

CPSE 646-- Fall 2021
Counseling Theory & Interventions

Instructors

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Course Information

Description

You will be studying the major theorists who have contributed to the practice and theory of counseling and learning how to put into practice many of the timeless principles that these theorists have articulated. 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, 11th Edition

by Raymond J. Corsini & Danny Wedding

While you can purchase the hard copy book for \$200, it is half the cost to purchase the loose leaf or ebook version with MindTap. We will be using Mind Tap in addition to the book so if you buy the hard copy book you will also need to also purchase Mind Tap (which is the first choice below). I recommend doing the loose leaf version so you have a copy of the book as a reference but the ebook is fine as well.

Course Key: MTPNSHMQHCML. (you will need this I believe to make one of the purchases below directly from the book company)

E-book + Mind Tap. (Access to both is 6 months)

ISBN: 9781337560962

Loose-leaf Text + Mind Tap. (6 months- instant access card- purchase through Cengage)

ISBN 9781337763059

2. Packet: Counseling Skills Workbook for Educational Psychology

by R, HEAPS,

ISBN: 9780700367061 (You can purchase at the Bookstore)

3. Theravue.com (CPSE will pay for your use of Theravue- details on how to sign up to come)

4. Optional: 45 Techniques Every Counselor Should Know (Merrill Counseling) by Bradley Erford; 2019

5. Other Resources for your reference:

Eminent Psychotherapists Revealed at Psychincubator.com 3rd Thursday of the month: You will hear from leading therapists in North America about their work for free! Sign up online.

Yalom, I (2002). *The Gift of Therapy*. Harper Perennial: Toronto.

Gottlieb, L. (2019). *Maybe You Should Talk to Someone: A Therapist, Her Therapist, and Our Lives Revealed*.

To look up therapy videos go to:

- 1) On the main library homepage (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.

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 by reading, weekly discussions, and summaries of weekly work on reading and practice.

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 weekly summaries 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.

- Students will demonstrate this through skills practice on Theravue and a counseling skills videos. 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. See Competency Evaluation below.

Attendance Policy

You are expected to attend all classes, which will start on time. You are expected submit the weekly written summary of readings by email to Dr. Hansen (KristinLang_Hansen@byu.edu) before midnight on Monday of each week. If an emergency occurs and you cannot attend class, you are expected to email Dr. Hansen 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 two times may have their grade lowered one full letter grade.

Teaching Philosophy

The learning you will do should be enriching, enjoyable, and may at times be challenging as the content may open up areas of learning that are new to you. It is important that you are respectful of others' thoughts and feelings by listening and responding politely. A diversity of ideas and thoughts will be encouraged. Please be sure your comments are based on theories, research and practical knowledge in the field.

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 Lab Skills Report/ Due each Monday before midnight MT

Every week you will need to have completed readings both the text and Dr. Heaps book, two or more Mind Tap activities, 3 completed Theravue recordings of you practicing the weekly assigned therapy skill and Dr. Heaps exercises. Then you will need to write up a summary of your learning and send it to me by Monday at midnight each week.

Include answers to the following questions:

- Indicate whether you thoughtfully completed all the assigned reading for the week in Corsini & Wedding and Dr. Heaps book, Mind Tap activities, and intervention from Dr. Heaps book and Theravue video (usually it is the same skill).
- Share an idea from your reading that you thought was important and you agree with.
- Share an idea from your reading that you thought was important and you disagree with.
- Tie how what you have read about and practiced connects with gospel ideas.
- Tie what you have read about and practiced to your theory of change.
- Share what you might integrate into your own counseling approach?
- Share what you found uncomfortable or unhelpful and briefly discuss why you think you found it so.

Mind Tap: Mind Tap provides activities. These will not be graded but they will enhance your understanding of the readings in the Wedding and Corsini book.

Theravue Skills Videos: Each week after a skill from the workbook has been taught in class you will log on to your Theravue account and do 3 practice videos. These videos will not be graded however one of the TA's or the instructor will give you feedback on one of your 3 videos each week. If a TA or instructor asks you to redo a skill video, you will need to do so. You will need to complete all these skills videos before you can record your first video for your midterm assignment.

