PCO 4930: Introduction to Counseling Psychology

Section 079F
Tuesday, 4:05-7:05
CSE E121

Course & Instructor Information
Instructor: Meena Palaniappan, M.S.
Email: meenaxip26@ufl.edu
Office: PSY 269
Office Hours: Thursday 10:00 am – 12:00 pm
Course Website: See E-Learning

Teaching Assistant Office Hours
All TA office hours are in the Graduate Student Lounge, Psychology Building, Room 217 (2nd Floor) unless otherwise noted.

TA e-mail: pco4930.ta@gmail.com
- Collin Vernay, collinvernay@ufl.edu, Fridays 2:00 – 3:00 pm
- Kileigh Huscher, khuscher@ufl.edu, Thursday 2:00-3:00pm
- Nicholas Angelone, nicholasangelone@ufl.edu, Mondays 3:00 – 4:00 pm
- Nicole Boehm, neboehm@ufl.edu, Monday 10:30 – 11:30 am
- Paige Gustad, gustadpaige@ufl.edu, Wednesday 11:45 – 12:45 pm
- Victoria Steinberg, torie.514@ufl.edu, Tuesdays 2:00 pm – 3:00 pm in Marsten Science Library (Will be opposite the circulation desk, with a sign)

Overview
This course is intended as a bridge to graduate study and work in counseling psychology and related fields that involve dealing with others in distress or transition. This course will provide an overview of the theoretical orientations of the different approaches to counseling and the implications of these approaches to our understanding of human nature, illness, change, and potential. The course is intended to provide students with an outline of the therapeutic process, a brief introduction to rudimentary counseling skills, issues related to the practice of psychotherapy (e.g., ethics), and fundamental principles of counseling psychology. Note, however, that **this course is not designed to teach students how to conduct psychotherapy.**

Although a brief introduction will be provided about a variety of careers within the counseling field through our readings, you are encouraged to seek outside resources to answer more detailed questions about your career choices and strategies. The American Psychological Association provides a wide array of information to students who are in the midst of such decisions (www.apa.org/students).

Course Goals
By the end of the course, you should be able to:
- Describe the development of the field of counseling psychology
- Explain the distinctions between counseling psychology and other helping fields
- Understand major theoretical orientations and be able to apply them to understanding and treating psychological problems
- Critically evaluate counseling psychology research and theory
- Describe the role of multiculturalism and social justice in counseling psychology
- Understand professional issues facing counseling psychology
- Demonstrate understanding of basic counseling skills within given theoretical orientations

### Required Materials
(You may also use the 8th edition)


### Course Website
The course web page can be found at http://lss.at.ufl.edu in Sakai. You are expected to regularly check this site for information related to the course. You should also check your email frequently, as I will send information to the class through the Sakai email system. Sakai will enable you to get announcements about the course and to download the lecture PowerPoints prior to class. Note that the PowerPoints do not replace note taking and should only serve as an outline to help you in taking detailed notes.

### Attendance & Participation
Although I do not take attendance, regular attendance is necessary to adequately understand all of the concepts and information that will be shared in this course (i.e., not all of the material will be covered in your readings). You are expected to attend on all class days. Attendance means arriving to class on time (or early), being “present” in class, and engaging in class discussions, demonstrations, and other exercises as directed. If you know that you will miss class, arrive late, or need to leave early, let the instructor know. A good portion of the course is lecture-based, but there will be plenty of time for discussion. As you participate in class, you will not be expected to always have the “right” answer. Some material will be difficult and involve a certain degree of confusion, uncertainty, and/or misinterpretations. Additionally, in many instances, there will be no “right” or “wrong” answers. Don’t be afraid to be wrong; take the risk by speaking up!  
In order to fully participate, you must complete the readings BEFORE class. In order to engage in deeper level processing of the material, having a basic foundation of the knowledge is necessary prior to entering class that day. Additionally, class time will be devoted to small group discussions that deepen your self-awareness as a counselor, viewing videos of actual counseling sessions, and learning from guest speakers. Once again, these activities will require active participation.  
TAs will take attendance and grade participation on days in which we break into small groups (see course schedule below).
Confidentiality & Self-Care

Confidentiality is a necessity. 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. It is expected that anyone who participates in a demonstration of either an individual or group session in this course will have his or her confidentiality respected. Please do not tape record any lectures, discussions, or demonstrations. Tape recording parts of class sessions could well pose problems with respect to confidentiality and privacy.

