

PSYC 5312 Counseling Theories

Spring 2021

Class Meeting: Thursdays 2-4:45pm (virtual synchronous, link below)

Office Hours: Monday & Tuesday 10-11:30am, and by appointment (via zoom, links below)

Instructor: Olga Berkout, Ph.D.

Assistant Professor| HPR 219| oberkout@uttyler.edu (please allow two business days for response)|Please set up calls via email, these will be conducted using zoom.

Class Meeting Link:

<https://uttyler.zoom.us/j/95240768850?pwd=MjFtbzFodUZQZmVGQUZYTXF1MVVNdz09>

Meeting ID: 952 4076 8850

Passcode: 545592

One tap mobile

+13462487799,,95240768850# US (Houston)

+12532158782,,95240768850# US (Tacoma)

Office Hours Links:

Monday:

<https://uttyler.zoom.us/j/98963627660?pwd=cEJhVUVBeldjT28rZHBZMjA2cFdKUT09>

Meeting ID: 989 6362 7660

Passcode: 316418

One tap mobile

+13462487799,,98963627660# US (Houston)

+12532158782,,98963627660# US (Tacoma)

Tuesday:

<https://uttyler.zoom.us/j/99534009070?pwd=RVZCVGFZYXkzVVpZWm1ia2hqNXF6QT09>

Meeting ID: 995 3400 9070

Passcode: 907772

One tap mobile

+13462487799,,99534009070# US (Houston)

+12532158782,,99534009070# US (Tacoma)

Course Catalog Description

PSYC 5312: Counseling Theories (3 hours) Overview of theoretical approaches to counseling and psychotherapy, including fundamental concepts, assessment, client and counselor roles, cultural relevance, and intervention strategies/techniques. Includes role-playing practice of fundamental counseling response skills.

Student Learning Outcomes: Students will describe, explain, and apply an understanding of counseling/therapy theories and methods, and demonstrate effective practice of counseling/therapy skills.

Required Readings:

Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy*. 10th Edition. Cengage.

Article readings as listed on course schedule below, available on Canvas.

NOTE: A student at UT Tyler is not under any obligation to purchase a textbook from a university- affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Structure and Instructor Expectations

In this course, class time is largely comprised of lectures, activities, and discussions. You should come to class prepared to discuss assigned readings and to be actively involved in your own learning, by asking questions and being engaged in class activities.

Attendance – While it is strongly recommended that you do not miss any classes, you are permitted to miss two classes with no penalty. If you are going to miss a class, it is expected that you will notify the professor ahead of time. With a third absence, you will receive a one-letter grade deduction from your final grade in the course (e.g., A to B, B to C and so on) unless you write a letter to the instructor that explains the extenuating circumstances for **all** absences. The instructor will then decide if absences are excusable. Each subsequent absence will result in another drop of a letter grade.

Class Punctuality - Students are expected to attend classes on time. Students who are consistently late at the beginning of class will have points deducted from their participation grade.

Requirements/Grading

Please check course announcements/email regularly for any changes in requirements

1. Weekly Reflections 12%

Every week with the exception of midterm and final exam weeks, there will be a reflection assignment due by the beginning of that week's class period. Please write a paragraph considering the reading due this week and how it might impact your conceptualization of psychological difficulty, intervention, or practice. If a particular theoretical orientation is antithetical to your approach, you may write reflection focusing on aspects of this perspective that don't fit with your approach.

2. Case Conceptualization Assignment 18%

For this assignment, I would like for you to try to apply a theoretical orientation to a fictional character in a class presentation lasting about 25-30 minutes. This could be someone from a movie, television show, or book series, so long as there is sufficient information to use for a case conceptualization. Please provide an overview of your chosen theoretical orientation, an explanation of how it would conceptualize your character's difficulties, and the manner in which this would inform treatment (e.g., specific techniques and goal of treatment as tied to the case conceptualization).

3. Midterm Exam 25%

An online midterm exam will be given.

4. Final Exam 25%

An online final exam will be given.

