

CPSE 646-- **Fall 2018**
Counseling Theory & Interventions

Instructors

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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, 10th Edition
by Raymond J. Corsini & Danny Wedding
ISBN-10: 1285083717
ISBN-13: 978-1285083711

2. Packet: Counseling Skills Workbook for Educational Psychology
by R, HEAPS,
ISBN: 9780700367061

3. 40 Techniques Every Counselor Should Know (2nd Edition)
by Bradley T. Erford
ISBN-13: 978-0133571745
ISBN-10: 0133571742

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, 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 final paper

Counseling Skills

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

- Students will demonstrate this through a counseling skills video. 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.

Attendance Policy

You are expected to attend all classes, which will start on time. You are expected to submit the weekly written summary of readings to Learning Suite before midnight on Tuesday each week. If an emergency occurs and you cannot attend class, you are expected to email Dr. Young 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.

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 (www.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

Submit to Learning Suite a document, which includes your response to the following:

- Indicate whether you thoughtfully completed all of the assigned reading for the week in Corsini & Wedding (if assigned).
- Indicate whether you thoughtfully completed all of the assigned reading for the week in the Counseling Skills packet (if assigned).
- Indicate whether you thoughtfully completed all of the assigned reading the 40 Techniques text (if assigned).
- 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.
- If reasonable, share an idea (or a question) about how the ideas in the chapter connect with gospel ideas.
- 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.
- How do the ideas in this chapter contribute to your theory of change?
- Identify at least 3 counseling skills that are demonstrated in the video.
- Share an example of how you did or could apply some learning from throughout the semester.

Theory of Change Paper

Due: Wednesday December Dec 12 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.

Lab Skills Videos

Due: Wednesday Oct 17 at 11:59 pm and Nov 28 at 11:59 pm

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. You will also review your videos and evaluate your skills using the rubric on Learning Suite. Turn in the self-completed rubric and the video. Please choose 15 minutes of the video that specifically demonstrates your use of counseling skills to share during the lab portion of 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 tapes until you have demonstrated competency.

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

In lab, we will use a rubric to facilitate discussion about the videos. This will be posted on Learning Suite.

Final Paper

The final paper topic will be “What I learned in this class.” The paper should be approximately 2-3 pages long. All students are required to complete this paper or their grade may be lowered one full letter grade.

Professionalism

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 and other students with courtesy and respect. Please leave cell phones in your bags and do not use your cell phone during class unless there is an emergency and you have consulted with the professor before class. Only use your computers for course related activities.

Schedule

Date	Assignments Due	Class Topics and Readings	Lab Schedule
Sept 5		Introduction: Counseling skills, counseling theories and the helping professions	
Sept 12	Weekly Reading and Video Report	Psychoanalysis Corsini & Wedding, Ch. 2 Heaps—pp. 1-33	
Sept 19	Weekly Reading and Video Report	Psychodynamic Corsini & Wedding, Ch. 3 Heaps—pp. 34-62	
Sept 26	Weekly Reading and Video Report	Client-centered Corsini & Wedding, Ch. 4 Erford—Section 1/Chapters 1-5	
Oct 3	Weekly Reading and Video Report	REBT/CBT Corsini & Wedding, Ch. 5&7	
Oct 10	Weekly Reading and Video Report	Behavioral Corsini & Wedding, Ch. 6 Erford—Section 2/Chapters 6-10	
Oct 17	Weekly Reading and Video Report	ACT Readings	20 minute lab skills presentations and

		Erford—Section 3/Chapters 11-13	discussion (1st video)
Oct 24	Weekly Reading and Video Report	Existential Corsini & Wedding, Ch. 8 Erford—Section 4/Chapters 15-16	20 minute lab skills presentations and discussion (1st video)
Oct 31	Weekly Reading and Video Report	Gestalt Corsini & Wedding, Ch. 9 Erford—Section 5/Chapters 17-20	20 minute lab skills presentation and discussion (1st video)
Nov 7	Application Weekly Reading and Video Report	Interpersonal Corsini & Wedding, Ch. 10 Erford—Section 6/Chapters 21-25	20 minute lab skills presentation and discussion (2nd video)
Nov 14	Weekly Reading and Video Report	Family Corsini & Wedding, Ch. 11 Erford—Section 6/Chapters 26-29	20 minute lab skills presentation and discussion (2nd video)
Nov 28	Weekly Reading and Video Report	Contemplative Psychotheraptis Corsini & Wedding, Ch. 12 Erford—Section 7/Chapters 30-32	20 minute lab skills presentation and discussion (2nd video)
Dec 5	Weekly Reading and Video Report	Positive Psychotherapy Corsini & Wedding Ch 13 Erford—Section 8/Chapters 33-36	
Dec 12		Corsini & Wedding, Ch. 14 & 15 Erford—Section 9/Chapters 37-4`	20 minute lab skills presentation and discussion (2nd video)
Dec 12	Final Paper Due		
F - Dec 20	Course/Instructor Ratings		
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Activity	Number	Point Value	Total	Due Date
Weekly reading summaries	12	5	60	Each week
Final theory of change paper	1	75	75	Dec. 5
Mid-term video	1	25	25	Oct 17
Final video	1	35	35	Nov 28
Professionalism	1	10	10	Dec 19
Instructor ratings	1	5	5	Dec 15
Information sheet	1	5	5	Sept 7
Final Paper	1	5	5	Dec. 19
		Sum	210	

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 intend to work from home several days each week and may not be available for student consultation beyond office hours.

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.

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 respectfully. Diversity of thought enriches learning. 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 outcomes.

Departmental Student Evaluations:

At the end of each semester, CPSE department faculty reviews the progress of each CPSE student in the following areas: knowledge, skills, and disposition. Your efforts, performance, and attitudes in this course will directly influence your departmental evaluation. In addition, students in the school psychology program or the counseling psychology program who earn less than 70% of the points available for the course will be required to repeat and pass the course.

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 2018

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