Introduction to Counseling Psychology

PCO4930
Spring 2020

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Email: k.madrid@ufl.edu
Office: PSY002
Office Hours: By Appointment

OBJECTIVES

My objective? For you to be equipped to have thoughtful dialogue with yourself and others about the following question: what does it mean to help someone feel better?

Formal Objectives:
- Introduce you to the field of counseling psychology and provide information about pursuing related careers.
- Provide information about the major theoretical orientations and apply them to understanding and treating psychological problems.
- Explore the therapeutic process and practice basic counseling skills within given theoretical orientations.
- Describe the role of multiculturalism and social justice in counseling psychology.
- Expose you to a variety of ethical and professional issues in counseling.
- Challenge you to examine your own strengths and growth areas in the therapeutic process.
- Encourage your integration of theoretical and experiential learning to help form your own personal model of the counseling process.
COURSE DESCRIPTION

This course will provide an overview of various theoretical approaches to counseling and the implications of these approaches to our understanding of human nature, illness, change, and potential. This course is intended to provide students with an overview of the therapeutic process and therapeutic frameworks, an introduction to rudimentary counseling skills and practice, and an overview of issues related to the practice of psychotherapy (e.g., graduate school selection/application process, careers within counseling, ethics, and licensure). The material covered in this course will help you begin to explore your interest in working with others to promote healthy change. Note, however, that this course is not designed to teach students how to conduct psychotherapy.

Due to the nature and content of this course you may experience instances of discomfort as well as curiosity. If you encounter personal issues that you would like to explore in further depth, I recommend that you consider speaking with a counselor at either the UF Counseling & Wellness Center (http://www.counsel.ufl.edu, 352-392-1575) or the Alachua County Crisis Center (352-264-6789).

WHAT YOU’LL NEED

1. Reliable access to UF’s Canvas System

Canvas will be our hub for communication. Here I will post announcements, lectures, and any relevant content that supplements what we discuss in class. You will also submit your assignments here.

If you aren’t familiar with Canvas (can be nightmarish to navigate), I recommend heading over as soon as possible to http://elearning.ufl.edu to familiarize yourself. Here is a Quickstart Guide provided by UF. It is also great for those of us who suffer from insomnia... give it a try.

2. This book:
   - Gottlieb (2019), Maybe you should talk to someone: A therapist, HER therapist, and our lives revealed. Houghton Mifflin Harcourt

Other required readings are provided under the class schedule and will be available on Canvas.

Recommended text:
HOW YOU’LL BE GRADED

Canvas will calculate your final letter grade based on completion of the following:

1. **Attendance (60 points)**

   The course structure is such that about an hour and a half will be spent on lecture and about an hour will be spent in small groups. Students are expected to be present for all classes, *actively* participate in discussions, and complete the reading assignments listed in this syllabus **prior to** the associated lecture. This usually isn’t difficult, as the material is inherently interesting, and you will be learning a lot about yourself along the way. If you know that you will miss class, arrive late, or need to leave early, please inform your instructor and TA in advance. Please be prepared to provide documentation when appropriate. 12 classes x 5 points each = 60 total points.

   Because life happens, sometimes we can’t make it to class. That’s okay, you have **two free passes**.

2. **Book Club (40 points)**

   It’ll be fun- I promise. Throughout the semester, you will be assigned sections to read from the Gottlieb text. For each section, you will submit two discussion questions on Canvas. Then when your book club meets, you will have discussions based on the questions submitted. Therefore, it is **essential** that you read the assigned chapters prior to class. I encourage you to bring your copy of the book to book club as well!

   The total points possible per book club meeting is 10 points (5 points for submitting two questions in Canvas, 5 points for participating in group discussion), and there will be a total of 4 meetings throughout the semester (10x4= 40).

   If you cannot attend a discussion group due to a University approved reason (e.g., illness, religious reasons, emergency, etc.), you may earn points for the day by writing a 100-250 word paper on your reactions to the chapter(s).

   Disrespectful behavior, lack of participation, and lack of attendance will potentially hurt your participation grade.
3. **Role-play Reflection Papers (50 points total)**

Three classes will incorporate role plays that you will do with your “dyad partner”. In each of these classes, you will participate in 2 role plays: one as “counselor” and one as “client.” You will see the same “client” for all 3 of the role plays. During these role plays, you will practice the therapy techniques that you have learned about in one of the previous lectures.

