Week 5 (September 29)

Client-Centered Therapy: It's all about you

**Readings:**

Textbook: Chapter 4

Case Studies: Chapter 3

Counseling Skills Workbook: p. 44-61

**Due:**

Counseling Theory Paper: Client-Centered therapy

Week 6 (October 6)

Behavior Therapy: Prepare to salivate

**Readings:**

Textbook: Chapter 6

Case Studies: Chapter 5

**Due:**

Counseling Theory Paper: Behavior therapy

Counseling Skills: Video Presentation

Week 7 (October 13)

Cognitive Therapy: Warm and fuzzy

**Readings:**

Textbook: Chapter 7

Case Studies: Chapter 6

**Due:**

Counseling Theory Paper: Cognitive Therapy

Counseling Skills: Video Presentation

Week 8 (October 20)

Existential Therapy: Who am I, Where am I going? Why do I have death anxiety?

**Readings:**

Textbook: Chapter 8

Case Studies: Chapter 7

**Due:**

Counseling Theory Paper: Existential therapy

Counseling Skills: Video Presentation

Week 9 (October 27)

Gestalt Therapy: More than the sum of the parts

**Readings:**

Textbook: Chapter 9

Case Studies: Chapter 8

**Due:**

Counseling Theory Paper: Gestalt Therapy

Counseling Skills: Video Presentation

Week 10 (November 3)

Couples Therapy: Let's do the dance

**Readings:**

Baucom, D. H., Epstein, N., & LaTaillade, J. J. (2002). Cognitive-behavioral couple therapy. In A. S. Gurman & N. S. Jacobson (Eds.), *Clinical Handbook of Couple Therapy* (pp. 26-58). New York, NY: Guilford Press.

Johnson, S. M. Johnson, & Denton, W. (2002). Emotionally focused couple therapy: Creating secure connection. In A. S. Gurman & N. S. Jacobson (Eds.), *Clinical Handbook of Couple Therapy* (pp. 221-250). New York, NY: Guilford Press.

Hoyt, M. F. Solution-focused couple therapy. In A. S. Gurman & N. S. Jacobson (Eds.), *Clinical Handbook of Couple Therapy* (pp. 335-369). New York, NY: Guilford Press.

**Due:**

Counseling Theory Paper: Couples Therapy

Counseling Skills: Video Presentation

Week 11 (November 10)

Family Systems Therapy: It's not my problem, it's *our* problem

**Readings:**

Textbook: Chapter 11

Case Studies: Chapter 10

**Due:**

Reflection Paper: Family Systems Therapy

Counseling Skills: Video Presentation

Reflection Paper (Book)

**Theories of Psychotherapy: Research**

Week 12 (November 17)

Group Presentation 1 (75 minutes)

Group Presentation 2 (75 minutes)

**Due:**

Research Papers due (Groups 1 & 2)

Week 13 (November 24) – No Class

Week 14 (December 1)

Group Presentation 3 (75 minutes)

Group Presentation 4 (75 minutes)

**Due:**

Research Papers due (Groups 3 & 4)

Week 15 (December 8)

Group Presentation 5 (75 minutes)

Group Presentation 6 (75 minutes)

**Due:**

Research Papers due (Groups 5 & 6)

**Grading**

**Point Distribution**

Counseling Theories Papers (9x20pts)	180 points
Reflection Paper (Book)	40 points
Lab Skills Video Presentation	40 points
Research Paper	80 points
Research Presentation	50 points
<u>Participation</u>	<u>40 points</u>
Total	430 points

**Grade Scale**

<b>A</b>	94-100	<b>B-</b>	80-82	<b>D+</b>	67-69
<b>A-</b>	90-93	<b>C+</b>	77-79	<b>D</b>	63-66
<b>B+</b>	87-89	<b>C</b>	73-76	<b>D-</b>	60-62
<b>B</b>	83-86	<b>C-</b>	70-72	<b>E</b>	59 and lower

**University Policies**

**Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

## **Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

## **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

## **Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through



quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

### **E-mail**

Please provide me with a working email address. There may be times when changes to assignments or readings will be necessary. Most likely, I will notify students of these changes via e-mail. You will be responsible for periodically checking your e-mail and responding to any course changes. It is the students' responsibility to have a working e-mail and check it in a timely manner.

### **Respectful Environment**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010.