

# CPSE 646

## Counseling Theory & Interventions

Fall 2016

### Instructors

**Aaron Jackson**

aaron\_jackson@byu.edu

801-636-3745

**Katie Smith**

ktsmith22@gmail.com

**Hannah Stokes**

stokes.hannah.lashell@gmail.com

**Michael Williams**

galegoforte@gmail.com

### Course Information

#### Description

This course is both a content and process driven course. Our learning will focus on the content of major theories of counseling. You will experience the process of using and mastering a set of counseling skills. You will also experience the application of various counseling theories.

#### Materials

**1. Current Psychotherapies, 9th Edition**

by Raymond J. Corsini & Danny Wedding

(Note: this is an older edition of the text, and considerably less expensive than the 10<sup>th</sup> edition.)

ISBN-13: 978-0495903369

ISBN-10: 0495903361

[https://www.amazon.com/gp/product/0495903361/ref=oh\\_aui\\_detailpage\\_o01\\_s00?ie=UTF8&psc=1](https://www.amazon.com/gp/product/0495903361/ref=oh_aui_detailpage_o01_s00?ie=UTF8&psc=1)

## **2. 40 Techniques Every Counselor Should Know (2<sup>nd</sup> ed.)**

Bradley T. Erford

ISBN-13: 978-0133571745

ISBN-10: 0133571742

[https://www.amazon.com/gp/product/0133571742/ref=oh\\_aui\\_detailpage\\_o00\\_s00?ie=UTF8&psc=1](https://www.amazon.com/gp/product/0133571742/ref=oh_aui_detailpage_o00_s00?ie=UTF8&psc=1)

### **Learning Outcomes**

#### **Counseling theories**

Students will be able to identify and discuss counseling theories according to underlying assumptions, mechanisms and processes of psychotherapy

Students will demonstrate this via quizzes, a comprehensive final, chapter summaries, and independent reading summary

#### **Psychological Ethics**

Students will learn the importance of Psychological Ethics and be able to discuss ethical guidelines with direct reference to dual relationships, sexual encounters with clients and using technology to provide therapy

Student will demonstrate this through a quiz, chapter summary, and in class discussion

#### **Theory of therapeutic change**

Students will be able to create their own theory of therapeutic change and what mechanism and processes make therapy effective

Students will demonstrate this through a term paper

#### **Counseling Skills**

Students will apply a variety of counseling theories during role plays and case conceptualization activities.

#### **Competency-based evaluation**

Students' performance in the lab will be considered a competency benchmark for beginning their first practicum. Mastery of lab skills will indicate a student is prepared for future practicum experiences. Mastery will be demonstrated through review of videos and receiving a passing score on the final video submission.

## **Attendance Policy**

You are expected to attend all classes, which will start on time. You are expected submit weekly written assignment by email to Dr. Jackson before midnight on Tuesday each week. If an emergency occurs and you cannot attend class, you are expected to email Dr. Jackson as soon as possible to explain the situation. Students who miss more than one class may have their grade lowered one full letter grade. Students who are tardy more than 3 times may have their grade lowered one full letter grade.

## **Teaching Philosophy**

Learning should be fun, challenging, and joyous. Please be respectful of the thoughts, feelings, and opinions of others. If you disagree, please share your ideas politely. Diversity of thought enriches learning and will be respected. We do not have to think the same, but we do need to rely on research and empirical theories and models. When you share your opinions, be prepared to discuss evidence that supports your opinion.

I reserve the right to change any part of the syllabus due to the learning needs of the students, teacher, or guest lecturers. I also reserve the right to make modifications in grading practices or point values.

## **Competency Evaluation**

Students' performance on the lab skills videos will serve as a competency evaluation that will be used to determine their readiness for their next practicum experience. Evaluations will also be used to determine additional targets for change and to reinforce skills that are well developed.

## **Assignments**

### **Weekly Reading and Video Report**

Assigned readings should be completed each week before midnight on Tuesday. You are also responsible to find and view at least 30 minutes of a relevant video clip (see instructions below), or 60 minutes of a TV show, or movie about psychotherapy each week (e.g. In Treatment, Good Will Hunting—edited version, Ordinary People—edited version, What About Bob?, . Counseling training video clips can be found by doing the following.

