Introduction to Counseling  
PCO 4930, Fall Semester 2019

Instructor: Victoria McNeil, M.S.  
vmcneil@ufl.edu

Class Times: Thursdays 4:05-7:05  
Office Hours: by appointment

Office: Larson Hall Room 0330  
McCarty 535/PSY 269

REQUIRED TEXTS
• Gottlieb (2019). Maybe you should talk to someone: A therapist, HER therapist, and our lives revealed. Houghton Mifflin Harcourt
• Other required readings are provided under the class schedule and will be available on CANVAS

RECOMMENDED TEXT

Teaching Assistants (TAs)
- Group 1: Ya’Shanti Fields: yashantifields@ufl.edu
- Group 2: Amber Lewis: amberlewis@ufl.edu
- Group 3: Topaz Cohen: topaczoh@ufl.edu
- Group 4: Haley Pegram: haleypegram@ufl.edu
- Group 5: Juliana Sostre: jsostre@ufl.edu
- Group 6: Erica Mackaness: emackaness@ufl.edu
- Group 7: Ashleigh Smith: ashleighltlh@ufl.edu

COURSE DESCRIPTION
This course is intended to form a bridge between undergraduate study and work in counseling psychology and other related fields. This course will provide an overview of various theoretical approaches to counseling and the implications of these approaches to our understanding of human nature, illness, change, and potential. This course is intended to provide students with an overview of the therapeutic process and therapeutic frameworks, an introduction to rudimentary counseling skills and practice, and an overview of issues related to the practice of psychotherapy (e.g., graduate school selection/application process, careers within counseling, ethics, and licensure). Additionally, this course focuses strongly on issues related to multicultural counseling and therapy; as such issues of race, gender, sexuality, ability, age, and class and their implications for the counseling relationship will be integrated into the course material. The material covered in this course will help you begin to explore your interest in working with others to promote healthy change. Note, however, that this course is not designed to teach students how to conduct psychotherapy.
COURSE GOALS
1. Introduce you to the field of counseling psychology and provide information about pursuing related careers.
2. Describe the role of multiculturalism and social justice in counseling psychology.
3. Provide information about the major theoretical orientations and apply them to understanding and treating psychological problems.
4. Explore the therapeutic process and practice basic counseling skills within given theoretical orientations.
5. Challenge you to examine your own strengths, growth areas, and biases in the therapeutic process.
6. Expose you to a variety of ethical, multicultural, and professional issues in counseling.
7. Encourage your integration of theoretical and experiential learning to help form your own personal model of the counseling process.

COURSE EXPECTATIONS

What to expect from this class.
I will “teach” via lectures and facilitation of group discussion/activities; you will have an opportunity to share knowledge via small/large group discussion, role-playing, general comments, and class activities.

Since multicultural implications for therapy are rarely honestly discussed in our society, this class has the potential to be powerful. The course readings, discussions, presentations, and videotapes will likely stimulate thought and affect. During this course almost all students will experience anger, anxiety, fear, surprise, and excitement at some point. In class I will discuss these reactions and explore how they may impact your view of therapy. Admittedly, this may be a bit uncomfortable at times, but if we create a safe environment it should be okay. It is threatening to (re)examine values and beliefs; however, I believe this is part of the learning process.

Creating a “safe space”
I believe it is critical to develop a safe “space” in which sensitive issues/topics can be addressed. Thus, it is important for us to explore our reactions (both cognitive and affective) to the readings and class discussions. Creating space involves providing a safe, non-threatening environment. To accomplish this, I am encouraging you to respect one another’s contributions; this does not mean you have to agree with all positions or that you cannot voice opposition; it simply means letting others voice their opinions without interruptions or without fear of being attacked personally. As such, hate speech (i.e., abusive or threatening speech or writing that expresses prejudice against a particular group, especially on the basis of race, gender, sexuality, religion etc.) will not be tolerated.

