PCO4930: Introduction to Counseling Psychology
Section 5155, Fall 2012

Instructor: Elizabeth (Liza) Bott, M.A.
Class Location: NZH 112
Office: PSY 005D (Psychology bldg. basement)

Teaching Assistants:
Chelsea Gober
Lisa Lee
Lee Penn

Email: ebott@ufl.edu
Class Time: Tuesday 5:10-6pm
Thursday 5:10-7:05pm
Office Hours: Tuesday 6-7pm and by appointment

Email: cgober@ufl.edu; Office Hour: F 11am
lslee92@ufl.edu; Office Hour: T 3pm
leetpenn@ufl.edu; Office Hour: R 10am
TA Office Hour Location: Psych bldg. #136

COURSE DESCRIPTION
This course is intended to be a bridge to graduate study and work in counseling psychology or related fields that involve helping others in distress or transition. 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. Additionally, the theoretical approaches inform techniques and modes of practice in counseling that will also be discussed and practiced. The 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 to begin to answer questions (and more importantly, ask new questions) about your interest in working with others to promote healthy change. Questions might include: How do people make meaningful changes in their lives? What are the causes of psychological concerns, problems, dysfunction, and/or pathology? What makes up successful therapy? Is the field of counseling right for me? This course will also involve active self-reflection where you are asked to increase your self-awareness about your beliefs about how people change, your role as a counselor in contributing to healthy change, and yourself as a person who is also changing through life.

Although a brief introduction will be provided about a variety of careers within the counseling field, 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). Additionally, the course’s website on E-Learning (http://lss.at.ufl.edu) will contain some information and links to sites that may assist you in finding your path.

COURSE OBJECTIVES
The purpose of the course is to expose you to a variety of contrasting theoretical models underlying both individual and group practice in counseling. Specific objectives are:
1. To introduce you to counseling psychology as a field and provide information about pursuing
related career tracks.
2. To provide you with information about the therapeutic process and the practical elements of the counseling interaction.
3. To provide you with an experiential laboratory to learn and practice listening and attending skills essential to the counseling process.
4. To challenge you to look at your own qualities that support and hinder your attempts at being therapeutic for others.
5. To expose you to a variety of ethical and professional issues in counseling and to guide you in developing a position on these issues.
6. To gain an understanding of ways of applying theories to specific cases.
7. To encourage your integration of theoretical and experiential learning in order to form your own personal model of the counseling process.
8. To develop self-evaluation skills, writing skills, and critical thinking skills.

REQUIRED TEXT
- Additional required supplementary readings are listed in the course schedule and will be provided electronically through the course’s E-Learning (Sakai) website.

GENERAL RECOMMENDED READING

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 power points prior to class. Note that the power points do not replace note taking and should only serve as an outline to help you in taking detailed notes.

ATTENDANCE
Regular attendance is necessary to acquire 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.
PARTICIPATION
A good portion of the course is lecture-based. However, lecture-based does not mean that you will listen silently for an entire class period. Rather, it is expected that lecture materials will inspire in-depth questions, discussions, and applications to your experience and anticipated work with clients. As a result, active class participation is required. Active participation will not only mean that you are integrating ideas and concepts to learn as much as you can, but it will also contribute to the enhanced learning experience of your peers and a more fun learning process in general. Moreover, 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 practicing rudimentary counseling skills, engaging in activities and small group discussion 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.

RESPECT CONFIDENTIALITY
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 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 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. I do prefer that you come to class on those occasions when you must be a little late or leave a little early, rather than not attend at all. However, make every effort to avoid this if possible. On those occasions when it is necessary, please do so with as little disruption to the class as possible (e.g., take a seat near the door and enter/depart quietly).

---

**CELL PHONE, LAPTOP, AND FOOD POLICIES**

- 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. These absolutely must be turned off and out-of-sight during exams.** 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 **food** is not permitted during class.
- Repeated violations of these policies may result in a reduction of your final grade.

---

**ASSIGNMENTS**
**Weekly Progress Notes:** Almost every week, as noted in the course schedule, you are required to submit a Progress Note. The Progress Note will not only provide evidence that you met with your dyad partner to practice the counseling techniques, but will also provide you with an opportunity to reflect on your counseling experience and continued growth as a counselor. Note, you may be asked to share about your dyad experience in small groups during class. Thus, the Progress Note serves as a means for you to solidify and clarify your counseling experience so you are better prepared to share and benefit from others' feedback during class. Your Progress Note must be **uploaded** on Sakai (by clicking “Assignments” tab followed by “Progress Note”) **AND** submitted in hard copy to the instructor **before the start of class on the dates indicated on the course schedule.** For further directions and grading...
procedures reference our Sakai site (click “Assignments” and “Progress Note”).

