PSY 6325.010
Counseling and Psychotherapy Methods and Techniques
Fall 2021

Instructor: Leslie J. Kelley, Ph.D.
Email: Leslie.Kelley@angelo.edu
Dept. Phone: 325-486-6167
Dept. Office: ADM 204H
Office Hours: Tues. – 2pm-4pm
Wed. – 10am-12pm

Course Information

Course Description
Knowledge and application of conceptual and practical skills needed for individual and group counseling. Emphasis is placed on working within an evidence-based treatment model of selecting and applying interventions. Designed to prepare students for practicum.

Course Credits
3 credit hours

Prerequisite and Co-requisite Courses
None

Prerequisite Skills
Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and PowerPoint are expectations of the psychology and sociology program.

Program Outcomes
The graduate programs in psychology are designed to meet the needs of:
• Students preparing for professional careers in applied psychology, counseling psychology, experimental psychology, or industrial organizational psychology.
• Students preparing for careers in professional counseling as licensed professional counselors or as licensed psychological
associates.
• Students preparing for advanced graduate studies in psychology.
• Students preparing for a teaching career in higher education.

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.</td>
<td>All readings and assignments</td>
</tr>
<tr>
<td>Learning to apply course material to improve thinking, problem solving, and decisions.</td>
<td>All readings and assignments</td>
</tr>
<tr>
<td>Learning to analyze and critically evaluate ideas, arguments, and points of view.</td>
<td>All readings and assignments</td>
</tr>
<tr>
<td>Utilize introductory level counseling skills of several empirically supported treatments</td>
<td>All readings and assignments</td>
</tr>
</tbody>
</table>

Course Delivery
This is a face-to-face course with learning resources and supplemental materials posted in Blackboard. However, as this course requires interaction between participants, some elements of the course may occur online, rather than face-to-face.

Required Texts and Materials
Additional course readings will be provided online as PDFs or Word documents.

Technology Requirements
To successfully complete this course, students need:
• A computer capable of running Windows 7 or later, or Mac OS X 10.8 or later
• The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
• Microsoft Office Suite or a compatible Open Office Suite
• Adobe Acrobat Reader
### Tentative Schedule & Topic Outline

<table>
<thead>
<tr>
<th>Practice Videos: Skill Focus</th>
<th>Topic &amp; Required Reading</th>
<th>General Description of Subject Matter Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intake Interview; Psychosocial History</strong></td>
<td>8/31: Lilienfeld (2007) Klatte et al. (2018) Brooks-Harris: Ch. 1 Thomason (2016) Rogers (1980)</td>
<td>Fundamental Aspects of Therapy and Doing no Harm Q1 – What are some of the most fundamental aspects of therapy? Why are these so important? Practice Video #1 Due Friday (9/3)</td>
</tr>
<tr>
<td><strong>Monday, Sept. 6th</strong></td>
<td>University Closed in observance of Labor Day</td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday, Sept. 8th</strong></td>
<td>Census: Official Date of Record (Last Day to Drop) “W” period starts 9/9</td>
<td></td>
</tr>
<tr>
<td><strong>Attending Behavior (Being Present) &amp; Establishing Rapport Silence</strong></td>
<td>9/7: Hill: Chs. 1-2 Harris et al. (2014) Beck: Chs. 1-3 Greenberg: Chs. 1-3</td>
<td>Two Integrative Methods of Conceptualizing the Therapy Process CBT &amp; EFT Conceptualization (Two more integrative methods) Q2 – Discuss some of the similarities and differences in conceptualization between Hill, Harris, Beck, &amp; Greenberg.</td>
</tr>
<tr>
<td><strong>OARS: Open Questions, Affirmation, Reflective Listening &amp; Summarizing</strong></td>
<td>9/14: Hill: Chs. 5-6 Miller &amp; Rose (2009)</td>
<td>Person-Centered Basics Skills for Exploration Q3 – Describe the function of the person-centered and MI skills discussed in the readings. What makes these helpful during the exploratory phase of treatment?</td>
</tr>
<tr>
<td>Practice Videos: Skill Focus</td>
<td>Topic &amp; Required Reading</td>
<td>General Description of Subject Matter Assignments Due</td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>D = Discussion Topic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Response of self**

Q4 – How do psychodynamic skills differ from person-centered? Why are psychodynamic skills helpful for developing or increasing insight?

**Reflection of thoughts & feelings Nonverbals**

9/28:
- Beck – Ch. 9-10
- Greenberg: Chs. 4-6
- Hill: Ch. 8

Cognitive Therapy for Exploration Emotion Focused Therapy Skills for Exploration
Q5 – Describe some differences between the exploration of thoughts, feelings, and behaviors. Which seems easier to you and why?

**Function, adaptive value, & unconscious patterns, Primary, Secondary, Instrumental emotions Difficulties with exploration (Hill: p. 189-195)**

10/5:
- Beck: Ch. 11-12
- Greenberg: Ch. 7
- Martell et al.: Ch. 4

Strategies for Exploration II (Evaluation) Cognitive Therapy – Evaluating Automatic Thoughts
Behavioral Therapy for Exploration: Conducting a Functional Analysis
EFT – Evaluating Emotion as Healthy
Q6 – How do these therapy approaches describe thoughts, feelings, and actions as functional/dysfunctional, adaptive/maladaptive, and help clients recognize patterns outside awareness?