Prior to the first role play, you will complete a character guide (next section). For the first two role plays, you will complete reflection papers. For the third role play, you will complete a case conceptualization assignment (next section). Every assignment must be completed independently and must be typed. Assignments must be turned in on the due date indicated in the syllabus.

- When you are the client, try to get into character! It can feel silly at first, but try not to let that get in the way of your experience. It can be a really powerful experience to see what it’s like to be in the client’s shoes and build feelings of empathy for them.
- You may be asked to share about your dyad experience in small groups during class.

A full set of instructions for the two Role Play Reflection Papers can be found at the end of the syllabus (Appendix A).

4. **Case Conceptualization Paper (50 points)**

After your final role play, you will have a pretty good sense of who your client is and how you might work with them. You will create a case conceptualization for your client and respond to various questions about your experience (see Appendix B).

- The week before role play 1, you are going to create a character for the client that you will play. I will provide you with a guide, which you will bring to class completed the next week. You must also submit this on Canvas, and it is worth 5 points out of the total 50 points for the case conceptualization paper. *If you do not submit this, you will receive a 0 on your case conceptualization assignment.*

A full set of instructions for the two Case Conceptualization Paper can be found at the end of the syllabus (Appendix B).
5. **Two exams (50 points each, 100 points total)**

There will be a midterm and a final exam. The final exam will not be cumulative. Both exams will incorporate multiple-choice, true/false, fill-in-the-blank, and short answer questions. Exams will require the comprehension, application, and integration of course materials. Questions on the exam will come from the assigned readings and material covered within the course (e.g., class lectures, videos, activities, presentations). All material covered in class is examinable. All material covered in the reading is also examinable. Lecture slides will be posted online prior to class; these slides will include outlines of lecture content and will not cover all class material.

All exams are closed book and closed notes, and you will need a #2 pencil for the bubble sheet. Please be on time for exams. Class policy states that after the first person has completed and turned in their exam, you will not be able to start the exam. You will be awarded a zero for the exam. There are no special exams, optional papers, or catch-up projects to compensate for poor exam performance. Please see the make-up exam policy under the “Fine Print” section of the syllabus.

6. **Extra Credit**

If 90% of the class fills outs the anonymous UF Faculty Evaluation, I will give every student in the class the opportunity to earn 2 extra credit points. If 100% of the class completes the evaluation, I will give the class the opportunity to earn 4 extra credit points. Be on the lookout for other extra credit opportunities!

In the end, your final course grade will reflect how many total points (out of 300) you accumulate:

<table>
<thead>
<tr>
<th>Graded Item</th>
<th>Points</th>
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<tbody>
<tr>
<td>Two exams (50 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Book Club</td>
<td>40</td>
</tr>
<tr>
<td>2 Roleplay Reflection Papers (25 points each)</td>
<td>50</td>
</tr>
<tr>
<td>Case Conceptualization Paper</td>
<td>50</td>
</tr>
<tr>
<td>Attendance</td>
<td>60 (5 per class)</td>
</tr>
<tr>
<td><strong>Total points available</strong></td>
<td><strong>300</strong></td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89.99%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 86.99%</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 79.99%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 76.99%</td>
</tr>
<tr>
<td>D+</td>
<td>67% - 69.99%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 66.99%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
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</tbody>
</table>
HOW TO PASS?

Show up every week. Participate. Complete the assignments. Change your life.
Cake.

A word (or two) on classroom environment:

1. Our classes will incorporate a mix of lecture, discussion of readings, role-plays, and book club. Thus, it is a very hands-on approach to learning. You will often be working with small groups--active participation is a necessity.

2. As you participate in class, you will not be expected to always have the “right” answer. Additionally, in many instances, there will be no “right” or “wrong” answers (a space that I, personally, love to explore). I invite you to become curious in these moments, taking the risk to use your voice! It is expected that you will be respectful in your behavior and comments. We will discuss sensitive topics during this course, and respectful expression of thoughts and opinions is essential.

3. My goal is to make this I want you to do well in this course and we are here to help you. If you are having problems in the course, do not wait to talk with me; come early in the semester while there is still time to improve. If you are not having difficulties, you are also welcome to come speak with me, even if it is just about material in which you are interested and would like to learn more. If you cannot make my office hours, I will be glad to make an appointment for another time.

4. Disruptions, including those produced by electronics, will not be tolerated. Cell phones must be stowed, off or on silent mode, out of sight. Computers may be used during class. However, if your computer will be a distraction to you or those around you (e.g., using Facebook during class), please do not use it.