**Personal Theory of Counseling Paper:** In order to more fully integrate the counseling theories we discuss in class, you will write a paper that summarizes how you currently conceptualize your approach to counseling as a counselor. The body of the paper (not including title page or optional reference list) should be 5-7 pages (no less and no more) and written in APA style. The paper should address your basic assumptions about humankind and mental illness, your ideas on the purpose of counseling, an explanation of your theory of personality, and your role as a counselor. Because this is not an applied course, the paper should focus on your theoretical approach to counseling, rather than on specific techniques. For a more detailed set of guidelines, click on “Personal Theory of Counseling Paper” under the “Assignments” tab on Sakai.

Your completed paper (including cover page and references page) must be uploaded on Sakai (by clicking “Assignments” tab followed by “Personal Theory of Counseling Paper”) by 5:10pm on Tuesday, November 20th. Failure to turn in the assignment (online) before 5:10pm will result in grade penalties according to the late policy.

**LATE POLICY:** Progress Notes will not be accepted late and will receive a score of zero. If the Personal Theory of Counseling Paper is submitted late, points will be deducted according to the following rubric:

<table>
<thead>
<tr>
<th>Time submitted:</th>
<th>Grading Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within 24 hours after due date/time</td>
<td>10% deduction</td>
</tr>
<tr>
<td>After 1 day</td>
<td>20% deduction</td>
</tr>
<tr>
<td>After 2 days</td>
<td>30% deduction</td>
</tr>
<tr>
<td>After 3 days</td>
<td>40% deduction</td>
</tr>
<tr>
<td>After 4 days</td>
<td>Graded as zero</td>
</tr>
</tbody>
</table>

**Midterm and Final Exam:** A midterm and final exam will be given that will assess your learning of objective material covered in the course. The final exam will not be cumulative. Questions on these exams will address material from all assigned readings, lectures, discussions, activities, and presentations. In other words, all of the information conveyed in this course is considered important to your development as a counselor or a professional in a related field. As a result, all information is fair game. To ensure your true learning of the material, the exams may contain multiple choice, true or false, matching, and short answer questions.

**Late for exam:** Students who show up for an exam after the first completed exam has been turned in will not be allowed to take the exam. You may be asked to present a picture ID to submit your exams. **Absent for exam:** 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. In order to maintain fairness in grading, you will be asked to provide documentation that will enable me to understand the reason for your absence from class on the day of an exam. **Excused absences 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. Consideration will also be given to students whose dependent children experience serious illness. Accommodations for these excused absences will be made in a way that does not penalize students who have a valid excuse. Without this documentation, missed exams will receive a score of zero. If you miss an exam due to an unexcused absence, it will be up to the instructor to determine whether a make-up exam will be offered and the point penalty.
EXTRA CREDIT:
There will be NO extra credit provided unless announced by your instructor to the class as a whole. Do NOT ask for extra credit opportunities or for your grades to be revised. Your request will not be taken.

Grades: Your final grade for this course will be determined by your performance on each of the following assignments:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Notes</td>
<td>120 (20 points per note; lowest note grade is not included in final grade)</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Personal Theory of Counseling Paper</td>
<td>100</td>
</tr>
<tr>
<td>Participation</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>450</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%–100%</td>
</tr>
<tr>
<td>B+</td>
<td>85%–89%</td>
</tr>
<tr>
<td>B</td>
<td>80%–84%</td>
</tr>
<tr>
<td>C+</td>
<td>75%–79%</td>
</tr>
<tr>
<td>C</td>
<td>70%–74%</td>
</tr>
<tr>
<td>D+</td>
<td>65%–69%</td>
</tr>
<tr>
<td>D</td>
<td>60%–64%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

**Academic Honesty: Cheating will NOT be tolerated in this course.** Cheating is defined in the University Handbook, and it is the student’s responsibility to be familiar with its many forms (i.e., ignorance is no excuse). As part of the course registration process at the University of Florida, every student agrees to the following statement: “I understand that the University of Florida 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.” Additional information on the Student Honor Code and what constitutes cheating can be found at [www.dso.ufl.edu/sccr/honorcode.php](http://www.dso.ufl.edu/sccr/honorcode.php) and at [www.plagiarism.org](http://www.plagiarism.org).

