**PSYCH 438 Counseling and Psychotherapy** [Section 0001; SIS# 2556] (Spring, 2014) [FULL SYLLABUS IS IN D2L]

Instructor: Dr. Kris Vespia

Course time and location: 12:45-2:05pm MW, MAC-206

Office & Phone: MAC C316 & 465-2746; Email: vespiak@uwgb.edu; Web: www.uwgb.edu/vespiak

Office Hours: 9:30-12:00 T; 10:00-12:00 R, 10:30-12:00 F & by appointment

If you want to set up a specific appointment to meet with me during or outside of office hours, please e-mail me with a few possible days/times, and I will compare those with my schedule and get back to you. Note that because of my teaching schedule, Mondays and Wednesdays are typically harder for me to set up appointments.

**Text:**


**Additional Required Readings:** [Available via D2L or the hyperlink provided]

*For Class*


*Occupational Outlook Handbook* entries (see D2L for links: Counselors, Social Workers, Psychologists & Psychiatrists)

*For Scientist-Practitioner Assignments*


**Course and Relevant Departmental Learning Objectives***:

**Course Description and Objectives**

I hope you will leave this class understanding that counseling is more than just listening and/or providing support. You will instead be able to describe the complex roles of theory, research, and legal/ethical issues in this intentional, empirically supported professional practice. At the conclusion of the course, you should be able to:

1. Compare, contrast, and critically evaluate several contemporary approaches to counseling and psychotherapy.
2. Explain the integration of science and practice in the field, as well as their role in the development, evaluation, and professional practice of counseling and psychotherapy.
3. Describe the counseling process and the historical and current professional, ethical, and legal issues that influence the practice of counseling and psychotherapy.
4. Apply counseling research, theories, and ethical principles to practice (e.g., via case studies).
5. Read counseling-related theoretical and research information and communicate your understanding of it effectively, both orally and in writing.

*We will review a variety of theoretical approaches to counseling during the semester. Although you may be exposed to counseling techniques in your textbook and in lecture, you should never attempt to use these techniques, which can cause harm when used inappropriately. This class is not in any way designed to teach you to counsel others. Graduate-level training and supervision are necessary to do that kind of work.*

*
Relevant Psychology Department Learning Outcomes
Although I hope this course in some way addresses almost all of the Psychology Department Learning Outcomes, I believe the class is particularly relevant to the following objectives:

- **Knowledge Base of Psychology**: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- **Research Methods in Psychology**: Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
- **Application of Psychology**: Students will understand and apply psychological principles to personal, social, and organizational issues.
- **Critical Thinking Skills in Psychology**: Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
- **Personal Development**: Students will develop insight into their own and others’ behavior and mental processes and apply effective strategies for self-management and self-improvement.

Reprinted directly from: [http://www.uwgb.edu/psychology/learning/index.htm](http://www.uwgb.edu/psychology/learning/index.htm)

Course Requirements/Assignments: [All due dates are listed on the Course Schedule on the final page of the syllabus.]

Attendance and Participation
All students should attend class regularly and promptly and participate actively. Please remember you will get a lot more out of any class if you participate on a consistent basis. I also want us to have active discussions in the classroom! If you do miss a class session, please obtain notes and other materials from a classmate. You should then see me if you have specific questions about them. I distribute handouts (and pass back papers and exams) only once. If you are not present on a day that handouts or papers are distributed, it is your responsibility to come to my office to pick up those materials. Note that we will also have in-class activities and discussions. Your participation is expected, and the “content” of activities, videos/DVDs, or discussion is fair game for exams. I reserve the right to implement a formal attendance policy or to grade in-class assignments if attendance and participation are problematic.

Reading
All reading assignments for a given day should be completed before the beginning of class on that date. I expect you to read all assigned material. Discussion is critical in a course such as this one, and it will be limited if not everyone has completed the reading for the day. Not all readings will be discussed in class, as lectures/discussion/activities will frequently be used to supplement text and other reading assignments. Therefore, I encourage you to raise issues in class or see me individually if you have questions about the readings.

Clicker Quizzes
You will be using an electronic “clicker” in this class (for more details, see “Course Policies” section). You are responsible for bringing this device to class each day. You will take 13 “clicker quizzes” throughout the semester (worth 5 points each), and the dates of those quizzes are listed on the course schedule. Your three lowest grades on these quizzes will be dropped. If you are absent more than three times on quiz days, you will lose the points associated with the quiz. In general, I do not intend to provide “make-up” quizzes, as these are designed as in-class activities not easily replicated outside of the classroom. Note that quizzes may test you on your reading of assigned material or on information from the current or previous lectures, so it is very important to come to class prepared. They may include multiple choice, true/false, matching, or similar types of items. You may take these items all at once, or they may be dispersed throughout the class period. Forgetting your clicker will not be considered a valid excuse for missing or making up an activity.