5. I believe that students learn best when there is a class atmosphere of safety and respect for all. As the Instructor, I will make every effort to create a safe class atmosphere, where debate and discussion can take place and students feel free to express their reactions, viewpoints, and experiences. I will treat each and every student enrolled in the course with respect. I will never demean or belittle a student, nor chastise students for asking questions or raising concerns regarding the course material.

6. Likewise, I ask that students treat me, the teaching assistants, and one another with respect. You are free to disagree with each other or with the Instructor or the teaching assistants—but you are required to keep your disagreement
professional and respectful. As outlined in the UF Student Honor Code and Student Conduct Code, “The University requires civility, respect, and integrity in the curricular program and encourages these behaviors in other activities among all members of the student community. Students are taught to exhibit high standards of behavior and concern for others and are encouraged to live up to these standards.”

THE FINE PRINT

Make-up Exams
Make-up exams will only be administered for official University approved absences, which include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holidays, and official University activities, and proper documentation will be required (https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences). A student health receipt is not sufficient documentation. Without documentation, missed exams will receive a score of zero. For unexcused absences, there will be no make-ups or extensions without penalty. In the event of a medical or personal emergency that forces you to miss an exam, you will be given an opportunity to make up the missed exam. If you experience an emergency, you are expected to contact me as soon as possible to schedule a make-up (and provide documentation). In all instances of tests taken before or after their scheduled administration, instructors maintain the right to substitute tests different from those administered to the rest of the class at the same level of difficulty as the missed exam. In all cases, decisions about whether and when to allow a student to make up a test or assignment are left to the discretion of the professor. Make-up exams must take place within one week of the original exam unless there are extenuating circumstances. It is your responsibility as the student to work in conjunction with the instructor to determine a time/location of the make-up.

Late Work Policy
Behavioral incentive (they work): each late-day levels a 10% point deduction (e.g., a paper submitted two days late can at best receive an 8/10).

Course Communications (Email and Canvas)
All students are required to check their UF email and visit Canvas daily, as these are used to communicate important course information. Pay particular attention to the Canvas “Announcements” tab, as the instructor frequently uses this function to post important information. Before contacting anyone through email, please check to see if the answer to your question has been posted to Canvas or is in any course material, such as the syllabus.
Allow at least 24 hours for email response from the instructor or TA. Please be advised that the instructor and TAs may not respond to emails over the weekend or during University holidays and that questions sent less than two days before an assignment is due may not receive a response until after the deadline has passed.

**Religious Observances**
Please compare your calendars to the schedule. Any student having a conflict in the exam schedule or feeling that missing a class due to religious observance will disadvantage them should contact me as soon as possible so that we can make any necessary arrangements.

**Academic Honesty**
“Cheating is defined in the UF Handbook, and it is the student’s responsibility to be familiar with its many forms (including plagiarism). If a student is caught cheating, the first offense will result in a zero for that exam or assignment and a record of the event will be placed in a temporary file with the Office of Student Affairs. The second offense will result in an “E” for the course, and the student will go before the Honor Court. As a result of completing registration at UF, every student has agreed to the following statement: “I understand that UF expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”

**Disability Accommodations**
“Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.”

**Confidentiality**
It is essential that all students respect confidentiality. Students might volunteer to share personal information during class discussions or demonstrations. This is an important part of the learning experience and the student’s right to privacy must be respected by all. Being actively involved in the class sessions and the small groups entails some level of personal self-disclosure. Because of the nature of the vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information about others outside of the classroom is a breach of confidentiality. If you wish to share with others outside of the classroom, please reveal only your own reactions and understanding and avoid using names or identifying features of your classmates.
Customer Satisfaction
“Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.”

IT TAKES A VILLAGE

Here is a list of your brilliant TA’s this semester!

**Group 1:** Lorraine Penias: lorrainepenias@ufl.edu  
**Group 2:** Carolyn Meador: carolynjmeador@ufl.edu  
**Group 3:** Sara Paukkeri: sara.paukkeri@ufl.edu  
**Group 4:** Emily Fradet: emilyfradet@ufl.edu  
**Group 5:** Kyla Gladstone: kgladstone@ufl.edu

Schedule below
Tentative Schedule

“Tentative” is important- the schedule is subject to change. Announcements will be posted if/when this happens!