However, please note that this course is not intended to serve as personal therapy, and as such, you are advised against sharing deeply personal information in the larger or smaller class discussions. All students, particularly those who wish to continue on in graduate study in counseling or other human services related occupations, are encouraged to pursue their own therapy through the Counseling & Wellness Center on Radio Road (www.counsel.ufl.edu) or at an outside agency or practice.

Your Responsibility

In order to provide time for activities, videos, discussions, and guest presentations in our class, we will most likely not have time to discuss all the material covered in the textbook. However, you are responsible for knowing all of the material in each assigned reading/chapter even if it is not explicitly covered in class.

Additionally, you are responsible for learning all the material that you miss if you are late to or absent from class. Finally, it is your responsibility to talk with me or your TAs if you feel confused or uncertain about any material covered in the text or during lecture. 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. To make an appointment, talk to me in class or send an email.

Our Learning Environment

Let’s create an environment that fosters learning and open communication. It is expected that we will each be respectful in our behavior and comments, and will eliminate disruptions that might be distractions. Disruptions to the learning environment include (but are not limited to): talking while others are speaking, reading newspapers, magazines, or unrelated course material in class, using personal electronic devices during class (e.g., iPods, text messaging, etc. – however, it is OK to take notes on personal computers), eating in class, or otherwise behaving
rudely. I understand that, on rare occasions, it might be necessary to either arrive to class late or to leave early. In these situations, please leave early during the break, or come in late during the break. However, make every effort to avoid this if possible.

**Cell Phone, Laptop, & Food Policy**

Use of and the ringing/buzzing of cell phones or other electronic devices is particularly disruptive. Please turn off these devices and store them out-of-sight before class begins. If you need to talk/text during our class time due to a family emergency or other serious matter, please let me know before the start of class AND step out in the hallway to use your phone.

Laptops can be helpful for note taking, but can also be a distraction to you and your peers if used for non-academic reasons during class. If any student uses their computer for non-class related purposes during class, all students using laptops will be required to sit at the back of the classroom for the rest of the semester.

Eating hot, crunchy, cheesy, drippy, crinkly, or otherwise distracting/disruptive food is not permitted during class. I will understand if you need to bring an evening snack to class. Just ask yourself: Will my eating this snack distract and/or disrupt the course? If yes, please choose something else to eat. Recommendations for class-friendly snacks: Cashews, dried fruit, candy, bananas...

Repeated violations of these policies may result in a reduction of your final grade.

**Students with Special Needs**

If you are a student with a disability and would like to request disability-related accommodations, you are encouraged to contact me and the Disability Resource Center as early in the semester as possible. The Disability Resource Center is located in 001 Building 0020 (Reid Hall). Their phone number is (352) 392-8565.

### Assessments and Assignments

<table>
<thead>
<tr>
<th></th>
<th>Grading Break-Down</th>
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<tr>
<td><strong>Exams</strong></td>
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<tr>
<td>1. Midterm</td>
<td>100 points</td>
</tr>
<tr>
<td>2. Final</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Reflection Papers</strong></td>
<td></td>
</tr>
<tr>
<td>1. Cultural Context of Understanding</td>
<td>50 points</td>
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<tr>
<td>2. Key Ideas in Counseling</td>
<td>50 points</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
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<td></td>
<td>350 points</td>
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Exams

1. Midterm
There will be a 50-question, closed-book, and closed-note midterm on the Corey book and lecture (including guest lecture) material covered in the first half of the course (everything up to the midterm). The exam will be multiple choice and will take place during the first 90 minutes of class (see schedule below). Please bring a #2 pencil and your UF ID.