Class Etiquette/ Attendance and Participation
It is the expectation of the faculty in Psychology that all students attend all classes. Students are expected to be present for all classes, actively participate in discussions, and complete the reading assignments listed in this syllabus prior to the associated lecture. It is expected that you will be respectful in your behavior and comments. Disruptions, including those produced by electronics, will not be tolerated. Cell phones must be stowed, off or on silent mode, out of sight. Computers may be used during class.
It is your responsibility to arrive to class on time. Class attendance will increase your chance of getting an excellent grade in the course. Announcements such as schedule adjustments and which areas to focus on for the exams may be made in class without being posted online.

If you know that you will miss class, arrive late, or need to leave early, please inform your instructor and TA in advance. Please be prepared to provide documentation when appropriate. If you need to miss class, you are responsible for learning what is covered. The course structure is such that about an hour and a half will be spent on lecture and about an hour and 15 minutes will be spent in small groups. In order to obtain full participation points, you must be present for your small group.

As you participate in class, you will not be expected to always have the “right” answer. Some material will be difficult and involve a certain degree of confusion, uncertainty, and/or misinterpretations. Additionally, in many instances, there will be no “right” or “wrong” answers. Don’t be afraid to be wrong; take the risk by speaking up!

**Course Communication (Email and Canvas)**

All students are required to check their UF email and visit Canvas daily, as these are used to communicate important course information. Pay particular attention to the Canvas “Announcements” tab, as the instructor frequently uses this function to post important information. Before contacting anyone through email, please check to see if the answer to your question has been posted to Canvas or is in any course material, such as the syllabus.

Please email your TA and/or Instructor using the email addresses listed above. When contacting the instructor and TA please do the following: a) always include the course number (PCO 4930) in the subject line, b) always include your first and last name in the body of the email, and c) allow at least 24 hours for a response from the instructor or TA. Please be advised that the instructor and TAs may not respond to emails over the weekend or during University holidays and that questions sent less than two days before an assignment is due may not receive a response until after the deadline has passed.

**Academic Honesty**

Students are expected to act in accordance with the University of Florida policy on academic integrity. For more details, visit: www.dso.ufl.edu/judicial/procedures/academicguide.php. Any student who cheats or helps another student cheat will receive a failing grade in the course. It is vital to remember that all out of class activities are individual assignments. Do not collaborate with others in the class.

**Confidentiality**

It is essential that all students respect confidentiality. Students might volunteer to share personal information during class discussions or demonstrations. This is an important part of the learning experience and the student’s right to privacy must be respected by all. Being actively involved in the class sessions and the small groups entails some level of personal self-disclosure. Because of the nature of the vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information about others outside of the classroom is a breach of confidentiality. If you wish to share with others outside of the classroom, please reveal
only your own reactions and understanding and avoid using names or identifying features of your classmates

STUDENT RESOURCES

Disability Resource Center
If you are a student with a disability and would like to request disability-related accommodations, you are encouraged to contact the Disability Resource Center as early in the semester as possible. The Disability Resource Center is located in 001 Building 0020 (Reid Hall). Their phone number is 392-8565. If you have a documented disability you must provide me with proof of documentation.

Counseling and Student Health
Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575 Visit their web site for more information: http://www.counseling.ufl.edu

Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264- 6789.

OUR LEARNING ENVIRONMENT

1. Our classes will incorporate a mix of lecture, discussion of readings, group discussions and activities, case studies, role-plays, and book club. Thus, it is a very hands-on approach to learning. You will often be working with small groups--active participation is a necessity.

2. After the first week of class you will be assigned to your small group. This group will be actively discussing the novel Maybe you Should Talk to Someone and working through small group multicultural based experiential activities. Additionally, this group will spend time discussing and practicing the counseling concepts explored during lecture. Your dyad will likely be a member of your small group. Your group will be facilitated by one of the TAs or the instructor.

3. While it is not required that you purchase or read the recommended texts, it is required that you read all assigned readings BEFORE class.