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Assignments/Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/8</td>
<td>- Overview of syllabus</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Introduction to Counseling Psychology</td>
<td></td>
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<tr>
<td>2</td>
<td>1/15</td>
<td>- Ethics &amp; Multiculturalism</td>
<td>- APA Ethics Code</td>
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<tr>
<td></td>
<td></td>
<td>- Meet groups &amp; Activity</td>
<td>- Multicultural Guidelines (1, 2, and 5: p. 16-34 &amp; p. 45-59)</td>
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<tr>
<td>3</td>
<td>1/22</td>
<td>- Role as Counselor</td>
<td>Wampold (2012) article</td>
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<tr>
<td></td>
<td></td>
<td>- Basic Counseling Techniques, Process, Outcomes, and Therapeutic Relationship</td>
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<tr>
<td>4</td>
<td>1/29</td>
<td>- Psychodynamic Therapy</td>
<td>MYSTTS Part 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Book Club #1</td>
<td></td>
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<tr>
<td>5</td>
<td>2/5</td>
<td>- Adlerian Therapy</td>
<td>Character Guide Due</td>
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<td></td>
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<td>- Existential Therapy</td>
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<tr>
<td></td>
<td></td>
<td>- Role Play #1</td>
<td></td>
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<tr>
<td>6</td>
<td>2/12</td>
<td>- Person Centered Therapy</td>
<td>Role Play Reflection #1 Due</td>
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<tr>
<td>7</td>
<td>2/19</td>
<td>- Gestalt Therapy</td>
<td>MYSTTS Part 2</td>
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<tr>
<td></td>
<td></td>
<td>- Book Club #2</td>
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<tr>
<td>8</td>
<td>2/26</td>
<td><strong>Midterm Exam (in class)</strong></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3/4</td>
<td>No Class ☺ Enjoy Spring Break!</td>
<td></td>
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<tr>
<td>10</td>
<td>3/11</td>
<td>- Behavior Therapy</td>
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<td></td>
<td></td>
<td>- Mindfulness</td>
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<tr>
<td></td>
<td></td>
<td>- Role Play #2</td>
<td></td>
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<tr>
<td>11</td>
<td>3/18</td>
<td>- Cognitive Behavior Therapy</td>
<td>MYSTTS Part 3</td>
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<tr>
<td></td>
<td></td>
<td>- Book Club #3</td>
<td>Role Play Reflection #2 Due</td>
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<tr>
<td>12</td>
<td>3/25</td>
<td>- Feminist Therapy</td>
<td></td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Assignment(s)</td>
<td>Notes</td>
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<tr>
<td>13</td>
<td>4/1</td>
<td>- Positive Psychology&lt;br&gt; - Role Play #3</td>
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<tr>
<td>14</td>
<td>4/8</td>
<td>- Career Counseling&lt;br&gt; - Book Club #4</td>
<td>MYSTTS Part 4</td>
</tr>
<tr>
<td>15</td>
<td>4/15</td>
<td>- Careers in Counseling Panel</td>
<td>Case Conceptualization Paper Due</td>
</tr>
<tr>
<td>16</td>
<td>4/22</td>
<td></td>
<td>Exam 2</td>
</tr>
</tbody>
</table>

*** ALL ASSIGNMENTS ARE DUE BY THE START OF CLASS – 4:05PM ***

Appendices below
Appendix A
Roleplay Reflection Instructions & Rubric

Three classes will incorporate role plays that you will do with your “dyad partner”. You will each take turns being the client and the therapist. After you are the therapist, your dyad partner should give you feedback on what they thought you did well, and some areas of improvement. Prior to the first role play, you will create a “character guide/identity” for yourself that your therapist can ask you about (e.g. a 59-year-old retired white female named Susan, a 12-year-old Asian American boy named Johnny, etc.).

After each of the first two role plays, you will write a 1.5 to 2-page reflection (single spaced) in the following format. This reflection is about your work as the therapist, and not as the client. Use the headings provided. Write in Times New Roman 12-point font.

Name of Therapy Practiced This Week

Client Background and Presenting Problem (4 points)
Briefly discuss who your client was (i.e., discuss the character that your dyad partner created). Include name, age, race, gender, sexual orientation, and any other identifying information that you feel was relevant to your therapy session. Also, briefly discuss the client’s presenting problem. Why did they come to see you for therapy?

Basic Counseling Techniques (4 points)
What basic counseling techniques did you use? This includes active listening and attending, paraphrasing, reflecting client’s feelings, demonstrating genuineness, demonstrating unconditional positive regard, asking open-ended questions, using self-disclosure, and providing interpretation. Discuss how you used the basic counseling skills in the session.