2. Final
There will be a 50-question, closed-book, and closed-note final on book (Corey) and lecture (including guest lecture) material covered in the second half of the course (everything after the midterm and before the final). It will be multiple choice. Please bring a #2 pencil and your UF ID. This final exam will be held on the last day of class (see class schedule below).

Reflection Papers

There will be two out-of-class reflection papers during the semester due on the dates listed in the class schedule. The reflection papers will provide you with an opportunity to reflect on class lectures and readings while integrating your own thoughts. All reflection papers must be NO MORE THAN 500 WORDS. All reflection papers will be due at 4:00pm on the date listed in the schedule below. An electronic version (uploaded to the assignments section of Sakai) must be submitted no later than 4:00pm on the due date in order to avoid a grade penalty.
*If you do not agree with the grade you received for either reflection paper, you must contact Meena via email at meenaxip26@ufl.edu within TWO DAYS upon receiving your graded paper. Any requests to discuss a grade change 48 hours after the day and time it was returned to you will not be provided a grade change. Whatever grade Meena gives you the second time, whether better or worse than your original grade, is the grade you will get. This means disputing a grade may result in a worse grade at Meena’s discretion.

1. The Cultural Context of Understanding
Given that counselors need to explore how best they can go about ‘finding’ their own way, using their own intuition and, learning to be themselves in the presence of someone asking for help, it is important to consider the following questions about your cultural identity. How would your cultural identity influence your choice of counseling approach? The impact of the social, cultural, and family environment on the ideas of mainstream therapy theorists has been widely documented. But what are the ways in which your own social, cultural and family environment would shape your personal approach to counseling?
In 500 words or less, address the following questions within a cohesive essay. Please provide your answers accompanied by an explanation.
- What are some of the values and beliefs that you associate with your cultural background that seem most relevant to counseling? (Social class, religion, ethnicity, sexual identity, etc.)
Imagine explaining what you know about counseling to your grandparents. Would they be interested? Would they think that counseling is useful? What advice might they give you about how to be a better therapist?

Are there any rituals within your culture that could be viewed as having a psychotherapeutic function (e.g. confessionals in church, family meetings, pilgrimages)? How might your engagement in such activities inform your thinking about counseling?

How would your own cultural values potentially affect your counseling approach?

2. **Key Ideas in Counseling**

If you read between the lines of most counseling, psychotherapy, and personality textbooks, you will find that there is a set of core questions, related to the basic processes of counseling, which any theoretical model needs to be able to answer.

In 500 words or less, address the following questions within a cohesive essay. Please provide your answer accompanied by an explanation. These answers should eventually lead to conclusions about which theoretical ideas or concepts appear in your answers. For example, do these concepts all derive from a single theoretical model, or do your answers contain a mix of ideas? Which ones may be represented by your answers?

Questions to answer in essay, with the addition of a conclusion about overarching theoretical concepts.

In your opinion:

- What are the causes of people's problems?
- What is the best method for changing problematic human behavior, thoughts, feelings, etc.?
- What is the role of the therapist in relation to promoting client change?
- What are the goals of therapy?
- Which factor is more important in terms of making sense of a clients' problems?
  - Cultural Factors (including social class, ethnicity, gender, etc.)
  - Cognitive Factors (the way a person thinks about things; the person's beliefs)
  - Emotion (how the person feels about things)
  - Biological/Genetic Factors

**Grading Rubric for Reflection Papers:**

How do I earn full 50 points?

1. Discuss and answer all the bulleted questions about with a thoughtful explanation. There should be roughly 4-5 major paragraphs of similar size in your paper corresponding to each bullet question
2. Adhere to the word limit of 500 words.
3. Proof-read your paper for typos and grammatical errors.
Where can I lose points?

1. Content:
   - 8 points will be deducted per bullet point not mentioned.
   - 4 points will be deducted when a bullet point is mentioned but not explained and described.
   - 2 points will be deducted if a bullet point is mentioned but partially explained and described.

   (In addition to the above bullets, the following penalties apply to the 2nd paper):
   - 10 points will be deducted if a conclusion containing an explanation of overarching theoretical orientations is not included.
   - 5 points will be deducted if a conclusion containing an explanation of overarching theoretical orientations is included but is not explained.

