

University of Florida
Department of Psychology
Syllabus for PCO 4930: Introduction to Counseling Psychology
Mondays 4:05 PM - 7:05 PM, PSY 0130
Updated date: 01/08/2024

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Office hours: By appointment

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Office hours: By appointment

Course objectives: For you to be equipped to have thoughtful dialogues with yourself and others about the following question: ***What does it mean to help someone feel better? (Please note that this course will not provide any therapy).*** The specific learning objectives include:

1. Introduce and provide information about the field of counseling psychology.
2. Provide information about the major theoretical orientations and apply them to understanding and treating psychological problems.
3. Explore the therapeutic process and practice basic counseling skills within given theoretical orientations.
4. Describe the role of multiculturalism and social justice in counseling psychology.
5. Encourage your integration of theoretical and experiential learning to help form your own personal model of the counseling process.

Due to the nature and content of this course, you may experience instances of discomfort as well as curiosity. If you encounter personal issues that you would like to explore in further depth, I recommend that you consider speaking with a counselor at either the UF Counseling & Wellness Center (<http://www.counsel.ufl.edu>, 352-392-1575) or the Alachua County Crisis Center (352-264-6789).

Dr. Taewon's goals:

I believe that transformative learning would occur through an integrative process of cognitive, affective, intrapersonal, and interpersonal domains of learning. To pursue this belief,

1. I will strive to pay attention to not only cognitive learning processes but also social relations and emotional experiences in class.

2. I will strive to support you to reflect on the connections between personal experiences and systemic experiences.
3. I acknowledge that students have some personal and institutional wounds and strengths when engaging in learning. Therefore, I will strive to invite students to flexibly attend their comfort zone, courageous zone, and magic zone in class by sharing deep reflection and vulnerability.

Course Format

Class time will be a mixture of lectures, large and small-group discussions, group activities, and viewing media. Students are expected to attend all classes and participate actively.

Required Readings

All required readings will be made available to you on Canvas. These readings will be pulled from a variety of sources, including textbooks and scientific journals.

Classroom Conduct and Before-Class Preparation

You will be expected to have read all assigned materials before class so that you can participate fully in class discussions and activities. Be respectful to your peers and me by reading the materials.

Late Policy and “Free Pass”

All homework assignments are due by the start of class on the due date (4:04 pm). You will lose 20% of the points if the assignment is not turned in by the beginning of the class period in which it is due. For each additional 24-hour period, you will lose an additional 20% of the points. **No assignments will be accepted 3 days (including the weekends and holidays) past the due date.** Computer problems under any circumstances will NOT excuse a late paper or assignment. However, I understand that sometimes things happen that are outside of our control. As such, all students will receive **one “free pass”** to use with no questions asked or justification required. You can use the pass for the assignments for a 24-hour extension. Please use the comment box, mentioning that you are using the free pass when uploading your assignment on Canvas.

Make Up Policy

There are no set times for makeup exams OR for assignments. However, if missed tests/assignments are accompanied by written verification for why the exam was missed (e.g., doctor's note, religious holiday, death in the family), I will work with you to take the exam or extend the deadlines. Please consult the university guidelines for more information on the makeup policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Textbook

Gerald Corey - Theory and Practice of Counseling and Psychotherapy-Brooks Cole (2016) 10th edition and other articles on Canvas.

Email policy

Email is the preferred method of communication. You are expected to use tone and language that is appropriate for professional correspondence. I reserve the right to provide feedback on the professionalism of your email communication for the sake of your professional development.

Below are some points that you need to consider before emailing me and my TA.

