Course Details:
Section 07G8, Thursdays, periods 9-11 (4:05 p.m.-7:05 p.m.), Weil Hall room 270

Instructor:
Jessica England, M.S.
Email: jwengland@ufl.edu
Office: Psychology Building, room 005C
Office Hours: TBD after basement flooding, email if needed!

Required Materials:

Teaching Assistants (TAs):
Group 1: Maria Pava: mpava@ufl.edu, Office Hours: 4:00-6:00 p.m. Wed.
Group 2: Cindy Hernandez: chernandez009@ufl.edu, Office Hrs: 3-3:50 Tues, 12:50-1:40 Thu.
Group 3: Paige Hespe: phespe@ufl.edu, Office Hours: 1:55-3:55 p.m. Thurs.
Group 4: Giavanna Landicini: gialand13@ufl.edu, Office Hrs: 1:45-2:45 Tues, 11:45-12:45 Thu.
Group 5: Taylor Spruce: tspruce@ufl.edu, Office Hours: 11:30-1:30 p.m. Mon.
Group 6: Alexandra Arango: aarango1@ufl.edu, Office Hours: 3-4 p.m. Wed., 1-2 p.m. Fri.
Group 7: Rheanna Standridge: rheanna2014@ufl.edu, Office Hours: 9:35-11:35 a.m. Wed.

*You’re assigned TAs based on your group, but you can stop by any of the listed office hours!*

Course Information

This course is intended as a bridge to graduate study and work in counseling psychology and related fields. This course will provide an overview of the theoretical orientations of the different approaches to counseling and the implications of these approaches to our understanding of human nature, illness, change, and potential. The course is intended to provide students with an outline of the therapeutic process, a brief introduction to rudimentary counseling skills, issues related to the practice of psychotherapy (e.g., ethics), and fundamental principles of counseling psychology. Note, however, that this course is not designed to teach students how to conduct psychotherapy. Although a brief introduction will be provided about a variety of careers within the counseling field through our readings, you are encouraged to seek outside resources to answer more detailed questions about your career choices and strategies. The American Psychological Association provides a wide array of information to students who are in the midst of such decisions (www.apa.org/students).

Due to the content of this course you may experience discomfort or curiosity. If you encounter personal issues you would like to explore further, I recommend speaking with a counselor at the UF Counseling & Wellness Center (http://www.counseling.ufl.edu/cwc/, 352-392-1575), or Alachua County Crisis Center (http://www.alachuaounty.us/Depts/CSS/CrisisCenter/Pages/CrisisCenter.aspx, 352-264-6789).
Course Objectives

By the end of the course, you should be able to:

• Describe the development of the field of counseling psychology
• Explain the distinctions between counseling psychology and other helping fields
• Understand major theoretical orientations and be able to apply them to understanding and treating psychological problems
• Critically evaluate counseling psychology research and theory
• Describe the role of multiculturalism and social justice in counseling psychology
• Understand professional issues facing counseling psychology
• Demonstrate basic counseling skills within given theoretical orientations

Course and Email Communication

All students are required to check their UF email and visit Canvas daily, as these are used to communicate important course 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. Include the course number in the subject line of your emails, as emails sent without this may be treated as junk mail by our spam filters. Any emails will be responded to within 72 hours of receipt. Please be advised that questions sent less than three days before an assignment is due may not receive a response until after the deadline has passed.

Attendance and Class Participation

Please arrive on time, having read the assigned readings listed in this syllabus. Students who do well in this class typically attend class and discussions, and attendance is expected on all class days. Attendance means arriving to class on time (or early), being “present” in class, and engaging in class discussions, demonstrations, and other exercises as directed. If you know that you will miss class, arrive late, or need to leave early, let your instructor and TA know in advance. If you need to miss class, you are responsible for learning what is covered. Please be prepared to provide documentation when appropriate. The course structure is such that about an hour and a half will be spent on lecture and an hour will be spent in small groups. In order to obtain participation points, you must be present for your small group. 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 following class; these slides will include outlines of lecture content and will not cover all class material.

In order to create the most effective classroom experience, each student is responsible for active class participation, including contributing to discussions, asking questions, and responding to ideas presented in class. You will need to have read the assigned readings BEFORE class to effectively contribute in class. **Participation in your groups will be graded.** 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! In order to engage in deeper level processing of the material, having a basic foundation of the knowledge is necessary prior to entering class that day.
Confidentiality and Self-Care

Confidentiality is a necessity. 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. It is expected that anyone who participates in a demonstration of either an individual or group session in this course will have his or her confidentiality respected. Please do not record any lectures, discussions, or demonstrations. Tape recording parts of class sessions could pose problems with respect to confidentiality and privacy. However, please note that this course is not intended to serve as personal therapy, and as such, you are advised against sharing deeply personal information in the larger or smaller class discussions. All students, particularly those who wish to continue on in graduate study in counseling or other human services related occupations, are encouraged to pursue their own therapy through the Counseling & Wellness Center, Crisis Center, or at an outside agency or practice.