2. Word limit: 5 points will be deducted if the paper is over 500 words

3. Grammar and typos: After the first 2 errors, 0.5 points will be deducted per error

4. Late submissions:
   - 5 minutes to 24 hours late: 5% deduction from the overall grade
   - For each additional 24 hours the paper is late, there will be an additional 5% deduction from the overall grade.

**Group Participation**

You will have the opportunity to earn a total of 50 points throughout the semester through attendance and active participation in small groups of 9-10 people. You will be assigned to one TA for the entire semester and will have 6 discussion groups on questions posed by the TA related to the book “Love’s Executioner & Other Tales of Psychotherapy” by Irvin Yalom. For the next two groups, your TA will help you practice the basic counseling skills we learn in class with your small group. For the last two classes, your group will discussing information from the class lecture and other assigned readings/handouts.

**Grading Rubric for Small Group Participation:**

How do I earn full 50 points for participation?
- Total points possible per group discussion = 5 points and there will be a total of 10 discussion/practice sessions throughout the semester. (5*10 = 50)
- In order for verbal participation to count, all comments must contribute to the discussion.

<table>
<thead>
<tr>
<th>Points</th>
<th>Attendance (max. points = 2)</th>
<th>Verbal Participation (max. points = 3)</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>Absent</td>
<td>No verbal participation</td>
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<tr>
<td>1</td>
<td>Present for part of the group</td>
<td>1 verbal comment</td>
</tr>
<tr>
<td>2</td>
<td>Present for all of the group</td>
<td>2 verbal comments</td>
</tr>
<tr>
<td>3</td>
<td>n/a</td>
<td>3 or more verbal comments</td>
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</tbody>
</table>
Can I make up small group participation points?
If you cannot attend a discussion group due to an approved reason (eg: 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. Please keep the following guidelines in mind:
- You may do this a maximum of TWO times only, and you must present approved DOCUMENTATION of your absence.
- You must submit these questions via e-mail to your TA by 4:00 pm on Friday of the week you missed the discussion group.

Disrespectful behavior, lack of participation, and lack of attendance could potentially hurt your participation grade.

### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Class Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>324-350</td>
<td>≥ 93%</td>
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<tr>
<td>A-</td>
<td>310-323</td>
<td>89%-92%</td>
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<tr>
<td>B+</td>
<td>300-309</td>
<td>86%-88%</td>
</tr>
<tr>
<td>B</td>
<td>286-299</td>
<td>82%-85%</td>
</tr>
<tr>
<td>B-</td>
<td>275-285</td>
<td>79%-81%</td>
</tr>
<tr>
<td>C+</td>
<td>265-274</td>
<td>76%-78%</td>
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<tr>
<td>C</td>
<td>251-264</td>
<td>72%-75%</td>
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<tr>
<td>C-</td>
<td>240-250</td>
<td>69%-71%</td>
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<tr>
<td>D+</td>
<td>230-239</td>
<td>66%-68%</td>
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<tr>
<td>D</td>
<td>216-229</td>
<td>62%-65%</td>
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<tr>
<td>D-</td>
<td>205-215</td>
<td>59%-61%</td>
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<tr>
<td>E</td>
<td>0-204</td>
<td>≤ 58%</td>
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</table>

The good news is these grades are firm – there is no curve. Everybody in the class can get an A grade (and I hope you do).

The bad news is these grades are firm – there is no curve. If you score just one point below the cutoff then you will get the lower grade.

### Late Work & Make-Up Work

**Reflection Papers & Group Discussion:** I will accept late work for the reflection papers and make-up work for the group participation as per the guidelines and penalties stated in the Assignments and Assessments section.

**Exams:** I will not accept late work or provide make-up exams unless in the case of medical emergency, personal emergency, or otherwise excused absence. Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. In order to maintain fairness in grading, you may be asked to provide documentation that will enable me to understand the reason for your absence.

