

CPSE 646
Counseling Theory & Interventions
Fall 2022 Class time: 8 – 11am

Instructor:

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Welcome to Counseling Theory and Interventions!

Course Purpose: You will create a foundation for your future counseling practice and design your own beginning theory of how people change based on our semester's integration of theory and practice.

Who we are: We will be a diverse class. Some of you will become professional counselors who work with a range of different types of mental health clients, diagnoses, and issues. Some will work in educational settings such as college or schools. Some will work in mental health settings such as hospitals and private practice. Some will work as religious chaplains.

Why you are here: The theories you learn will prepare you to develop your own beginning understanding of how people change. The skills you learn, you will help you integrate theory into practice. This is one of the first stops on a learning journey that should forever not only teach you to become professionally competent, but I hope it will change your hearts, character, and relationships as it has mine.

Who is your instructor? I have been a practicing Clinical Psychologist for over 20 years and engaged in teaching and research in the counseling and clinical psychology field. I have worked in many settings including education, in-patient, ER, private practice and community mental health settings in many locations across the country. I have also been engaged in research throughout my career as a lifelong learner with a desire to advance knowledge in the field and continually grow in my ability to better help my clients. I hope that by the end of this course, you will understand what it means to have a growth mind set approach to your continued learning. I hope you will have gained and developed knowledge, professional skills, professional character, spiritual sensitivity, empathy and love for your clients, applied skills and clarity about your career path ahead.

Materials: Required and Optional

Required Texts:

1. Current Psychotherapies, 11th Edition by Raymond J. Corsini & Danny Wedding (2018)

You can purchase the hard copy for \$200. Most students purchase the ebook plus Mind Tap. Mind Tap helps enhance your personal learning. I recommend not just buying the ebook for the semester but the loose leaf version so you have it as a continued resource.

Course Key: MTPNSHMQHCML. (You will need this I believe to make one of the purchases below directly from the book company)

E-book + Mind Tap. (Access to both is 6 months) ISBN: 9781337560962

Loose-leaf Text + Mind Tap. (6 months- instant access card- purchase through Cengage) ISBN 9781337763059

Mind Tap: Mind Tap provides activities. These will not be graded but they will enhance your understanding of the readings in the Wedding and Corsini book.

2. Counseling Skills Workbook for Educational Psychology by Richard Heaps (1994)

ISBN: 9780700367061 (You can purchase at the Bookstore)

3. Helping Skills: Facilitating, Exploration, Insight, and Action (5th Ed) by Clara E. Hill 2020

3. Skillsetter at <https://www.skillsetter.com/> (Paid for by CPSE. Details will be given on the first day of class.)

Other Optional Resources for your reference:

45 Techniques Every Counselor Should Know (Merrill Counseling) by Bradley Erford; 2019

Eminent Psychotherapists Revealed at Psychincubator.com 3rd Thursday of the month: You will hear from leading therapists in North America about their work for free! Sign up online.

Yalom, I (2002). The Gift of Therapy. Harper Perennial: Toronto.

Gottlieb, L. (2019). Maybe You Should Talk to Someone: A Therapist, Her Therapist, and Our Lives Revealed.

To look up therapy videos go to:

- 1) On the main library homepage (ww.lib.byu.edu)
- 2) In the main search box at the top, select database finder (it's under the line)
- 3) In the box type in "Counseling and therapy in video," hit the search button
- 4) The list will come up, click on "Counseling and therapy in video," will be at the bottom, and you'll be into the Alexander Street Video Collection. From the menu on the left-hand side of the web page, choose "counseling session" under "video type." You can do an advanced search for certain types or theories that interest you.

Learning Outcomes:

1. *Students will be able to describe and explain the basic principles of many of the major counseling theories that have shaped the field of counseling and psychotherapy.*

Assessment: Reflection papers demonstrating knowledge of reading, critical thinking skills, counseling methods, and attendance during class instruction and discussions.

2. *Students will learn some of the basic counseling skills foundational to the practice of counseling and psychotherapy and will be able to apply them in competent, ethical, and appropriate ways.*

Assessment: Role plays, Skillsetter deliberate practice platform, 2 practice video recordings. Students' performance learning counseling skills will be considered a competency benchmark for beginning their first practicum. Mastery of lab skills will indicate a student is prepared for future practicum experiences. See Competency Evaluation below.

- 3. Students will explain the context of the development of the major theories of how people change and learn how to application of these theories in practice.*

Assessment: Class discussion, class participation, reflection papers

- 4. Students will be able to develop for themselves a theory of how people change based in an understanding of the major personality theories and methods.*

Assessment: Theory of Change Paper

Competency Evaluation:

Students' performance on the lab skills videos will serve as a competency evaluation that will be used to determine their readiness for their next practicum experience. Evaluations will also be used to determine additional targets for change and to reinforce skills that are well developed.