**ADA Policy**
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 392-8565.

**Religious Observances**
Please check your calendars against the course syllabus. Any student having a conflict in the exam
schedule, or feeling that they will be disadvantaged by missing a class due to religious observance should contact me as soon as possible so that we can make any necessary arrangements.

**COPYRIGHT STATEMENT**

Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. **They may not be retained in another medium or disseminated further.** They are provided in compliance with the provisions of the Teach Act.
### Tentative Course Schedule

***All reading assignments are to be completed by the date under which they are listed***

***All readings that are not from your main textbook are available on Sakai under “Resources.”***

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading and Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>R, Aug. 23</td>
<td>Introduction to the Course</td>
<td>Syllabus</td>
</tr>
<tr>
<td>T, Aug. 28</td>
<td>Introduction to Counseling</td>
<td>Gelso &amp; Fretz: Chapter 1</td>
</tr>
<tr>
<td>R, Aug. 30</td>
<td>Counseling for Today &amp; Tomorrow</td>
<td>Gelso &amp; Fretz: Chapter 2 (Part I &amp; II) &amp; 4 “How to Choose a Graduate Program...”</td>
</tr>
<tr>
<td>T, Sept. 4</td>
<td>Your Role as the Counselor</td>
<td>Corey: Chapter 1 &amp; 2 Bring in hard copy of completed “Values-Self Inventory” questionnaire</td>
</tr>
<tr>
<td>R, Sept. 6</td>
<td>Your Role as the Counselor</td>
<td>Core: Chapter 5</td>
</tr>
<tr>
<td>T, Sept. 11</td>
<td>Basic Counseling Techniques</td>
<td>Gelso &amp; Fretz: Chapter 9</td>
</tr>
<tr>
<td>R, Sept. 13</td>
<td>Basic Counseling Techniques</td>
<td></td>
</tr>
<tr>
<td>T, Sept. 18</td>
<td>Ethics in Counseling</td>
<td>Corey: Chapter 3 Progress Note: Basic Counseling Skills</td>
</tr>
<tr>
<td>R, Sept. 20</td>
<td>Adlerian Therapy</td>
<td>Core: Chapter 5</td>
</tr>
<tr>
<td>T, Sept. 25</td>
<td>Existential Therapy</td>
<td>Core: Chapter 6</td>
</tr>
<tr>
<td>R, Sept. 27</td>
<td>Existential Therapy</td>
<td></td>
</tr>
<tr>
<td>T, Oct. 2</td>
<td>Person-Centered Therapy</td>
<td>Corey: Chapter 7 Progress Note: Adlerian or Existential Therapy</td>
</tr>
<tr>
<td>R, Oct. 4</td>
<td>Person-Centered Therapy</td>
<td>Core: Chapter 7</td>
</tr>
<tr>
<td>T, Oct. 9</td>
<td>Gestalt Therapy</td>
<td>Core: Chapter 8 Progress Note: Person-Centered Therapy</td>
</tr>
<tr>
<td>R, Oct. 11</td>
<td>Gestalt Therapy</td>
<td></td>
</tr>
<tr>
<td>T, Oct. 16</td>
<td>Catch-Up &amp; Review*</td>
<td></td>
</tr>
<tr>
<td>R, Oct. 18</td>
<td>Midterm Exam*</td>
<td></td>
</tr>
<tr>
<td>T, Oct. 23</td>
<td>Psychoanalytic Therapy*</td>
<td>Corey: Chapter 4; Hess (2009)* Progress Note: Gestalt</td>
</tr>
<tr>
<td>R, Oct. 25</td>
<td>Psychoanalytic Therapy*</td>
<td></td>
</tr>
<tr>
<td>T, Oct. 30</td>
<td>Behavior Therapy*</td>
<td>Corey: Chapter 9 Progress Note: Psychoanalytic</td>
</tr>
<tr>
<td>R, Nov. 1</td>
<td>Behavior Therapy*</td>
<td></td>
</tr>
<tr>
<td>T, Nov. 6</td>
<td>Cognitive-Behavior Therapy*</td>
<td>Corey: Chapter 10 Progress Note: Cognitive-Behavior Therapy</td>
</tr>
<tr>
<td>R, Nov. 8</td>
<td>Cognitive-Behavior Therapy*</td>
<td></td>
</tr>
<tr>
<td>T, Nov. 13</td>
<td>Feminist and Postmodern Therapies</td>
<td>Corey: Chapter 12; Brown (2007) Progress Note: Behavior Therapy</td>
</tr>
<tr>
<td>R, Nov. 15</td>
<td>Feminist and Postmodern Therapies</td>
<td>Corey: Chapter 13</td>
</tr>
</tbody>
</table>
**T, Nov. 20**  No Class *  
**R, Nov. 22**  No Class: Thanksgiving Break  
**T, Nov. 27**  Integrative Perspective  
**R, Nov. 29**  Integrative Perspective  
**T, Dec. 4**  Final Exam  