### Honor Code

It is important that you understand that I will not give a passing grade to those who do not abide by the UF honor code. Any student who cheats or helps another student cheat will receive an E (Fail) in this class. University of Florida Student Honor Code, found at [http://regulations.ufl.edu/chapter4/4017.pdf](http://regulations.ufl.edu/chapter4/4017.pdf)
Teaching Assistants

Teaching assistants will help grade assignments according to rubrics designed by the instructor. They will also lead small group discussions. For course questions, please contact the instructor (Meena), not the TAs. Please be respectful to your TAs.

Tentative Course Schedule

**Note:** The contents of this syllabus may be changed during the semester. If changes are made to this syllabus they will be announced in class and on E-learning. It is your responsibility to come to class and to check for announcement of any changes online.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>8/26  Introduction to the course</td>
<td>Corey Ch. 1 &amp; 2</td>
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<tr>
<td></td>
<td>Counselor as a person</td>
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<tr>
<td></td>
<td>Who is a counseling psychologist?</td>
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<td></td>
<td>Graduate School in Psychology</td>
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<td>Graduate School Panel</td>
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<tr>
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<td>School Psychology, Ph.D</td>
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<td>Counseling Psychology, Ph.D</td>
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<td>Clinical Psychology, Ph.D</td>
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<td>Counselor Education, M.Ed.</td>
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<td>Ethics in Counseling</td>
<td>Corey Chapter 3</td>
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<tr>
<td>Week 2</td>
<td>9/2  Humanistic Therapies: Person-Centred Therapy &amp; Existential Therapy</td>
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<tr>
<td></td>
<td>Guest speaker: Marshall Knudson, Ph.D.</td>
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<td>Theoretical Orientations</td>
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<td>Week 3</td>
<td>9/9  Psychodynamic Therapy</td>
<td>Corey Ch. 6 and 7</td>
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<td>GROUP DISCUSSION</td>
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<td>Yalom Chapter 1</td>
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<tr>
<td>Week 4</td>
<td>9/16 Psychodynamic Therapy</td>
<td>Corey Ch. 4</td>
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<td></td>
<td>GROUP DISCUSSION</td>
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<td></td>
<td>Yalom Chapter 5</td>
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<tr>
<td>Week 6</td>
<td>9/23 Cognitive Behavior Therapy</td>
<td>Corey Chapter 10</td>
<td>Reflection Paper #1 DUE</td>
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<tr>
<td></td>
<td>Guest Speaker: Joe McNamara, Ph.D</td>
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<tr>
<td></td>
<td>GROUP DISCUSSION</td>
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<td>Yalom Chapter 4</td>
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| Week 9/30 | Feminist Therapy  
| Guest Speaker: Laurie Mintz, Ph.D | Group Discussion | Corey Chapter 12  
| | | | Yalom Chapter 7  
| Week 8 10/7 | **Midterm**  
| Week 9 10/14 | Family Systems Therapy  
| Guest Speaker: *Ali Martinez* | Group Discussion | Corey Chapter 14  
| | | | Yalom Chapter 2  
| Week 10 10/21 | Sex Therapy  
| | Group Discussion | Sakai – reading TBA  
| | | | Yalom Chapter 6  
| Counseling Skills  
| Week 11 10/28 | Basic Counseling Skills  
| | Group Practice | Sakai – Under basic counseling skills readings  
| Week 12 11/4 | Basic Counseling Skills  
| | Group Practice | Sakai - Under basic counseling skills readings  
| Week 13 11/11 | NO CLASS  
| | | **Reflection Paper #2 DUE**  
| The Person in Context: Multiculturalism and Social Justice  
| Week 14 11/18 | Introduction: What is Multiculturalism and Social Justice?  
| | Stigma, Privilege and Empathy | APA guidelines (optional)  
| | | Katz (1985)  
| | | Raheim et al.  
| | Group Discussion  
| *Intergroup Monopoly* | McIntosh handout  
| Week 15 11/25 | NO CLASS  
| Week 16 12/2 | Race & Ethnicity  
| Gender and Sexual Orientation | Harley (2002)  
| | Group Discussion | Shelton 2011  
| | Wrap Up | Questions about heterosexuality handout, The five sexes  
| 12/9 | **Final**