You can access online videos of counseling in several ways:

One way:

- 1) On the main library homepage ([ww.lib.byu.edu](http://ww.lib.byu.edu))
- 2) In the main search box at the top, select database finder (it's under the line)
- 3) In the box type in "Counseling and therapy in video," hit the search button
- 4) The list will come up, click on "Counseling and therapy in video," will be at the bottom, and you'll be into the Alexander Street Video Collection. From the menu on the left hand side

of the web page, choose "counseling session" under "video type." You can do an advanced search for certain types or theories that interest you.

**\*Due: Each Tuesday before 12 midnight MT\***

Send an email to all the instructors (see email addresses above), which includes your response to the following.

Indicate whether you completed the assigned reading for the week in Corsini & Wedding.

Indicate whether you completed the assigned reading for the week in Elford.

Share an idea from your reading that you thought was important and you agree with.

Share an idea from your reading that thought was important and you disagree with.

Indicate what video you watched and how many minutes you watched.

Share what you found useful in the video, what, if anything will you integrate into your own counseling approach?

Share what you found uncomfortable or unhelpful in the video and briefly discuss why you think you found it so.

Identify at least 3 counseling skills that are demonstrated in the video.

### **Theory of Change Paper**

Due: Wednesday December 7 at 11:59 pm

You will be required to write a short paper that explains your current philosophy and approach to counseling. The paper should include (a) an explanation of what theories and techniques you plan to incorporate into your own counseling practice at this time of your training and (b) why you plan to incorporate these theories and techniques.

### **Lab Skills Presentations**

Due: Tuesday, Oct 15 at 12:59 am

During the lab portion of the class, you will pass off the lab skills by submitting a video of 45 minutes of interaction with a stranger. Please choose 20 minutes of the video that specifically demonstrates your use of counseling skills. 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 this consent form, which you will turn into the instructor on the day that present your video. [Consent Form FINAL.docx](#) Download

In lab, we will use the following rubric to facilitate discussion about the videos. [Video Review Rubric.docx](#) Download

## Schedule

Date	Assignments Due	Class Topics and Readings	Lab Schedule
Aug 31		Introduction: Counseling skills, counseling theories and the helping professions	
Sept7	Weekly Reading and Video Report	Psychanalysis Corsini & Wedding, Ch. 2 Heaps--all	
Sept 14	Weekly Reading and Video Report	Psychodynamic Corsini & Wedding, Ch. 3&4 Erford, Ch. 2	
Sept 21	Weekly Reading and Video Report	Client-centered Corsini & Wedding, Ch. 5 Erford, Ch. 5	
Sept 28	Weekly Reading and Video Report	REBT/CBT Corsini & Wedding, Ch. 6&8 Erford, Ch. 6&7	
Oct 5	Weekly Reading and Video Report	Behavioral Corsini & Wedding, Ch. 7 Erford, Ch. 8&9	
Oct 12	Weekly Reading and Video Report	ACT Readings Erford, Ch. 1	20 minute lab skills presentation and discussion (1st video)

<b>Oct 19</b>	<b>Weekly Reading and Video Report</b>	Existential Corsini & Wedding, Ch. 9	20 minute lab skills presentation and discussion (1st video)
<b>Oct 26</b>	<b>Weekly Reading and Video Report</b>	Gestalt Corsini & Wedding, Ch. 10 Erford, Ch. 3	20 minute lab skills presentation and discussion (1st video)
<b>Nov 2</b>	<b>Application Weekly Reading and Video Report</b>	Interpersonal Corsini & Wedding, Ch. 11	Counseling Skills Midterm
<b>Nov 9</b>	<b>Weekly Reading and Video Report</b>	Family Corsini & Wedding, Ch. 13	20 minute lab skills presentation and discussion (2nd video)
<b>Nov 16</b>	<b>Weekly Reading and Video Report</b>	Mindfulness Corsini & Wedding, Ch. 13 Erford, Ch. 4	20 minute lab skills presentation and discussion (2nd video)
<b>Nov 30</b>	<b>Weekly Reading and Video Report</b>	EFT Readings	
<b>Dec 7</b>		Corsini & Wedding, Ch. 15&16	20 minute lab skills presentation and discussion (2nd video)
			20 minute lab skills presentation and discussion (2nd video)

Dec 13 F - Dec 20	Final Exam Tue. Dec. 13, 7-10am  Course/Instructor Ratings
-------------------------------	--

## 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.

## **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

## **Email**

Please make sure your email address on MyBYU is up to date. Course correspondence will use that email address.