5. Class Participation 10%

Students are expected to attend class, prepare by doing the readings, and participate in discussion.

6. Discussion Leader Role 10%

During one week this semester each of you will serve as a discussion leader. The discussion leader is responsible for reviewing article readings with the class and posing at least five questions to the class.

Grades:

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=59% and below

Rounding is done following mathematical convention, 89.5 would be rounded to a 90, 89.4 to an 89.

Tentative Course Schedule (please check course announcements/email regularly for any changes)

	Topic	Readings/Assignments
Week 1 01/11-01/15	Introduction to the Class Psychoanalytic Therapy	Chapter 4
Week 2 01/18-01/22 Note: 01/18 is a Holiday	Existential Therapy	Chapter 6 Schulenberg et al., 2008 Existential Therapy reflection due by 2pm Thursday
Week 3 01/25-01/29	Person Centered Therapy	Chapter 7 May 1982 Rogers 1982 Person Centered Therapy reflection due by 2pm Thursday
Week 4 02/1-2/5	Gestalt Therapy	Chapter 8 Wagner-Moore 2004

		Gestalt Therapy reflection due by 2pm Thursday
Week 5 02/8-02/12	Behavior Therapy	Chapter 9 Ramnerö et al., 2015 Behavior Therapy reflection due by 2pm Thursday
Week 6 02/15-02/19	Acceptance and Commitment Therapy	Chapter 9 Hayes, 2004 Wilson & Sandoz, 2008 Acceptance and Commitment therapy reflection due by 2pm Thursday
Week 7 02/22-02/26	Midterm Exam due 4:45pm Thursday	
Week 8 3/1-3/5	Cognitive Therapy Case Presentations	Chapter 10 Ellis, 1980 Cognitive Therapy (as viewed by Ellis) reflection due by 2pm Thursday
Week 9 3/8-3/12	Spring Break No Class	
Week 10 3/15-3/19	Cognitive Therapy Case Presentations	Chapter 10 Beck 2019 Cognitive Therapy (as viewed by Beck) reflection due by 2pm Thursday
Week 11 3/22-3/26	Feminist Therapy Case Presentations	Chapter 12 Evans et al 2005 Feminist Therapy reflection due by 2pm Thursday
Week 12 3/29-4/2	Postmodern approaches Case Presentations	Chapter 13 Kim et al., 2019

		Postmodern Approaches reflection due by 2pm Thursday
Week 13 4/5-4/9	Family Systems Therapy Case Presentations	Chapter 14 Brown 1999 Family Systems Therapy reflection due by 2pm Thursday
Week 14 4/12-4/16	Multicultural Therapy Case Presentations	Asnaani & Hofman, 2012 Hays 2009 Multicultural Therapy reflection due by 2pm Thursday
Week 15 4/19-4/23	Theory and Theoretical Orientation in Psychotherapy	Hofman & Hayes, 2019 Cook et al. 2010 Goldfried 2019 Theory and Theoretical Orientation reflection due by 2pm Thursday
Week 16 4/26-4/30	Final Exam due by end of scheduled final exam time	

Article Readings (these are posted on Canvas)

Asnaani, A., & Hofmann, S. G. (2012). Collaboration in Multicultural Therapy: Establishing a strong therapeutic alliance across cultural lines. *Journal of Clinical Psychology*, 68(2), 187–197. <https://doi.org/10.1002/jclp.21829>

Beck, A. T. (2019). A 60-year evolution of Cognitive theory and therapy. *Perspectives on Psychological Science*, 14(1), 16–20. <https://doi.org/10.1177/1745691618804187>

Brown, J. (1999). Bowen Family Systems theory and practice: Illustration and critique. *Australian and New Zealand Journal of Family Therapy*, 20(2), 94–103. <https://doi.org/10.1002/j.1467-8438.1999.tb00363.x>

Cook, J. M., Biyanova, T., Elhai, J., Schnurr, P. P., & Coyne, J. C. (2010). What do psychotherapists really do in practice? An Internet study of over 2,000 practitioners. *Psychotherapy: Theory, Research, Practice, Training*, 47(2), 260–267. <https://doi.org/10.1037/a0019788>