Readings and Lecture

An important skill for graduate school and your future careers is to be able to integrate and synthesize information. In contrast to many of the courses you may have taken, class time is NOT intended to teach you all of the material that is in the book, but rather to give you time to integrate, discuss, think critically about, and apply information presented in the textbook and in lecture. You are responsible for knowing all material in each assigned reading even if it is not covered in class.

You are responsible for learning all the material that you miss if you are late to or absent from class. It is your responsibility to talk with your TAs or instructor if you feel confused or uncertain about any material covered in the text or during lecture. 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! If you cannot make my office hours, I will be glad to make an appointment for another time. To make an appointment, email me.

Assessment

You will be tested through two non-cumulative, multiple-choice exams during class hours. There are no special exams, optional papers, or catch-up projects to compensate for poor exam performance. All exams are closed book and closed notes, and you will need a #2 pencil for the bubble sheet. Please see the syllabus schedule below for the exam dates.

Make-up Exams: Make-up exams will only be administered for University approved absences, and proper documentation will be required (https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#abssences). A student health receipt is not sufficient documentation. Without documentation, missed exams will receive a score of
zero. In the event of a medical or personal emergency that forces you to miss an exam, you will be given an opportunity to make up the missed exam. Please contact the instructor the week before an exam if you will require a make-up. If you experience an emergency, you are expected to contact me as soon as possible to schedule a make-up (and provide documentation). In all instances of tests taken before or after their scheduled administration, instructors maintain the right to substitute tests different from those administered to the rest of the class. In all cases, decisions about whether and when to allow a student to make up a test or assignment are left to the discretion of the professor. For unexcused absences, there will be no make-ups or extensions without penalty.

Religious Observances: Please compare your calendars to the schedule. Any student having a conflict in the exam schedule or feeling that missing a class due to religious observance will disadvantage them should contact me as soon as possible so that we can make any necessary arrangements.

Course Codes

These are very important. Course codes are three-digit numbers that are assigned to you. These course codes allow for anonymous and fair grading on assignments. It is imperative that you include your course code rather than your name on your assignments. Any assignment turned in without a course code will receive a zero. Any assignment turned in including your name will receive a zero.

Grading

Midterm and last exam (200 points total): The midterm and last exam will be multiple choice exams held during class time and are each worth 100 points. Please refer to the schedule at the end of the syllabus for exam dates. You will be given 90 minutes total for each exam. The midterm and last exam will cover the first and second half of the semester, respectively. The last exam is not cumulative. Exams will be based on lecture, reading, and discussion material.

Book Club (30 points): Points throughout the semester will be earned through attendance, active participation in book club groups, and submitting two discussion questions per Yalom chapter. You will be assigned to one TA and will have discussions in your groups based on your questions related to the book “Love’s Executioner & Other Tales of Psychotherapy” by Irvin Yalom. It is ESSENTIAL to the success of the course that everyone has the assigned Yalom chapters read before class.

Grading Rubric for Book Club: The total points possible per group discussion is 5 points, and there will be a total of 6 discussions throughout the semester (5x6=30). In order for verbal participation to count, all comments must contribute to the discussion. You will also submit two questions per chapter for each discussion that must also be submitted on Canvas. Note: some days will require 4 questions. TAs will be checking these questions.

<table>
<thead>
<tr>
<th>Points</th>
<th>Attendance and Questions (max. points = 2)</th>
<th>Verbal Participation (max. points = 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Absent</td>
<td>No verbal participation</td>
</tr>
<tr>
<td>1</td>
<td>Present without Qs</td>
<td>1 verbal comment</td>
</tr>
<tr>
<td>2</td>
<td>Present with Qs</td>
<td>2 verbal comments</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>3 or more verbal comments</td>
</tr>
</tbody>
</table>
If you cannot attend a discussion group due to a University approved reason (e.g., illness, religious reasons, emergency, etc.), you may earn points for the day by writing a 100-250 word paper on your reactions to the chapter(s). Please keep the following guidelines in mind:

- This may only be done for university-approved excused absences.
- You may do this a maximum of two times only, and you must present approved documentation.
- You must email this to your TA by 11:59 pm on the following Sunday from the day you missed.