4. I want you to do well in this course and we are here to help you. If you are having problems in the course, do not wait to talk with me; come early in the semester while there is still time to improve. If you are not having difficulties, you are also welcome to come speak with me, even if it is just about material in which you are interested and would like to learn more.

GRADING PROCEDURES AND SCALES
Grading depends on your mastery of course materials as measured by exams, attendance and participation, in class discussion, the multicultural self-reflection assignments, and the case conceptualization presentation. Your final grade is based on the total accumulation of points you acquire throughout the semester. You will not be graded on a curve. Extra points will not be awarded. Percentage grades in this class are earned on the basis of points (described below), which are then converted to letter grades and grade point equivalents (as shown in the chart below).
A | 94 and Up | C | 73 – 76.9%
---|---|---|---
A- | 90 – 93.9% | C- | 70 – 72.9%
B+ | 87 – 89.9% | D+ | 67 – 69.9%
B | 84 – 86.9% | D | 63 – 66.9%
B- | 80 – 83.9% | D- | 60 – 62.9%
C+ | 77 – 79.9% | F | 59.9% and Below

Your grade in this course will be based on your performance on the following items:

<table>
<thead>
<tr>
<th>Grading Criteria/Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance/participation</td>
<td>100 Points</td>
</tr>
<tr>
<td>10 Weekly Journal Assignments ( 5 points each)</td>
<td>50 Points</td>
</tr>
<tr>
<td>Personal Philosophy of Counseling Paper/Project</td>
<td>70 Points</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100 Points</td>
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<tr>
<td>Final Exam</td>
<td>100 Points</td>
</tr>
<tr>
<td>Total</td>
<td>420 Points</td>
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</tbody>
</table>

**Course Codes**

Course codes will be assigned via Canvas. These course codes allow for anonymous and fair grading from the TA. It is imperative that you include your course code rather than your name on all papers. **Any papers turned in without a course code will receive a zero. If you include your name on a paper, you will receive a zero.** These rules do not apply to exams.

**COURSE REQUIREMENTS**

Grades are based on the satisfactory completion of the following requirements:

- **Regular attendance and active participation** (100 points/24% of grade). Regular attendance is mandatory since much of the course is based on group discussion and in-class activities that cannot easily be made up. 6 points will be deducted from your grade for each unexcused absence you miss beyond your second absence.

- **Weekly Journals** (50 points/12% of grade). To promote critical reflection about what is learned/discussed in class, students will be required to complete a journal assignment each week. Journal responses should be between 2-3 pages double spaced and should showcase students’ reactions to the course material. The journal prompt for each week will be released
immediately following each class. All journals should be submitted using the assignment tab on CANVAS

- **Small Group Activities** will consist of role plays, multicultural case study discussions, and other experiential activities

- **A note on role plays**: several classes will incorporate role plays that you will do with a “dyad partner”. In each of these classes, you will participate in 2 role plays each day: one as “counselor” and one as “client.” During these role plays, you will practice the therapy techniques that you have learned about in one of the previous lectures.

- **Personal Approach to Counseling Paper OR Project** (70 points-17% of grade). To help students begin to think about how they might engage with counseling in the future, students are required to write a 5-7 page paper or design a creative project (e.g., poster, infographic, youtube video etc.) around their personal approach to counseling. Papers/projects should utilize at least 5 references and include a discussion of the following elements:
  1. Why you are interested in the counseling field
  2. Personal view of human nature (i.e., how people change and grow; thoughts on function vs dysfunction)
  3. What theories influence your therapeutic approach
  4. What techniques/skills you will use when engaging in therapy
  5. Your positionality and how this positionality impacts your therapeutic approach
  6. How will you attend to multicultural issues in your work (specifically how you plan to work with clients who are different than you).