Scientist-Practitioner Assignments
You will complete a series of scientist-practitioner assignments or essays related to specific journal articles. More detail about these assignments, including the specific questions and the instructions will be posted in a separate handout(s) on D2L. These tasks are designed to help you understand and begin to acquire some of the skills real therapists must have as they engage in collegial consultation and apply research to their professional practice with clients. The articles associated with these assignments are also “fair game” for exams.

Exams
There will be three exams during the term. You will be asked during exams to provide information about specific concepts addressed during the course, and you will further be expected to compare, contrast, critique, apply, and integrate material from lectures, discussion, videos, and reading assignments. The exams could be all multiple-choice and other
objective items or could include a mixture of multiple-choice and short answer/essay items. The exams are not intended to be cumulative, other than the possibility of a cumulative subset of questions on the final. You will have a “study guide” in the form of a Counseling Process handout and associated questions. It can be used to help you study for many of the exam questions related to the different theories we will cover. This is, however, a 400-level course, and I expect you as advanced students to review all class and reading material for exams and to be able to judge which information should be highlighted in your study.

**Evaluation:**

**Grades**

Course grades will be assigned based on your performance on the essays, examinations, and the clicker quizzes. Approximate point values are indicated below. A total of 275 points can be earned in the class.

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>40</td>
<td>Scientist-Practitioner #1</td>
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<tr>
<td>Exam 2</td>
<td>60</td>
<td>Scientist-Practitioner #2</td>
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<tr>
<td>Exam 3 (Final Exam)</td>
<td>50</td>
<td>Scientist-Practitioner #3</td>
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<tr>
<td>Clicker Quizzes</td>
<td>50</td>
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The grading scale that follows will be used in determining final grades (% of total points possible).

- **A** 93-100%
- **A/B** 88-92%
- **B** 83-87%
- **B/C** 78-82%
- **C** 73-77%
- **C/D** 68-72%
- **D** 63-67%
- **F** Below 63%

**Some Tips on Written Work for This Course**

1. Please remember to visit the Writing Center or consult with your instructor if you need assistance with writing skills.
2. Writing handouts will be available on the D2L site for this course. I strongly advise you to review these handouts before writing your first essay. I also strongly encourage you to review carefully the general information about writing papers and the specific instructions for each assignment contained in this syllabus or in separate handouts about the assignments.
3. I will discuss assignments briefly in class, but the information in this syllabus and in pertinent handouts is what you should rely upon when writing your essays. You will be held accountable for following any written instructions about assignments whether or not those instructions are reviewed again in class. See me if you have any questions.

**General Information about Writing Assignments for This Class**

1. Papers and other assignments will not be accepted via email or my department mailbox unless we specifically agree to that arrangement in advance.
2. There should be no full or partial quotations included in any of your essays. The convention in Psychology is to paraphrase (see Writing Handout for information about proper paraphrasing), not to quote. I also cannot assess your understanding of material unless it is entirely in your own words.
3. Please read the list of “common grammatical pitfalls” included in your writing handouts and make sure not to repeat them. Two things I frequently have to correct and would particularly like you to avoid are comma splices/run-on sentences and mismatched nouns/pronouns.
4. Please also avoid these common problems:
   a. Do not use contractions (e.g., can’t, they’re, etc.) in your papers. Although contractions are used frequently in spoken English, they are not appropriate in formal writing, nor is the abbreviation “etc.”
   b. Do not refer to authors by their first names. The convention in formal writing is to use last names only (e.g., “Smith believes play therapy is a very important intervention.”).
5. One of the things for which I will be looking as I evaluate your papers is your ability to explain and support your ideas. Make sure to define any terms you use and to support any opinions you offer with specific evidence and examples. Use your own words, and do not assume your reader has background knowledge about the article/topic. The only way I can assess your understanding of a topic is through your complete explanation of it.
6. I expect the individual essays you turn in to me will be your own, independent work and your own words. You are expected to be familiar with the academic rules and regulations (and subsequent penalties) reviewed in the UWGB Student Resource Handbook (see also the Academic Honesty policy in this syllabus). Ignorance of the applicable rules and/or the assignment instructions will not be viewed as a valid excuse for any infractions.
7. Please also refer to the UWGB writing policy that follows.
Course Policies:

Make-up Exams
Make-up exams will be given at the discretion of the instructor only in highly unusual or extenuating circumstances. If you wish to request a make-up exam, you must submit this request for my consideration prior to the exam. If not, you may receive an automatic zero on the test. This policy includes any take-home exam components (i.e., late take-home exam questions will not be accepted). You may be asked to provide written documentation in support of requests for make-up exams. Please be aware that providing such documentation does not necessarily mean a make-up exam will be given. If the request for a make-up exam is granted, the test will be given at a time scheduled by the instructor. Although they are intended to be equivalent experiences, make-up exams may consist of only short answer and essay items, as it is impossible for me to prevent exposure to items from the original exam once it has been administered.