Disrespectful behavior, lack of participation, and lack of attendance will potentially hurt your participation grade. You cannot make up group points for unexcused absences.

**Role Play Reflection Papers (20 points total):** Three classes will incorporate role plays. In each of these classes, you will participate in 2 role plays each day: one as “counselor” and one as “client.” You will see the same “client” for all 3 of the role plays. For the first two, you will complete character guides (next section) and reflection papers. For the last one, you will complete a case conceptualization assignment (next section). Every assignment must be completed independently and must be typed. You must have your course code on the assignment and in the file name. You will receive a 0 if your course code is not on the assignment or if your name is on the assignment. Assignments must be turned in on the due date indicated in the syllabus.

- When you are the client, try to get into character! It can feel silly at first, but try not to let that get in the way of your experience. It can be a really powerful experience to see what it’s like to be in the client’s shoes, building feelings of empathy, even if it’s just pretend 😊.
- After role plays 1 and 2, I will provide you with a reflection assignment that you will complete and submit the following week before class begins.

**Case Conceptualization (50 points):** After your final role play, you will have a pretty good sense of who your client is and how you might work with them. You will create a case conceptualization for your client and identify which theory of psychotherapy you would use to conceptualize the client’s problem, which modalities you used in your “sessions” so far, and how you would go forward in future sessions with this client. When you are citing references, make sure to cite them in APA style. You must have at least two references (one can be the textbook).

- The week before role play 1, you are going to create a character for the client that you will play. I will provide you with a guide, which you will bring to class completed the next week. You must submit this on Canvas, and it is worth 2 points. **IF YOU DO NOT SUBMIT THIS, YOU WILL RECEIVE A 0 ON YOUR CASE CONCEPTUALIZATION ASSIGNMENT.**
- The week before role play 2, you are going to elaborate on your character using another guide I will provide, which you will bring completed to class. You must submit this on Canvas, and it is worth 3 points. **IF YOU DO NOT SUBMIT THIS, YOU WILL RECEIVE A 0 ON YOUR CASE CONCEPTUALIZATION ASSIGNMENT.**

**Late work:** Late assignments will be deducted 10% immediately and an additional 10% for each 24-hour period after it was due. For example, if an assignment is due by 10:59 a.m. and you turn it in at 11:00 a.m., it is late. Computer problems under any circumstances will not excuse a late assignment. This policy does not apply to exams, which will ONLY be administered late for University approved absences (see policy above). I will not accept late work or provide make-up exams unless in the case of medical emergency, personal emergency, or otherwise excused absence. Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. In order to maintain fairness in
grading, you may be asked to provide documentation that will enable me to understand the reason for your absence.

**Policy for Disputing a Grade**

You will have **one week including weekends and holidays** after any course material grade has been posted to dispute your grade. (The exception is the last exam, as there will not be enough time to review disputes and submit grades.) Disputes will NOT be accepted after that date. If you want to dispute a grade, you must write a paragraph explaining the dispute. You will need to write out the question or issue and a paragraph explaining why your answer is correct with references to the material for each question or assignment you are disputing. Then, send a private email with this information to the professor’s email address.

**Examinable Material**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>100</td>
<td>A</td>
<td>92-100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>A-</td>
<td>90-91.99</td>
</tr>
<tr>
<td>Book Club</td>
<td>30</td>
<td>B+</td>
<td>88-89.99</td>
</tr>
<tr>
<td>Reflection 1 &amp; 2</td>
<td>20</td>
<td>B</td>
<td>82-87.99</td>
</tr>
<tr>
<td>Case Conceptualization</td>
<td>50</td>
<td>B-</td>
<td>80-81.99</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td>C+</td>
<td>78-79.99</td>
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<tr>
<td></td>
<td></td>
<td>C</td>
<td>72-77.99</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C-</td>
<td>70-71.99</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D+</td>
<td>68-69.99</td>
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<td></td>
<td></td>
<td>D</td>
<td>62-67.99</td>
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<td></td>
<td></td>
<td>D-</td>
<td>60-61.99</td>
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<tr>
<td></td>
<td></td>
<td>E (Fail)</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

**Final grades will not be rounded. You must fall at or above the minimum number of points in a range to earn a specific letter grade. Everyone in the class can get an A, and I hope you do!**

A grade of “I” (incomplete) is assigned only for work which has been of a passing quality through the academic term but which, for good reason and with approval of the instructor, cannot be completed within the time frame of the semester. Students for whom special circumstances may warrant an “I” must discuss this matter with the instructor **before** the last day of class.