Attendance Policy:

For the maximal learning experience and successful outcome, you are expected to attend every class. Emergencies happen from time to time and will be addressed on a case-by-case basis. Please contact Dr. Hansen before class begins if you are unable to attend. If you cannot attend for other reasons, please notify Dr. Hansen and make arrangements to get notes from other classmates or your TA. Students who miss more than one class may have their grade lowered one full letter grade. Students who are tardy more than three times may have their grade lowered one full letter grade.

Classroom Environment:

The learning you will do should be enriching, enjoyable, and may at times be challenging as the content may open up areas of learning that are new to you. It is important that you are respectful of others' thoughts and feelings by listening and responding politely. A diversity of ideas and thoughts will be encouraged. Please be sure your comments are based on theories, research, and practical knowledge in the field. You are invited to visit with Dr. Hansen outside of class time if you feel that your comments are not being heard or addressed by her, your TA's, or other classmates.

Office Hours:

Please stop by and visit during office hours with any questions! Stay for a few minutes or longer.

Assignments:

Weekly Reflection Papers

Complete assigned readings listed on your class schedule below. Respond to the following questions and turn in completed reflection papers (1-1.5 pages double spaced) uploaded onto Learning Suite by Midnight the Monday before class. **10 points each (2 points for each section)**

- Indicate whether you thoughtfully completed all the assigned reading for the week in Corsini & Wedding, Dr. Hill's and Dr. Heaps' books, and Skillsetter counseling skill practiced.
- Summarize the major principles from the Corsini & Wedding book.
- Reflect on what you would and would not integrate into your theory of change.
- Reflect on the clinical applications of what you read.
- Tie how what you have read about and practiced connects with gospel ideas.
- Share what you found uncomfortable or unhelpful and briefly discuss why you think you found it so.

Role Plays

Will occur in class to practice the weekly assigned skill. You should read in advance in Dr. Heaps' book the skill that will be taught in class. **Not graded.**

Skillsetter

After class you will go home and practice the skill learned in class created three practice videos using <https://www.skillsetter.com/>. Please answer the questions provided by the program for the given skill. Your TA's will provide feedback. Please redo any practice video they request. Your TA will need to pass you off on these skills before you can make your practice videos. You should complete these by Monday midnight two days before the class where you will learn your next skill. **Need to pass off.**

Practice Videos

In the last part of class, you will be recording two practice videos with strangers. The first will be due after we finish learning all the skills. You will need to find a stranger to do a 30-minute practice video with using all 7 skills. Please choose a 20 min segment to show in class in your group with your TA. Once you have received feedback on video one, you can make video two. For each video, write a one-page summary of the client's presenting problem in their words, your conceptualization of it, and how you tried to help your client. List at least one place you

use each of your skills and the time stamp. List at least two places (and time stamps) you could have used one of your skills and did not. There will be a consent form for the stranger to sign that will be on learning suite. You will want to upload the consent, the one-page summary and your video all on learning suite on the due dates for video 1 and 2 on the schedule below. **50 points per video for a total of 100 points; Need to pass off.**

Theory of Change Paper

You will be required to write an 8-page (double spaced) paper that explains your current philosophy and approach to counseling based on the integration of theory and practice you did this past semester. The paper should include (1) an explanation of why people change demonstrating an understanding of the various theories covered this semester (2) what theories and techniques you plan to incorporate into your own counseling practice at this time of your training and (2) why you plan to incorporate these theories and techniques. You may and are encouraged to reference gospel truths, but it is important that you demonstrate an understanding of the knowledge and skills presented in this class from the field of counseling psychology. Please upload the paper unto learning suite. **60 points (20 points for each section)**

Class participation and professionalism: Asking questions and participating in class discussion (which infers class attendance) is strongly encouraged. I know it can be difficult if you are more introverted. I will do my best to make space for all types of personality styles to have a chance to share thoughts. If you make your best attempt to join class discussions, are respectful in making space for others to participate, act in a professional way with respect for your instructors and classmates, regularly attend class and complete all assignments with attention to content and detail, you can earn a full 10 points. **10 points**

Schedule

Date	Assignments Due	Class Topics	Guest Lecturer Info	Readings Due Date	Counseling Skills Lab
Aug 31	Ch 1 Readings	Introduction: Counseling skills, counseling theories and the helping professions		Corsini & Wedding Ch. 1; Helping Skills Text	Alliance/Reflections Learn about Skillsetter

				(begin reading)	
Sept 7	Reflection Paper 1 due the Mon before by Midnight (Please cover Reading from this week)/ Skillsetter: Practice Reflecting/ Information Sheet	Psychoanalysis		Corsini & Wedding Ch. 2; Heaps, pgs. 1-15; Helping Skills Chapters 1-2	Empathy
Sept 14	Reflection Paper 2 due the Mon before by Midnight (Please cover Reading from this week)/ Skillsetter: Practice Empathy	Psychodynamic-Adlerian		Corsini & Wedding, Ch. 3; Heaps, pgs. 16-23; Helping Skills Chapters 3-9	Requesting Concreteness
Sept 21	Reflection Paper 3 due the Monday before by Midnight (Please cover Reading from this week)/ Skillsetter: Practice	Family Therapy	Marty Erickson	Corsini & Wedding, Ch.11; Helping Skills 10-13	Summarizing