**In-Class: Confrontation, Ambivalence, Open/Closed Questions & Probes, Reflection of Meaning, Narratives, Interruptions**

10/12:
- Hill: Ch. 7
- Beck – Ch. 16

No Weekly Practice Videos or Reflections Due

The Importance of Images, Narratives, and Meaning
Exploration Skills Video and Summary Due 10/12

**Experimenting with T, F, B, & R**

10/19:
- Hill: Chs. 15-16
- Beck: Ch. 6
- Beck: Ch. 13

Cognitive, Behavioral, and Emotional Basics for Transformation
<table>
<thead>
<tr>
<th>Practice Videos: Skill Focus</th>
<th>Topic &amp; Required Reading</th>
<th>General Description of Subject Matter Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Greenberg: Ch. 8</td>
<td>Q7 – Give at least three examples each of how Hill, Beck, &amp; Greenberg suggest we can experiment with thoughts, feelings, &amp; bhvs.</td>
</tr>
<tr>
<td>Modifying T, F, B, &amp; R (Narrative)</td>
<td>10/26: Beck: Ch. 14 Greenberg: Ch. 9</td>
<td>Cognitive, Behavioral, and Emotional Basics for Transformation Q8 – How are thoughts and emotions modified according to cognitive, emotion-focused, and behavioral approaches? Be specific and describe interventions for each.</td>
</tr>
<tr>
<td>Recognizing incongruence (Body/Speech, Thoughts/Feelings) Switching between T, F, B, R</td>
<td>11/2: Hill: Ch. 18 Brooks-Harris: Ch. 2 Brooks-Harris: Ch. 3</td>
<td>Integrating Therapeutic Approaches Q9 – What therapeutic modality are you most likely to use primarily to conceptualize clients? What principles of psychotherapy integration are important to consider? Give an example of how you might integrate a strategy we have learned from two different modalities?</td>
</tr>
<tr>
<td>Here &amp; Now, Recognizing content versus process, Use of self vs. self-disclosure</td>
<td>11/9: Hill: Ch. 13 No Reflections or Practice Videos Due</td>
<td>Advanced Skills: Process versus Content for Shifting Focus when You’re Stuck Transformation Skills Video and Summary Due 11/9</td>
</tr>
</tbody>
</table>

**Monday, November 22nd**

Last day to Drop/Withdraw from Class

11/23: Tentative: Out-of-Class Preparation Tentative: In lieu of class, students will prepare for practice videos and final exam

11/30: Final Exam (Part I): Practice Demonstration

*In-Class Review of Practice Videos*
<table>
<thead>
<tr>
<th>Practice Videos: Skill Focus</th>
<th>Topic &amp; Required Reading</th>
<th>General Description of Subject Matter Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D = Discussion Topic</td>
<td></td>
</tr>
<tr>
<td>12/7 (Tuesday):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam (Part II):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative Mult. Choice Exam</td>
<td></td>
<td><em>In-Class Cumulative Multiple-Choice Exam 12/7</em></td>
</tr>
</tbody>
</table>

**Communication**

Your professor will attempt to respond to emails within 48 hours Monday through Friday. Weekend messages may not be returned until Monday. Telephone messages may be delayed depending when messages are received in relation to office hours.

Students are encouraged to email the instructor if they have any questions or concerns. When emailing the instructor, please include your class name and time (or “Online”) in the subject line (for example, Stats, Online). **Please be respectful in your emails.** This includes addressing the professor properly and signing your full name. If you would like to meet virtually or by phone with the instructor, please approach it this way: send an email requesting a meeting, and give three possible options, in terms of days and time slots that work for you.

**Written communication via Blackboard:** It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

**Written communication via email:** All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

**Virtual communication:** Office hours and/or advising may be done with the assistance of the telephone, Skype, or another virtual program.

**Grading**

**Evaluation and Grades**

Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Psychotherapy Practice Videos (10 total)</td>
<td>100 points</td>
</tr>
<tr>
<td>Weekly Reflection (10 total)</td>
<td>100 points</td>
</tr>
<tr>
<td>Exploration Skills Video &amp; Summary</td>
<td>100 points</td>
</tr>
<tr>
<td>Assessment</td>
<td>Points of Total Grade</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Transformation Skills Video &amp; Summary</td>
<td>100 points</td>
</tr>
<tr>
<td>Cumulative Final Exam (Two Parts – 50 points each)</td>
<td>100 points</td>
</tr>
<tr>
<td>Part I: Review/Demo of Practice Videos</td>
<td></td>
</tr>
<tr>
<td>Part II: Cumulative Multiple-Choice Exam</td>
<td></td>
</tr>
</tbody>
</table>

**Grading System**

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

- **A** = 450-500 points
- **B** = 400-449 points
- **C** = 350-399 points
- **F** = Less than 350 points

