

California Lutheran

UNIVERSITY

Psyc 435-A1: Counseling and Psychotherapy
Spring Term 2016, February 29 – May 12, 2016
Oxnard Room 104
Wednesday 6:00-9:30pm

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Office hours: By appointment

Course Description:

This course will introduce you to the role of a therapist, the therapist as a person and professional, ethical considerations in psychotherapy, and will examine cases using templates from six major theoretical perspectives in psychology. It will give you an opportunity to reflect upon the individual approaches of psychotherapy, and practice techniques on yourself and others in order to gain a better understanding of the positive and negative aspects of each approach. This course will also challenge you to evaluate and conceptualize cases based on real life situations.

Required Readings:

Corey, G. (2013). *Theory and Practice of Counseling and Psychotherapy*, 9th Ed.

BlackBoard readings

Course Objectives and Outcomes:

1. **Field Specific Knowledge** – to provide you with knowledge about the therapeutic process and the practical elements of counseling interaction
2. **Application of Psychology** – to learn how to apply psychological principles such as listening and attending skills essential to the counseling process and to raise your awareness of multicultural issues involved in therapy.
3. **Ethical Behavior and Professional Judgment** – to be introduced to ethical, legal, and professional guidelines in counseling, and to guide you in applying these guidelines to cases and situations.
4. **Critical Thinking** – to apply concepts and ideas presented in class to assignments that will require thorough reflections of readings, critical comparison of theories of psychotherapy, and to analyze and apply theories to specific cases.

5. **Communication Skills** – to develop skills of self-evaluation, writing, critical thinking, and oral presentation.
6. **Identity Values** – to challenge you to look at your own qualities that either support or hinder your attempts at being therapeutic for others, and to encourage integration of theoretical and experimental learning and awareness of your own values in order to form your own personal model of the counseling process.

Course Assignments

1. **Exams (300 points)** – There will be a total of three exams that are in the form of a vignette. Each vignette will be based on a real case and you will be asked to evaluate and conceptualize the case based on the material learned in class.
2. **Work sheets (100 points)** – You will be asked to complete work sheets for each chapter that discuss the readings for that week. These worksheets are to be completed and turned in to your instructor the day they are due. Please bring these worksheets to class, as we will go over the answers together. You are welcome to take additional notes if you need to. The purpose of these assignments is to make the class more interactive and discussion-based, rather than lecture based. Please use these worksheets as a study guide for the exams.
3. **Clinical Intake (20 points)** – You will be required to write a clinical intake based on a role play interview conducted in class. This is a skill that all aspiring psychologists are expected to have as professionals, and this assignment is intended to help you develop these skills.
4. **Self-change project (20 points)** – These projects will help you apply the therapeutic techniques discussed in class to real life situations. You will be asked to choose one school of psychology, and complete a project that applies to that specific school. Each self-change project will be different depending on the approach that you choose, and is intended to teach you how to apply psychological principles to real life situations.
5. **Class participation (43 points)** – Based on the nature of this class, attendance is **mandatory**. Class participation includes attendance, and the degree to which you come prepared and contribute appropriately to class discussions and experiences.
6. **Final paper (80 points)** – You will be asked to pick one type of therapy that seems interesting to you and write a 7-8 page paper on this topic. This paper should include theory, method, and research. More information will be given in class.
7. **Presentations (20 points)** – You will be presenting the topic of your final paper to the class. This presentation should be 10-15 minutes.
8. **Final Exam (200pts)** – The final exam includes two vignettes based on real cases. You will be expected to be familiar with all the approaches that we have covered in class and to evaluate and conceptualize the cases from different perspectives.

Extra credit – Extra credit opportunities will be announced randomly throughout the semester.

Grading

A = 93-100	C = 73-76
A- = 90-92	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 63-66
B- = 80-82	D- = 60-62
C+ = 77-79	F = <60

Attendance Policy

Classroom attendance is **mandatory**. You are expected to come to class having completed reading assignments and be prepared to discuss assigned readings. Active participation in class discussions and activities will help you get the most from this class. If you cannot attend class for any reason, notify me via email *prior* to class and be aware that you will be held responsible for material that was presented in the class that you missed. I expect you will come to every class on time, stay for the entire class, come prepared, be engaged, and have your cell phones silenced. As the success of the Counseling and Psychotherapy course depends on the attendance and participation of students, you are allowed **three** absences from class prior notification of the instructor. After three absences, 10 points per class will be deducted from the final grade.