	Requesting Concreteness				
Sept 28	Reflection Paper 4 due the Monday before by Midnight (Please cover Reading from this week)/ Skillsetter: Practice Immediacy	Client-centered; Agentic Approaches		Corsini & Wedding, Ch. 4; Heaps pgs. 24-32	Owning Thoughts & Feelings
Oct 5	Reflection Paper 5 due the Monday before by Midnight (Please cover Reading from this week)/ Skillsetter: Practice Confrontation	REBT/CBT	Lars Nielsen	Corsini & Wedding, Ch. 5&7; Heaps pgs. 34-43	Immediacy
Oct 12	Reflection Paper 6 due the Monday before by Midnight (Please cover Reading from this week)/ Skillsetter: Practice Summarizing	Behavioral	Ellie Young	Corsini & Wedding, Ch. 6; Play Therapy Readings; Heaps pgs. 44-52	Confrontation
Oct 19	Reflection Paper 7 due the	EFT		Readings: Heaps pgs.	20 min presentations of Video 1 in TA groups

	Monday before by Midnight (Please cover Reading from this week)/ Counseling Skills Video 1 due			53-61 (You do not need to know Problem Solving but I would like you to read about it)	
Oct 26	Reflection Paper 8 due the Monday before by Midnight (Please cover Reading from this week)/	ACT/DBT	Derek Griner	Readings	20 min presentations of Video 1 in TA groups
Nov 2	Reflection Paper 9 due the Monday before by Midnight (Please cover Reading from this week)/	Existential/ Gestalt/Somatic Therapies		Corsini & Wedding, Ch. 8 & 9; Heaps pgs. 53-61	20 min presentations of Video 1 in TA groups
Nov 9	Reflection Paper 10 due the Monday before by Midnight (Please cover Reading from this week)/	Relational/ Multicultural Theories / Feminist Theories		Corsini & Wedding, Ch. 15; Readings	Practice in preparation for Video 2
Nov 16	Reflection Paper 11 due the Monday	Contemplative Psychotherapies		Corsini & Wedding,	20 min presentations of Video 2 in TA groups

	before by Midnight (Please cover Reading from this week)/ Counseling Skills Video 2 due			Ch. 12	
Nov 30	Reflection Paper 12 due the Monday before by Midnight (Please cover Reading from this week)	Positive Psychotherapy	Vaughn Worthen	Corsini & Wedding Ch. 13	20 min presentations of Video 2 in TA groups
Dec 7	Theory of Change Paper Due	Integrative Psychotherapies / Contemporary Challenges & Controversies		Corsini & Wedding, Ch. 14 & 15	20 min presentations of Video 2 in TA groups
Dec 12-16	Final Exam TBA				Course/ Instructor Ratings. (Extra Credit- 10 points)

Activity	Number	Point Value	Total	Due Date
Weekly reflection papers	12	10	120	Each week-see schedule

Final theory of change paper	1	60	60	Dec. 7
Mid-term video (Video 1)	1	50	50	Oct 19
Final video (Video 2)	1	50	50	Nov 16
Class participation and professionalism	1	10	10	Graded at end of Course, Dec 7
Instructor ratings (please check your name so you get credit- I won't be able to identify you)	1	10	10	Completed at end of Course, Dec 7
		Sum	300	

Course and University Policies

University Policies Honor Code:

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Harassment:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual

harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours). Another option is to call or visit with Lisa Leavitt, BYU's full-time advocate for victims of sexual assault. If you wish to speak with someone confidentially about an incident of sexual assault or abuse, contact Lisa Leavitt: lisa_leavitt@byu.edu; advocate@byu.edu; or call 801-422-9071. Lisa's office is located in 1500 WSC on the BYU campus. As a BYU professor if I become aware of or reasonably suspects any incidents of Sexual Misconduct, I must promptly report all relevant information to the Title IX Coordinator. I am instructed to inform the reporting individual that I must report the incident.

Students with Disabilities:

Brigham Young University and I are personally committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact me at the beginning of the semester, as early as possible, to ensure adequate prevention and intervention efforts to ensure a positive learning experience. You may also contact the University Accessibility Center (UAC; 801-422-2767). They have an Internet site describing their services and contact information [<https://uac.byu.edu/>]. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You may contact the Equal Employment Office in the ASB. They can be reached phone at 801-422-6878 or you can visit their offices in the ASB: D-282, D-292, D-240C.

Academic Honesty:

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all

its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism:

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment:

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes

even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Student Information Sheet

CPSE 646--Fall 2022

Name:

What do you expect to learn in this course?

What are your goals for this class?

What questions do you bring to this class?

What instructor activities, methods, styles help you learn best?

What concerns do you have about this course?

What demands do you have on your time that may challenge you in meeting the objectives of the course? (Are you working? Family demands? Experiencing significant life changes? Other)

I have read the course syllabus. I have asked any questions I have. I understand the requirements and policies for this course.

Name