**Teaching Strategies**

- Readings, Lectures, Discussion, Therapy Practice, and PowerPoint

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

**Assignment and Activity Descriptions**

**Weekly Psychotherapy Practice Videos**: Each week you will practice your psychotherapy skills and record yourself with a fellow student conducting a 15-20 minute practice therapy session (and then playing the role of client for your partner). These sessions may be recorded face-to-face, or online (via zoom, collaborate, or some other format). You can choose the format of your videos so long as it can be uploaded to YouTube as Unlisted so that the only the YouTube link can be posted to Blackboard. If you are not sure whether a format will work, please check by attempting an upload and/or contact the ASU technology service center for assistance. You should spend most of the video (after appropriate intro/welcome back) devoted to demonstrating the skills designated as the focus for each week (see calendar). These videos will be graded based on completion, i.e., videos shorter than 15 minutes will receive partial credit. The point is to begin getting comfortable in the counselor role, which can only happen with ongoing practice. Videos should be uploaded no later than Friday of the week they are due.
**Weekly Reading Reflection:** Every week you will complete a weekly reading reflection over the readings, mainly devoted to answering a specific question(s) for that week (see calendar). These reflections should be in a narrative format (no bullet points) and should be at least 1-page in length. In essence, you will be summarizing much of the readings, including what stood out as important or meaningful to you, and keep in mind that these summaries are aimed at helping you keep track of what you will need to know for the final exam, so that should have already put together a lengthy study guide by completing this assignment. Periodically, you may be called upon to serve as a discussion leader, leading the class in a discussion of the question topic for the day. For topics describing psychotherapy skills, you should be prepared to demonstrate these skills with the professor or fellow students. Your 1-page reading reflection needs to be turned in via Blackboard each week prior to class (Tuesday at 5pm).

**Exploration and Transformation Skills Videos and Summaries:** You will record two mock sessions with a fellow student (serving as a client for your partner as well). These sessions may be recorded face-to-face, or online (via zoom, collaborate, or some other format). You can choose the format of your videos so long as it can be uploaded YouTube and the link only can be uploaded to Blackboard. If you are not sure whether a format will work, please check by attempting an upload and/or contact the ASU technology service center for assistance. You need to demonstrate proficiency with the respective skills (Exploration or Transformation) that have been learning during each section of the course. Each video should be at least 20 minutes, without breaks in the session. You also need to write a one-page narrative describing the skills you are using in the session and give a rationale for why you believe each skill would be helpful in the particular instances in which you use them. These videos will be graded based on quality, i.e., demonstration of proficiency with skills.

**Comprehensive Final Exam (Two-Parts):**

**Multiple-Choice Exam:** There will be one Comprehensive Final Exam for this class. The exam will be cumulative. The exam will generally be composed of multiple choice, true/false, and matching, and may including some recognition of quotes by the authors read during the course of the semester or theoretical orientation examples. The exam will include information from your readings, lectures, discussions, assignments, and any other content or activities from the class. The exam will consist of approximately 40-50 questions. You may use a 1 page (front and back) handwritten or typed page of notes, which you create yourself, to aid you on the exam. The final exam will be in class, as scheduled on the calendar above.

**Review/Demonstration of Practice Videos:** For this portion of the final exam, you will review and show to the class 4-5 minutes of counseling practice video from early in the semester and 4-5 minutes from later in the semester. The point of this exercise is to demonstrate (to yourself and the class) in what ways you have grown as a counselor and to recognize areas for continued development. You will give 2-3 minutes of description of what you believe to be areas where you have grown and areas where you need more focus, followed by 2-3 minutes of feedback from the class.
Assignment Submission
All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at Leslie.Kelley@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy
Attendance/Make-Up Policy: Attendance/Participation is required for this course. Assignment due dates are shown on the syllabus calendar or posted within Blackboard. Exams must be taken on the assigned day(s) and within the assigned times. I must know no later than 2 weeks in advance if circumstances may prevent you from taking an exam at the specified time. There will be no makeup exams except in cases of serious illness or some other serious event such as a death in the family. In these instances, you must obtain a note from your physician or dean and present it to the instructor. The instructor will determine if a student will be allowed to make-up the assignment. If permitted to make-up an exam, you will have 2 days after the missed exam to make it up and failure to do so will result in a zero.

General Policies Related to This Course
All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog

Student Responsibility and Attendance
You are expected to keep within the on-going discussion typically the nature of a psychology class by coming to class and completing your assignments each day, and perhaps most importantly, by maintaining ongoing communication with your professor and fellow classmates over the course of the entire semester. Failing to do so regularly will result in failure to finish assignments on time and may result in a low or failing grade.

Academic Integrity
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.
The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.³

PLAGIARISM

Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center: Angelo State University's Writing Center Website

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website.⁴ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Incomplete Grade Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Student Absence for Observance of Religious Holy Days
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.
You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion. Areas on the IDEA evaluation include:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers

End of Syllabus

1 https://www.angelo.edu/student-handbook/
2 https://www.angelo.edu/catalogs/
3 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
4 https://www.angelo.edu/services/disability-services/
5 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
6 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of