Empathy (3 points)
What level of empathy (e.g., low, medium, high) do you believe you maintained as the therapist throughout the therapy session? Provide an example from your session demonstrating this level of empathy. Were there any moments that you should have demonstrated more empathy? Discuss.
Specific Therapy Techniques (4 points)
What specific therapy techniques did you use from this week’s theoretical orientation (or a theoretical orientation discussed previously)? Discuss how you used these techniques in this session.

Transcript (3 points)
Provide a portion of the transcript of your therapy session in the following format that demonstrates your used theoretical orientation.

Therapist:
Client:

Therapist:
Client:

Therapist:
Client:

Reflections (5 points)
Write a paragraph discussing your overall experience with this type of therapy. In your reflection, also answer the following questions: What strengths did you show in this therapy session? What could you have done better? What do you like and/or not like about this kind of therapy? Was this therapy easy or difficult for you to perform?

Note: Grammar and readability of the reflection paper will account for the final 2 points.
After your final role play, you will have a pretty good sense of who your client is and how you might work with them. You will create a case conceptualization for your client. This case conceptualization should address all of the questions below (and any additional questions that are relevant to your client). Please utilize the headings below:

- The case conceptualization paper should be 2 to 3 pages (single spaced), written in Times New Roman 12-point font.
- Important Note: The week before role play 1, you are going to create a character for the client that you will play. I will provide you with a guide, which you will bring to class completed the next week. You must also submit this on Canvas, and it is worth 5 points out of the total 50 points for the case conceptualization paper. If you do not submit this, you will receive a 0 on your case conceptualization assignment.

Title

1. Client Background and Presenting Problem
Present a brief (1-2 paragraph) description of your client’s presenting problem(s). In this description, be sure to provide any important information about the client’s identity, history, and current lifestyle.

2. Theory of Psychotherapy
Identify which theory of psychotherapy you would use to conceptualize the client’s problem(s). Explain why you have chosen this theory (e.g., How does it fit the client? How does it fit your beliefs about psychotherapy?). In answering these questions, be sure to provide a brief summary of the theory itself (and cite using APA format if using outside sources).

3. Modalities
Identify which modalities you have used in your three “sessions”. Highlight if it felt like any specific modalities worked better than others and relate this to your chosen theory of psychotherapy. In answering this question, “modalities” can refer to specific skills you displayed (e.g., empathy, reflections) or additional interventions you used (e.g., challenging unhelpful thoughts) with your client.
4. Future Sessions

Explain how you would go forward in future sessions with this client. What do you want to know about the client that you have not yet learned in the first three sessions? How will this information help you further develop your case conceptualization? Will you use the same modalities/skills? Will you experiment with additional interventions, if so, which ones?

5. Personal Growth

What new knowledge will you take with you from your experience partaking in these role plays? What did you learn about yourself?

Grading Rubric (45 total points)

Quality of Writing (10 points)

<table>
<thead>
<tr>
<th>Great: Written in clear English; no grammatical errors; written in a formal and respectful tone; logical sequencing of ideas through well-developed paragraphs (consistent throughout paper)</th>
<th>Good: A few grammar errors, or a few sentences are unclear</th>
<th>Needs Work: Several grammar errors, or several sentences or paragraphs are unclear</th>
<th>Needs Major Revisions: Paper is not easily understandable/unclear writing; poor grammar</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>9-7</td>
<td>6-3</td>
<td>2-0</td>
<td></td>
</tr>
</tbody>
</table>

Quality of Critical Thinking (35 points)

Each of the 5 major questions will be worth 7 points (7x5=35). The following chart shows the point values assigned based on the quality of your response to each question. Keep in mind that all questions contain more than one component.
<table>
<thead>
<tr>
<th>Great:</th>
<th>Good:</th>
<th>Needs Work:</th>
<th>Needs Major Revisions:</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes a thorough and thoughtful answer to the prompt. Addresses each component of the question in a balanced narrative.</td>
<td>Includes a response to all questions asked in the prompt, but some or all responses are at “surface-level” (e.g., not explained or explored in depth) OR Includes a thorough response to some but not all questions in prompt.</td>
<td>Includes “surface-level” responses to some but not all questions in prompt.</td>
<td>Does not respond to questions in prompt or responds to questions in an insufficient manner.</td>
<td>7</td>
</tr>
</tbody>
</table>