**Students with Special Needs**

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 contact me by **the first week of class**.
Honor Code

I will not give a passing grade to those who do not abide by the UF honor code. Any student who cheats or helps another student cheat will receive an E (Fail) in this class. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

Preamble: In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It should be clear that academic dishonesty, such as cheating, is NOT tolerated at the University of Florida. Cheating is defined in the University Handbook, and it is the student’s responsibility to be familiar with its many forms (including plagiarism). If there is a suspected academic honesty violation, the Student Honor Code Procedures will be followed.

Sexual Harassment and Assault

UF fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience, any faculty member, teaching assistant or staff member is required to notify the Title IX Coordinator by completing the report form available at [https://titleix.ufl.edu/report-an-issue/], emailing [titleix@ad.ufl.edu] or calling [352-273-1094]. Other persons who suspect a violation of this policy should report it to an appropriate person in their department/unit or to the Title IX Coordinator.

Online Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

IMPORTANT NOTE

The contents of this syllabus may be changed over the semester. If changes are made to this syllabus, they will be announced in class and on Canvas. It is your responsibility to come to class and to check for any announcements regarding changes online.
**Tentative Course Schedule**

This schedule is subject to change. You are responsible for any modifications announced in class or on Canvas. Readings and assignments are due the day they are listed. Other required readings are posted on Canvas. **Assignments are due before class begins by 4:05 p.m.**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENT DUE B4 CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/23</td>
<td>Syllabus &amp; intro to course</td>
<td>Gelso, Williams, &amp; Fretz Chs. 1-2</td>
<td></td>
</tr>
</tbody>
</table>
| 8/30 | Ethics & Multiculturalism | - Gelso, Williams, & Fretz Chs. 3, 6, & 14 (pp. 401-416)  
- APA Ethics Code | |
| 9/6  | Techniques, Process, Outcomes, Therapeutic Relationship | - Gelso, Williams, & Fretz Ch. 8-9  
- Wampold, 2010 | Client Guide 1 |
| 9/13 | Psychodynamic Therapy | - Gelso, Williams, & Fretz Ch. 11  
- Yalom Chs. 1-2 | Role play Reflection 1 |
| 9/20 | CBT | - Gelso, Williams, & Fretz Ch. 12  
- Yalom Ch. 3 | |
| 9/27 | Humanistic and Existential | - Gelso, Williams, & Fretz Ch. 13  
- Yalom Chs. 4-5 | |
| 10/4 | MIDTERM EXAM in class | |
| 10/11 | Mindfulness | - Always We Hope  
- When Things Fall Apart - Ch. 3  
- Sitting Together - Ch. 1 | Client Guide 2 |
| 10/18 | Sex Therapy | - Gelso, Williams, & Fretz Ch. 14 (pp. 393-401)  
- Yalom Ch. 6 | Role play Reflection 2 |
| 10/25 | Feminist Therapy | - Read the rest of Gelso, Williams, & Fretz Ch. 14  
- Yalom Chs. 7-8 | |
| 11/1 | Positive Psychology | - Masters of Love  
- Lyubomirsky & Layous (2013) | |
| 11/8 | Career | - Gelso, Williams, & Fretz Ch. 7  
- Yalom Chs. 9-10 | |
| 11/15 | Final Wrap-up/Review | Happy Studying 😊 | Case Conceptualization Assignment |
NO CLASS: Happy Thanksgiving!

LAST EXAM in class

Recommended Readings:
- Types of Mental Health Professionals
- Clinical vs. Counseling Psychology
- McIntosh on *Unpacking the Invisible Knapsack*
- Sexual Orientation Microaggressions
- Sue on Microaggressions
- Cultural Humility
- Sports Psych PDF
- McCarthy 2008 (sex therapy)

General Education Student Learning Outcomes

<table>
<thead>
<tr>
<th>Category</th>
<th>Institutional Definition</th>
<th>Institutional SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td>Content is knowledge of the concepts, principles, terminology and methodologies used within the discipline.</td>
<td>Students demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline.</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>Communication is the development and expression of ideas in written and oral forms.</td>
<td>Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.</td>
</tr>
<tr>
<td>CRITICAL THINKING</td>
<td>Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.</td>
<td>Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems. This will be accomplished by exams and written assignments.</td>
</tr>
</tbody>
</table>

This course is designed to meet the above Student Learning Outcomes. Content, communication, and critical thinking are the primary focus of lecture, discussion, and assignments, and learning in these domains is assessed through exams and assignments.