**Papers/projects should be constructed using APA guidelines. Please include a list of references.**

*(Please note a PowerPoint presentation will not be accepted for this project)*

**Midterm and Final Exams** (100 points each/47% of grade). There will be a midterm and a final exam. The final exam will **not** be cumulative. Both exams will incorporate multiple-choice, true/false and fill-in-the-blank, questions. Exams will require the comprehension, application, and integration of course materials. Questions on the exam will come from the assigned readings and material covered within the course (e.g., class lectures, videos, activities, presentations). All material covered in class is examinable. All material covered in the reading is also examinable, regardless of whether it has been discussed in class. Lecture slides will be posted online prior to class; these slides will include outlines of lecture content and will not cover all class material. All exams are take home and open book. Exams will open via CANVAS on the date indicated on the syllabus and students will have one week to complete the exam. Once the exam is opened, students will have 90 minutes to take the exam.

- **Make-up examinations** will be available only to students with documented extreme circumstances (e.g., death of a family member, serious illness, etc.). The make-up examination must be taken within one week of the scheduled examination date.

**Assignments** must be submitted via CANVAS at the beginning of class on the day that they are due. I will not accept late papers.
**INTRO TO COUNSELING SCHEDULE, Spring 2019**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/22</td>
<td>Overview of Syllabus Introduction to Counseling Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/29</td>
<td>Ethics &amp; Multiculturalism Meet Groups/Activity</td>
<td>Section 1</td>
<td><a href="http://www.apa.org/ethics/code/">http://www.apa.org/ethics/code/</a></td>
</tr>
<tr>
<td></td>
<td><strong>Case study 1 and Small Group Work</strong></td>
<td></td>
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<tr>
<td>9/5</td>
<td>Basic Counseling Techniques, Process, Outcomes, Therapeutic Relationship</td>
<td>Section 2</td>
<td><strong>Journal 1</strong></td>
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<tr>
<td></td>
<td><strong>Case Study 2 and Small Group Work</strong></td>
<td></td>
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</tr>
<tr>
<td>9/12</td>
<td>Psychodynamic Therapy</td>
<td>MYSTTS Part 1 Section 3</td>
<td><strong>Journal 2</strong></td>
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<td></td>
<td><strong>Role Plays and Book Club</strong></td>
<td></td>
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<tr>
<td>9/19</td>
<td>Adlerian Therapy</td>
<td>Section 4</td>
<td><strong>Journal 3</strong></td>
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<tr>
<td></td>
<td><strong>Case Study 3 and Small Group Work</strong></td>
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<tr>
<td>9/26</td>
<td>Person-Centered Therapy &amp; Existential Therapy</td>
<td>Section 5</td>
<td><strong>Journal 4</strong></td>
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<td></td>
<td><strong>Case Study 4 and Small Group Work</strong></td>
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<tr>
<td>10/3</td>
<td>Gestalt Therapy</td>
<td>MYSTTS Part 2</td>
<td><strong>Journal 5</strong></td>
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<td></td>
<td><strong>Role Plays and Book Club</strong></td>
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<tr>
<td>10/10</td>
<td><strong>NO CLASS MIDTERM</strong></td>
<td>MIDTERM OPENS</td>
<td><strong>Journal 6</strong></td>
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<td></td>
<td></td>
<td>MIDTERM CLOSES before class</td>
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<tr>
<td>10/17</td>
<td>Behavioral Therapy &amp; Mindfulness</td>
<td>Section 6</td>
<td></td>
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<tr>
<td></td>
<td><strong>Case Study 5 Small Group Work</strong></td>
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<tr>
<td>10/24</td>
<td>Cognitive Behavioral Therapy</td>
<td>MYSTTS Part 3 Section 7</td>
<td><strong>Journal 7</strong></td>
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<td></td>
<td><strong>Role Plays and Book Club</strong></td>
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<tr>
<td>10/31</td>
<td>Feminist Therapy &amp; Relational Cultural Therapy</td>
<td>Section 8</td>
<td><strong>Journal 8</strong></td>
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<tr>
<td></td>
<td><strong>Case Study 6 and Small Group Work</strong></td>
<td></td>
<td></td>
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<tr>
<td>11/7</td>
<td>Multicultural &amp; Liberation</td>
<td>Section 9</td>
<td><strong>Journal 9</strong></td>
</tr>
</tbody>
</table>
INTRO TO COUNSELING SPRING 2019 READING LIST