* indicates the information for this day has changed since the first syllabus you received  

### Additional Recommended Reading  

**Psychoanalysis**  
Sigmund Freud- *Introductory Lectures on Psychoanalysis*  
Sigmund Freud- *The Ego and the Id*  
Sigmund Freud- *Civilization and its Discontents*  
Sigmund Freud- *Three Case Histories*  
D.W. Winnicott- *Holding and Interpretation: Fragment of an Analysis*  
Nancy McWilliams- *Psychoanalytic Psychotherapy: A Practitioner’s Guide*  

**Neo-Freudian Approaches**  
Carl Jung- *Modern Man in Search of a Soul*  
Carl Jung- *Analytical Psychology: It’s Theory and Practice*  
Claire Douglas- *The Old Woman’s Daughter*  
Adler, Jensen, and Jensen- *The Case of Miss R: The Interpretation of a Life Story*  
Alfred Adler- *Understanding Human Nature: Understanding Human Nature*  
Mosak and Maniacci- *A Primer of Adlerian Psychology*  
Karen Horney- *Neurosis and Human Growth*  

**Humanistic Psychology**  
Mearns and Thorne- *Person-Centered Counseling in Action*  
Carl Rogers- *On Becoming a Person*  
Carl Rogers- *A Way of Being*  
Erich Fromm- *To Have or to Be?*  
Maslow- *The Farther Reaches of Human Nature*  
Maslow- *Toward a Psychology of Being*  

**Existential Psychology**  
J.H. van den Berg- *A Different Existence*  
Irvin Yalom- *Love’s Executioner*  
Irvin Yalom- *Every Day Gets a Little Closer*  
Paul Tillich- *The Courage to Be*  
Rollo May- *The Discovery of Being*  
Ernest Becker- *The Denial of Death*  
Viktor Frankl- *Man’s Search for Meaning*  
Viktor Frankl- *The Will to Meaning: Foundations and Applications of Logotherapy*  

**Gestalt Psychology and Experiential Approaches**  
Frederick Perls- *Verbatim*  
Joyce and Sills- *Skills in Gestalt Counseling and Psychotherapy*  
Greenberg- *Emotion-Focused Therapy*
Constructivist/Narrative Approaches
Dan McAdams- *The Stories We Live By: Personal Myths and the Making of the Self*
Stephen Madigan- *Narrative Therapy*
George Kelly- *A Theory of Personality: The Psychology of Personal Constructs*
Kenneth Gergen- *An Invitation to Social Construction*

Behaviorism
B.F. Skinner- *Beyond Freedom and Dignity*
B.F. Skinner- *About Behaviorism*
John Watson- *Behaviorism*
Mecca Chiesa- *Radical Behaviorism: The Philosophy and the Science*

Cognitive Theory
Aaron Beck- *Prisoners of Hate: The Cognitive Basis of Anger, Hostility, and Violence*
Aaron Beck- *Cognitive Therapy and the Emotional Disorders*
Albert Ellis- *The Myth of Self-Estem*
Michelle Craske- *Cognitive-Behavioral Therapy*

Feminist Approaches
Laura S. Brown- *Feminist Therapy*
Laura S. Brown- *Subversive Dialogues: Theory in Feminist Therapy*
Ellyn Kaschak- *Engendered Lives: A New Psychology of Women’s Experience*
Jean Baker Miller- *Toward a New Psychology of Women*

Marriage, Family, and Child Therapy
Virginia Axline- *Dibs in Search of Self*
Virginia Axline- *Play Therapy*
Virginia Satir- *The New Peoplemaking*
Salvador Minuchin- *Families and Family Therapy*
Roberta Gilbert- *The Eight Concepts of Bowen Theory*