Late Papers or Assignments
Assignments are due at the beginning of class on the dates indicated in this syllabus. I believe an essential component of this course and the academic enterprise is to help students improve their time-management skills and their ability to work on multiple tasks at the same time. Work submitted after the beginning of class on the designated date will be considered late and will be penalized 1 full grade. Work turned in between 24 and 48 hours from the original due date/time will be penalized 2 full grades. No late assignments will be accepted more than 48 hours (including weekends) from the deadline. Extensions on assignments may be granted following the same policies and procedures described above under “Make-up Exams.” Please remember to make back-up copies of your work. Computer malfunctions generally will not be considered valid grounds for late work submissions. I do not accept assignments left in my mailbox or sent to me via email unless we have mutually agreed to that arrangement prior to the due date.

Clicker Information and Policies (Note: The text below was provided directly by Academic Technology Services.)
We will be using clickers in our class. Clickers are small hand-held devices that allow all students in a class to “vote” or respond to survey and quiz questions presented in class. You will pick up your clicker on the third floor of the Cofrin Library at the Circulation desk. You will check out a clicker just like you check out a library book. You will need to bring your student ID. You can pick up a clicker as early as a few days before the semester starts and you must have one by the end of the first week of class.

In an effort to keep costs low, you will be renting your clicker rather than purchasing it. The rental charge for the semester is $7. Note that a student who loses or damages their clicker or fails to return it at the end of the semester will be invoiced $55 for the replacement clicker. The rental fee will appear on your student account in SIS; you do not pay the rental fee at the Library when checking out your clicker.

The fee will appear on your record whether or not the clicker is checked out, so pick one up! You need to have your own clicker; you cannot share one. Also, if you use clickers in two or more classes, you only need one clicker; you do not need a separate clicker for each class that uses one. The deadline for a full clicker fee refund is the same as the add/drop deadline for courses. You must drop the class AND return your clicker by the add/drop deadline. If you drop the class or return your clicker to the Library after that date you will be charged the $7 rental fee. In all cases, you will be invoiced the full $55 replacement fee if the clicker is not returned to the circulation desk in the library at the end of the semester. We will be using the Turning Point NXT model clicker with LCD display. Please do not attempt to use a clicker that was acquired outside of the library process described above. Only clickers acquired through the library are supported on campus. Support for technical problems with clickers, e.g., low battery, clicker doesn’t function correctly, etc., is provided by Academic Technology Services located in room 1010 in the Instructional Services building (across from the General Access computer labs). Additional information can be found on the web at http://www.uwgb.edu/ltc/clickers/.

University Policy for Individuals with Disabilities
As required by federal law and UW-Green Bay policy for Individuals with Disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465-2841. Reasonable accommodations can be made unless they alter the essential components of the class. Contact the instructor and Disability Services Coordinator in a timely manner to formulate alternative arrangements.

Student Bereavement Policy (Information reprinted from the Dean of Students’ website)
Upon approval from the Dean of Students, students who experience the death of a loved one are allowed one week, commencing from the day of notification to the Dean of Students, of excused absence. Students may also take a Bereavement Leave of Absence for the semester in which the death occurs. Permission to do so will occur upon
consultation with the Dean of Students. For more information, please see the Dean of Students website: www.uwgb.edu/deanofstudents/policies_procedures/students/studentbereavement.html

Academic Honesty
I believe that students approach their work with integrity, and I know your assignments and exams represent your hard work and talents. To honor that hard work and encourage academic honesty, I expect all assignments, quizzes, and exams will be entirely your own work. You are also responsible for reading, understanding, and complying with all University academic misconduct policies (see http://www.uwgb.edu/deanofstudents/policies_procedures/students/pdfs/uws014.pdf). Please pay particular attention to information contained in your writing handouts regarding proper use of citations, quotation marks, and so on. Note that I also consider submitting an assignment for this class that you turn(ed) in for another course to be a form of academic dishonesty.