SECTION 1


SECTION 2


SECTION 3

SECTION 4

**SECTION 5**


**SECTION 6**


**SECTION 7**


**SECTION 8**


**SECTION 9**


**SECTION 10**

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Points</th>
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<tbody>
<tr>
<td>The response addresses the prompt or the topic?</td>
<td>1 point possible</td>
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<tr>
<td>Quality of response shows evidence of intentionality and deep thought</td>
<td>3 points possible</td>
</tr>
<tr>
<td>• Journal response shows evidence that the student has examined his/her/their own belief system and related this to their current views on the topic/prompt.</td>
<td></td>
</tr>
<tr>
<td>Page length</td>
<td>1 point possible</td>
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<tr>
<td>• The journal response is between 2-3 pages double spaced</td>
<td></td>
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<tr>
<td><strong>Total</strong>= 5 points</td>
<td></td>
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</tbody>
</table>
INTRODUCTION TO COUNSELING PERSONAL APPROACH TO COUNSELING
PAPER OR PROJECT RUBRIC
Due: Wednesday, December 4, 2019 at 11:59pm [upload to CANVAS]

FORMAT

For Papers: 5 to 7 pages, typed and double-spaced using APA -6th edition (with 1 inch margins, 12 point font); separate cover page and reference page (these are not included in the page count). The paper must include at least 5 sources (i.e., published journal articles, book, or book chapters)

For Projects: Projects must follow APA reference style and must communicate the same type/amount of information that would be included if student’s were to complete a paper. The project is not meant to be an easier assignment, but rather an option for students who would like to express their ideas using a medium other than a traditional academic paper.

PURPOSE: To help students begin to critically reflect on their personal approach to counseling

TASKS: To help students begin to think about how they might engage with counseling in the future, students are required to write a 5-7 page paper or design a creative project (e.g., poster, infographic, youtube video etc.) around their personal approach to counseling.

- Papers/projects should include a discussion of the following elements:
  1. Why you are interested in the counseling field
  2. Personal view of human nature (i.e., how people change and grow; thoughts on function vs dysfunction)
  3. What theories influence your therapeutic approach
  4. What techniques/skills you will use when engaging in therapy
  5. Your positionality and how this positionality impacts your therapeutic approach
  6. How will you attend to multicultural issues in your work (specifically how you plan to work with clients who are different than you).

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Does the introduction/presentation include a discussion on why the author is interested in the counseling field?</td>
<td>10 points possible</td>
</tr>
<tr>
<td>Does the author adequately explain their view of human nature, including their view on how people grow and change, and their thoughts on how function and dysfunction are developed and maintained?</td>
<td>10 points possible</td>
</tr>
<tr>
<td>Does the author identify the theories that influence their therapeutic approach and discuss the specific ways that these theories influence their approach?</td>
<td>10 points possible</td>
</tr>
<tr>
<td>Does the author identify the techniques and skills they feel they will use with their therapeutic approach?</td>
<td>10 points possible</td>
</tr>
<tr>
<td>Does the author identify their own positionality and how this positionality impacts their therapeutic approach?</td>
<td>15 points possible</td>
</tr>
<tr>
<td>Does the author address how they will attend to multicultural issues in their work (i.e., how they plan to work with clients who are different than them)?</td>
<td>15 points possible</td>
</tr>
<tr>
<td>Does the paper/project include at least 5 published articles/book chapters and conform to APA format, 6th edition?</td>
<td>5 points possible</td>
</tr>
<tr>
<td>Do readability factors (e.g., grammar, typos, etc.) interfere with the flow of the essay/project?</td>
<td>5 points possible</td>
</tr>
<tr>
<td><strong>Total=70 points</strong></td>
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</tbody>
</table>