- Ellis, A. (1980). Rational-Emotive Therapy and Cognitive Behavior Therapy: Similarities and differences. *Cognitive Therapy and Research*, 4(4), 325–340.
<https://doi.org/10.1007/bf01178210>
- Evans, K. M., Kincade, E. A., Marbley, A. F., & Seem, S. R. (2005). Feminism and Feminist Therapy: Lessons from the past and hopes for the future. *Journal of Counseling & Development*, 83(3), 269–277. <https://doi.org/10.1002/j.1556-6678.2005.tb00342.x>
- Goldfried, M. R. (2019). Obtaining consensus in psychotherapy: What holds us back? *American Psychologist*, 74(4), 484–496. <https://doi.org/10.1037/amp0000365>
- Hayes, S. C. (2004). Acceptance and Commitment Therapy, Relational Frame Theory, and the third wave of behavioral and cognitive therapies. *Behavior Therapy*, 35(4), 639–665.
[https://doi.org/10.1016/s0005-7894\(04\)80013-3](https://doi.org/10.1016/s0005-7894(04)80013-3)
- Hays, P. A. (2009). Integrating evidence-based practice, Cognitive–Behavior Therapy, and Multicultural Therapy: Ten steps for culturally competent practice. *Professional Psychology: Research and Practice*, 40(4), 354–360. <https://doi.org/10.1037/a0016250>
- Hofmann, S. G., & Hayes, S. C. (2018). The future of intervention science: Process-Based Therapy. *Clinical Psychological Science*, 7(1), 37–50.
<https://doi.org/10.1177/2167702618772296>
- Kim, J., Jordan, S. S., Franklin, C., & Froerer, A. (2019). Is Solution-Focused Brief Therapy evidence-based? An update 10 years later. *Families in Society: The Journal of Contemporary Social Services*, 100(2), 127–138.
<https://doi.org/10.1177/1044389419841688>
- May, R. (1982). The problem of evil. *Journal of Humanistic Psychology*, 22(3), 10–21.
<https://doi.org/10.1177/0022167882223003>
- Ramnerö, J., Folke, F., & Kanter, J. W. (2015). A learning theory account of depression. *Scandinavian Journal of Psychology*, 57(1), 73–82. <https://doi.org/10.1111/sjop.12233>
- Rogers, C. (1982). Reply to Rollo May's letter to Carl Rogers. *Journal of Humanistic Psychology*, 22(4), 85–89. <https://doi.org/10.1177/002216788202200407>
- Schulenberg, S. E., Hutzell, R. R., Nassif, C., & Rogina, J. M. (2008). Logotherapy for clinical practice. *Psychotherapy: Theory, Research, Practice, Training*, 45(4), 447–463.
<https://doi.org/10.1037/a0014331>
- Wagner-Moore, L. E. (2004). Gestalt Therapy: Past, present, theory, and research. *Psychotherapy: Theory, Research, Practice, Training*, 41(2), 180–189.
<https://doi.org/10.1037/0033-3204.41.2.180>

Wilson, K.G. & Sandoz, E. K. (2008). Mindfulness, values, and the therapeutic relationship in Acceptance and Commitment Therapy. In S. Hick & T. Bein (Eds.) *Mindfulness and the Therapeutic Relationship* (pp. 89-106). Guilford Press.

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit <http://www.uttyler.edu/tobacco-free>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar> ([Links to an external site.](#)). Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible disabilities such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> ([Links to an external site.](#)) and fill out the **New Student** application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.utt Tyler.edu/disabilityservices> ([Links to an external site.](#)), the SAR office located in the University Center Room 3150, or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program

- or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
 - iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
 - iv. All written work that is submitted will be subject to review by plagiarism detection software.

Important Covid-19 Information for Classrooms and Laboratories

Please review UT Tyler COVID policies with the most up to date information accessible at <https://www.uttyler.edu/coronavirus/>. This page is updated as changes to policy occur.

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)