Classroom Conduct
To ensure a productive learning environment for everyone, please attend to the following:
✓ Turn off/mute cell phones before class begins.
✓ Avoid talking to classmates, passing notes, text messaging, or other distracting behaviors (e.g., arriving late or leaving early) when class is in session.
✓ I would prefer that you not bring laptops to class to take notes. If you do, you need to confine your activities to taking notes (not checking email, Facebook, etc.). I reserve the right to ban laptops.
✓ Feel free to express your ideas and to challenge others’ ideas in the classroom, but do so in a respectful manner that does not involve personal attacks or insults.
✓ In general, please treat others as you would wish to be treated.

Email Policy and D2L Information
The best way for me to communicate with you outside of class sessions is via email. I will send information and announcements pertinent to the class to your UWGB email account using the email class list. I expect you to check your UWGB email on a daily basis (excluding weekends). I may occasionally send handouts or other class materials via email. Finally, if you wish to contact me by email, please also do so using your UWGB account; messages from other accounts may be diverted to my Spam file. There is a D2L site for this class, and the syllabus, many handouts, and selected announcements will be posted on that site. It is your responsibility to check it regularly and retrieve pertinent information.
## Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>January 27-</td>
<td>The Past, Present, and Future of Counseling and Psychotherapy</td>
<td>Full syllabus [D2L]; Archer &amp; McCarthy, Ch. 1 &amp; 15 (pp. 470-471 &amp; 482-488); Thomason, 2010 [D2L]</td>
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<tr>
<td>February 5</td>
<td>Scientist-Practitioner #1 Due 2/5</td>
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<tr>
<td>February 10-12</td>
<td>The Counseling Professions and Counseling Process</td>
<td>Nystul (2011) [D2L]; Occupational Outlook Handbook [D2L]</td>
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<td>February 26</td>
<td>Exam 1</td>
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<td>March 3-5</td>
<td>Freud &amp; Psychoanalysis</td>
<td>Archer &amp; McCarthy, Ch. 2</td>
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<td>Scientist-Practitioner #2 – Individual Due 3/5</td>
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<tr>
<td>March 10-12</td>
<td>More Recent Application: Brief Dynamic Therapies</td>
<td>Messer (2001) [D2L]</td>
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<td>Scientist-Practitioner #2 – Final Due 3/12</td>
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<tr>
<td>SPRING BREAK</td>
<td></td>
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<tr>
<td>March 24-31</td>
<td>Rogers &amp; Person-Centered Therapy</td>
<td>Archer &amp; McCarthy, Ch. 4</td>
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<tr>
<td>April 2-7</td>
<td>More Recent Application: Motivational Interviewing</td>
<td>Miller &amp; Moyers (2006) [D2L]</td>
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<tr>
<td>April 9</td>
<td>Exam 2</td>
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<tr>
<td>April 14-21</td>
<td>Behavior Therapy</td>
<td>Archer &amp; McCarthy, Ch. 8</td>
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<td>Scientist-Practitioner #3 – Individual Due 4/16</td>
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<tr>
<td>April 23-30</td>
<td>Later Development: Cognitive-Behavioral Therapies</td>
<td>Archer &amp; McCarthy, Ch. 9</td>
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<td>Scientist-Practitioner #3 – Final Due 4/23</td>
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<tr>
<td>May 5-7</td>
<td>Brief Review: Feminist and/or Solution-Focused Therapies</td>
<td>Archer &amp; McCarthy, Ch. 10 or 12</td>
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<tr>
<td>May 12</td>
<td>Final Exam (1:00-3:00 p.m.)</td>
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**Clicker Quiz Dates:** February 5, 12, 19, 24; March 5, 12, 26; April 2, 7, 16, 23, 30; May 7

**Additional Notes:**
- First Day of This Class: 1/27/14; Last Day of This Class: 5/7/14; Last Day to Drop (w/out petition): 3/16/14
- Please be aware that although I rarely do so, the dates and topics listed above are subject to change during the semester. In general, this syllabus, including assignments and policies, is intended as an overview and guide. I reserve the right to make revisions. I will make every attempt to provide you with reasonable notice about such changes. **Because it is highly unusual for exam or due dates to change, please make sure that you review those now and plan ahead!**
- PSYCH 438 was once titled Counseling across the Lifespan. Although it has been renamed, and is no longer a writing emphasis class, it is the same course number and has essentially the same learning outcomes. It also fulfills the same major and/or minor requirement it did under the old name. If you take the course under this new name and previously completed Counseling across the Lifespan, it will count as a "re-take" of that first course. You will not receive credit for both classes because the course number remains the same. Keep in mind that under its new name the class will not also count as one of your upper-level writing emphasis courses for General Education purposes.