- If you have questions, always email my TA first. If your email can be easily answered by reading the syllabus, my TA and I will not respond to your email.
- My TA and I will respond to your message within 2 business (non-weekend) days of receipt (e.g., if you send an email on Friday at 2:30 pm, you may not receive a reply until Tuesday at 2:30 pm). If you do not receive a reply within 2 business days, **it means that your message was not received and you are expected to resend the message.** This policy means that you may not receive a response until 2 days after receiving the message. Thus, if you need an immediate response to a question, you must send an email at least 2 days before you need a response (e.g., do not email a question at 11:30 pm about an assignment due the next day).
- When writing an e-mail, please use a proper greeting and remember to include your name. **Please include the course name in the subject line of your email.**

APA format

I will strictly evaluate your APA format (7th edition). This format includes a title page, headings, font size and type, page numbers, in-text citations, reference lists, and others. I will upload an example of the format on Canvas for your reference. You can find resources below. Because I share the example and resources below, I will significantly deduct your points if you do not comply with the APA style.

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html
<https://apastyle.apa.org/style-grammar-guidelines>

Evaluation Criteria:

1. **Exams (25% midterm and final, 50% in total):** Two exams will be given over the course of the semester, and they will include ONLY multiple-choice questions. Tests will be based on classroom, book, article, and discussion material. The final is NOT cumulative. 1/2 of the questions come from the lecture. Each exam will take place for two hours, and you are more than welcome to leave earlier. **Bring your number two pencil.**
2. **Interview Paper (20% in total):** You will interview someone who is important and close to you, such as a parent, guardian, partner, or best friend. Choose up to three questions from the options below and conduct a one-hour interview. Because you need to transcribe some portion of your interview, you need to audio record your interview. You should get approval from your interviewee for the ethical practice. During the interview, try to use a wide range of microskills (= active listening skills = basic counseling techniques), such as attending, paraphrasing, reflecting client's feelings, asking open-ended questions, using self-disclosure, and providing interpretation.
 - How was your childhood like?
 - What are your recent concerns?

- Is there something that you've dreamed of doing for a long time? Why haven't you done it?
- What is the greatest accomplishment of your life?
- What do you value most in a relationship?
- What is your most treasured memory?
- What roles do love and affection play in your life?
- If you knew that in one year you would die suddenly, would you change anything about the way you are now living? Why?
- When did you last cry in front of another person? By yourself?
- If you were to die this evening with no opportunity to communicate with anyone, what would you most regret not having told someone? Why haven't you told them yet?
- What does friendship mean to you?

Next, please follow the prompts for the paper.

- **Interviewee's Background and Content (4 points):** Briefly discuss who your interviewee was, including the relationship with you, the **pseudonym**, and any other identifying information that you feel was relevant to your interview session (e.g., race, gender, etc.) In addition, briefly explain what your questions were, and what their answers were like.
- **Microskills (4 points):** What basic counseling techniques did you use? Provide three specific examples of the comments/techniques you used by using the quotes.
- **Empathy (4 points):** What level of empathy (e.g., low, medium, high) do you believe you maintained throughout the interview session? Provide an example from your session demonstrating this level of empathy. Were there any moments that you should have demonstrated more empathy?
- **Reflections (4 points):** Discuss your overall experience with this type of interview. In your reflection, also answer the following questions: What did you learn about the interviewee? What was the interview process like? What strengths did you show in this interview? What could you have done better?
- **Transcript (4 points):** You will transcribe a 5-minute clip of your interview. After each response, you will write 1-3 sentences of feedback. The feedback you provide can include comments, basic counseling techniques that you intended to use, criticisms, intentions of your response, effect on your interviewee or the session, and alternative ways of responding.

My friend	I just feel like it is not something I should be worried about right now because I have exams. I don't have time to worry about all of those things.
I	Seems like you mentioned that you don't have to worry about everything because you are busy now... but you are worried about your future (ah-huh), parents, and being alone (ah-huh)... seems like they are all important to you.
Analysis	I wanted to validate her feelings because I noticed her eyes were teary when discussing her worries.

- This paper should include the 1-page title page, around 5 pages that cover Interviewee's Background and Content, Microskills, Empathy, Reflections,

and the transcript portion. It may be around 8-9 pages in total. This paper should be in APA style.