Theory of Change Paper

Due: Wednesday December Dec 8 at 11:59 pm

You will be required to write a short (5-7 page) 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.

Counseling Skills Video Presentations

Due: Tuesday Oct 12 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 10 minutes of the video (for video 1) and 15 minutes of the video (for video 2) that specifically demonstrates your use of counseling skills to show in class. You can continue to pass off this assignment until mastery is achieved. All students need to demonstrate competency with these skills. Competency develops over time. If this video does not demonstrate competency, you can continue to turn in videos until you have demonstrated competency. A rubric for evaluating these videos will be posted on Learning Suite.

Please have the stranger complete the consent form, which you will turn into the instructor on the day that present your video. This will be posted on Learning Suite.

Professionalism in class:

Students are given 10 points at the beginning of the semester for professional behaviors and attitudes, participation, and attendance. If you are late to class, unprepared, or demonstrate other unprofessional behaviors, you will lose points in this area. Students are expected to treat all instructors with courtesy and respect.

Schedule

Date	Assignments Due	Class Topics	Guest Lecturer Info	Readings	Counseling Skills Lab
Sept 1	Signing into Mind Tap and Thera Vue / Ch 1 Readings	Introduction: Counseling skills, counseling theories and the helping professions	Kristin Hansen	Introduction to CPSE646	Common Factors / Building Rapport (Traditional Responses)/ Reflecting
Sept 8	Weekly Reading and Lab Skills Report; Information Sheet	Psychoanalysis	Kristin Hansen	Corsini & Wedding, Ch. 2 Heaps, pgs. 1-8	Empathy
Sept 15	Weekly Reading and Lab Skills Report	Psychodynamic-Adlerian	Lane Fischer	Corsini & Wedding, Ch. 3 Heaps, pgs: 9-15	Requesting Concreteness
Sept 22	Weekly Reading and Lab Skills Report	Client-centered; Agentic Approaches	Amy Greaves	Corsini & Wedding, Ch. 4; Heaps 16-23	Owning Thoughts & Feelings
Sept 29	Weekly Reading and Lab Skills Report	REBT/CBT	Lars Nielsen	Corsini & Wedding, Ch. 5&7; Heaps 24-32	Immediacy
Oct 6	Weekly Reading and Lab Skills Report	Behavioral	Ellie Young	Corsini & Wedding, Ch. 6; Play Therapy Readings; Heaps 34-43	Confrontation
Oct 13	Weekly Reading and Lab Skills Report	ACT/DBT	Derek Griner Kristin Hansen	Readings; Heaps 44-52	Problem Solving/Skills Integration/Summarizing

Oct 20	Weekly Reading and Lab Skills Report; Counseling Skills Video 1 due	Existential/ Gestalt/Somatic Therapies/Trauma Informed therapy	Kristin Hansen/TA's	Corsini & Wedding, Ch. 8 & 9 Heaps 53-61	10 minute lab skills presentations and discussion (1 st video)
Oct 27	Weekly Reading and Lab Skills Report	EFT	Rebecca Jorgensen Kristin Hansen	Readings	10 minute lab skills presentation and discussion (1 st video)
Nov 3	Weekly Reading and Lab Skills Report	Interpersonal/ Relational Cultural Theory/ Multicultural Theories	Ben Bailey	Corsini & Wedding, Ch. 10 & 15	10 minute lab skills presentation and discussion (1 st video)
Nov 10	Weekly Reading and Lab Skills Report/Counseling Skills Video 2 due	Family Feminist Theories	Marty Erickson Melissa Jones	Corsini & Wedding, Ch. 11; Readings	15 minute lab skills presentation and discussion (2 nd video)
Nov 17	Weekly Reading and Lab Skills Report	Contemplative Psychotherapies	Kristin Hansen	Corsini & Wedding, Ch. 12	15 minute lab skills presentation and discussion (2 nd video)
Dec 1	Weekly Reading and Lab Skills Report	Positive Psychotherapy	Vaughn Worthen	Corsini & Wedding Ch. 13	15 minute lab skills presentation and discussion (2 nd video)
Dec 8	In class discussion of reading and Lab skills	Integrative Psychotherapies/ Contemporary Challenges & Controversies/ Ethics	Kristin Hansen	Corsini & Wedding, Ch. 14 & 15	15 minute lab skills presentation and discussion (2 nd video)
Dec 13-17	Final Exam TBA				Course/ Instructor Ratings