Course Evaluation Statement

All course evaluations are conducted online. Your feedback is important to us. You will receive an email reminding you when the website is open for your feedback. The link is: <http://courseval.callutheran.edu>

Disability Statement

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office in the Pederson Administration building, and can be contacted by calling (805) 493-3260 or emailing wjimene@callutheran.edu

Academic Honesty

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as

“deceitful” or “dishonest” will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonest are examples of behavior, which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- word for word copying without using quotation marks or presenting the work as yours
- using the ideas or work of others without acknowledgement
- not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.

Standards of Student Conduct Statements:

- [Student Life Handbook](#)
- [Academic Honesty Statement](#)

University Harassment Policy

Be civil to each other, both on- and offline. For information on the University’s student harassment policy and rights, please go to the following link:

[Student Life Handbook](#)

Sexual Misconduct

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran’s Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at:

<http://www.callutheran.edu/title-ix/>

Pearson Library

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page <http://www.callutheran.edu/library>

There are many ways to contact Pearson Library for research assistance, no matter where you are!

- Email Yvonne Wilber (Professionals liaison) at ywilber@callutheran.edu
- General Library email: CLUlibrary@callutheran.edu
- Library main phone: 805.493.3250
- Text us your question: 805.493.3867
- Get more help at: <http://www.callutheran.edu/library/help/>

CLU Writing Center

The Writing Center provides 1:1 writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at Cal Lutheran. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the Cal Lutheran community with an @callutheran.edu email address are welcome to make use of our services. For more information, please visit at www.callutheran.edu/writing_center or call 805.493.3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

Veterans Resources

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/> Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, veterans@callutheran.edu or (805) 493-3648, for more information.

Help Desk

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please click on the following link for more information http://www.callutheran.edu/iss/technology_services/helpdesk.php or call: 805.493.3698

Disclaimer

This syllabus may change from time to time to accommodate changing circumstances. Every effort will be made to alert students to changes that occur in a timely manner. The class schedule is presented below. While the material will be covered in the order

presented in the schedule, the actual timing may change from week to week as the course progresses.

Additional thoughts

Respect confidentiality: One of the main aspects of psychotherapy is confidentiality. Being actively involved in the class sessions and the small groups entitles 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 the classroom is a breach of confidentiality. If you wish to share with others outside the classroom, please reveal only your own reactions and avoid using names or identifying features of your classmates. It is expected that anyone who participates in a demonstration of either an individual session or a group session in this course will have his or her confidentiality respected. Please do not tape record any discussions or demonstrations. Tape recording parts of class sessions could well pose problems with respect to confidentiality and privacy. I hate to be heavy handed, but breaches of confidentiality will be investigated and may be grounds for dismissal from the course.

Course Schedule

Date	Topic	Readings	Assignments Due
3/2	Introduction The counselor as a person and professional Basic principles of counseling	Corey, Ch.1 & 2	Worksheet due#1
3/9	Legal & ethical issues in counseling Ethical & legal dilemmas: case	Corey, Ch. 3	

	studies & examples		
3/16	<p>Psychoanalytic overview</p> <p>Psychoanalytic application</p> <p>Attachment Theory overview</p> <p>Attachment Theory application</p>	<p>Corey, Ch. 4</p> <p>Teyber & Holmes McClure (2011)</p>	Worksheet #2 due
3/23	Clinical intake interview role play		Exam #1
3/30	<p>Behavioral individual and therapy overview</p> <p>Behavioral therapy application</p>	Corey, Ch. 9	Worksheet #3 due Clinical intake due
4/6	<p>Cognitive therapy overview & application</p> <p>Cognitive-Behavioral therapy: Rational-Emotive Behavioral therapy (REBT)</p> <p>Cognitive-Behavioral therapy application</p>	<p>Corey, Ch.10</p> <p>Dryden (2009)</p>	Worksheet #4 due Worksheet #5 due
4/13	<p>Gestalt therapy overview</p> <p>Gestalt therapy application</p>	Corey, Ch. 8	Exam #2 Worksheet #6 due

4/20	<p>Person-centered therapy overview</p> <p>Person-centered therapy application</p>	Corey Ch.7	Worksheet #7 due
4/27	<p>Family Systems therapy overview</p> <p>Family Systems Therapy application</p>	Corey, Ch. 14	Exam #3 Worksheet #8 due
5/4	<p>The Integration Model: Application of approaches to psychopathology</p> <p>Therapy vs. medication</p> <p>Evidence based treatments for mental disorders</p>	<p>Corey, Ch.15</p> <p>DeRubeis, Siegle, & Hollon (2008)</p> <p>DeRubeis, Gelfand, Tang, & Simons (1999)</p>	<p>Worksheet #9 (reflection) due</p> <p>Worksheet #10 (reflection) due</p>
5/11			<p>Presentations</p> <p>Final exam</p> <p>Self-change project due</p>