Activity	Number	Point Value	Total	Due Date
Weekly reading summaries/lab skills report	12	5	60	Each week
Final theory of change paper	1	60	60	Dec. 8
Mid-term video	1	30	30	Oct 20
Final video	1	30	30	Nov 10
Professionalism	1	10	10	Graded at end of Course, Dec 8
Instructor ratings	1	5	5	Completed at end of

				Course, Dec 8
Information sheet	1	5	5	Sept 8
		Sum	200	

Course and University Policies

Course policies

Turning in your work on or before the due date shows respect for other students and the instructor, and it implies that learning is a personal priority. Due dates for assignments may be changed due to circumstances beyond a student's control. However, requests for changes must be made in writing/email to the instructor at least 48 hours before the due date. Please include an alternate date for completing the assignment with this request.

Your Assignments must be typewritten and double-spaced with 10- or 12-point font with one-inch margins. Also, use American Psychological Association style, and follow the guidelines in the Publication Manual of the American Psychological Association, 6th edition.

Most assignments can be submitted on LS or by emailing the instructor. Please be aware of confidentiality issues and maintain the confidentiality of students and families with whom you are working.

Please refer to persons with disabilities by naming the person before the disability, e. g. "the person with depression" rather than "the depressed person" or "the ADHD child." If you put the disability before the person in any of your writings, 3 points will be deducted from your score.

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 email or Learning Suite. You will be responsible for periodically checking your email/Learning Suite and responding to any course changes.

Students and the instructor will be expected to abide by BYU's Honor Code and support others in their efforts to be disciple scholars. Be especially aware of referencing the work of others and avoiding plagiarism. Should concerns arise, please meet individually with me.

Please be respectful of office hours. I am happy to meet with students and enjoy doing so. Please plan to meet with me during office hours or make an appointment so that I can best meet your needs.

I welcome your feedback and ideas about the assignments, classroom discussion and presentations, exams, or other elements of the course. If you have ideas that would improve how our community of learners functions, please meet with me.

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 outcomes.

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.

Preventing 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). Another option is to call or visit with Lisa Leavitt, BYU's full-time advocate for victims of sexual assault. If you wish to speak with someone confidentially about an incident of sexual assault or abuse, contact Lisa Leavitt: lisa_leavitt@byu.edu; advocate@byu.edu; or call 801-422-9071. Lisa's office is located in 1500 WSC on the BYU campus. As a BYU professor if I become aware of or reasonably suspects any incidents of Sexual Misconduct, I must promptly report all relevant information to the Title IX Coordinator. I am instructed to inform the reporting individual that I must report the incident.

Students with Disabilities:

Brigham Young University and I are personally committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact me at the beginning of the semester, as early as possible, to ensure adequate prevention and intervention efforts to ensure a positive learning experience. You may also contact the University Accessibility Center (UAC; 801-422-2767). They have an Internet site describing their services and contact information [<https://uac.byu.edu/>]. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC Office. 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. You may contact the Equal Employment Office in the ASB. They can be reached phone at 801-422-6878 or you can visit their offices in the ASB: D-282, D-292, D-240C.

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

Student Information Sheet

CPSE 646--Fall 2021

Name:

What do you expect to learn in this course?

What questions do you bring to this class?

What instructor activities, methods, styles help you learn best?

How do you learn best (e.g. videos, class discussion, group projects, reading, etc.)?

What concerns do you have about this course?

What demands do you have on your time that may challenge you in meeting the objectives of the course? (Are you working? Family demands? Experiencing significant life changes? Other)

I have read the course syllabus. I have asked any questions I have. I understand the requirements and policies for this course.

Name