- **Please upload your essay on Canvas by Monday 4:04 pm on 2/12/2024.**

3. Video Analysis Paper (10%): I will show you some 10-15-minute videos of counseling sessions in class throughout the semester. Choose one of the videos and write an analysis paper by addressing the prompts below. **I will try to show you the video every week, but the last time I will show you the video will be on week 13 (04/01). Therefore, the last time you can submit your video analysis paper will be on 04/08 4:04 pm. I cannot share the video after class due to legal concerns.** Please pay extra attention to watching the videos in class.

- What was happening in the session through the lens of the theory that we covered that day? Explain the concept and apply it to the session.
- How did the therapist approach the concerns through the lens of the theory? What techniques/interventions did the therapist use? (Please do not mention the basic counseling skills)
- With the theoretical backgrounds that the therapist used, what other techniques would you want to use if you were the therapist? Why?
- **This paper should be no longer than 4 pages (excluding the title page and references). This paper should be in APA style. Please cite all your materials appropriately. Quotes are not allowed.**
- **Please upload your essay on Canvas within a week from the date that you watched the video. For example, if you watch the video where a clinician uses person-centered therapy on 2/26, your due is on 3/11 at 4:04 pm.**

4. Case Conceptualization Paper (20%): Choose one of the Case Examples posted on the class website. Select one counseling theory that we have already covered in our textbook or lecture. You may choose from Psychoanalytic and Psychodynamic Therapy, Adlerian Therapy, Existential Therapy, Person-Centered Therapy, Gestalt Therapy, Behavioral Therapy, and Cognitive-Behavioral Therapy. Apply the same theory to the case in both conceptualization and treatment plans. Below are the prompts.

- **Demographic information (2 points):** Discussion of relevant demographic and background information.
- **Conceptualization – Analysis (6 points)**
 - i. How and why the issues are manifesting?
 - ii. According to your theory, what is the cause of your client's presenting concern?
 - iii. How does your chosen theory view human changes?
 - iv. What cultural contexts do you want to consider (e.g., based on the client's identities)?
- **Treatment Plan - Description and Rationale (6 points)**
 - i. According to your chosen theory, what is the counselor's role?

- ii. Outline some approaches to treatment. When you provide a treatment plan, consider the reasons why each intervention, strategy, or technique might produce change.
- iii. When and how might you employ each technique or strategy?
- **Discussion of Strengths and Limitations of Theory and Treatment (6 points)**
 - i. You should discuss this with respect to ways in which the conceptualization may be appropriate or inappropriate for this particular client or this particular presenting problem.
 - ii. For example, how might this conceptualization ignore important aspects of the case? What are the cultural considerations in using this theory/therapy with this client? (The key in this section is to also make your discussion specific to the case, rather than just a general commentary on the strengths and limitations of the theory and your treatment plan).
- **This paper should be no longer than 6 pages (excluding the title page and references). This paper should be in APA style. Please cite all your materials appropriately. Quotes are not allowed.**
- **Please upload your essay on Canvas by Monday 4:04 pm on 4/15/2024.**

Extra Credit Opportunities: Role Plays for PhD Students in Counseling Psychology

This extra credit opportunity requires you to participate in a virtual role play as a “client” in counseling for the Counseling Psychology graduate students enrolled in PCO 7217. Graduate students will be recording these role plays throughout the semester.

- The role plays vary between 20-45 mins long.
- While you can express availability for up to 4 hours of your time, each student will probably only be assigned 1 to 2 role plays maximum.
- For every 20 minutes of volunteer work, you will be given 0.5 extra credit points.
- The role plays at the start of the semester (January and February) will be shorter and will focus on helping the graduate students practice specific counseling skills.
- There will be longer role play opportunities as the semester progresses, where graduate students will work with you to demonstrate their ability to integrate different counseling skills together.
- There is not officially a deadline for registration, but first-come, first-served. If you sign up later in the semester, there may or may not be any spots left.
- If you are interested in participating,

- Please complete the consent form at the time of your role play:

https://uflorida-my.sharepoint.com/:w:/g/personal/ffbrown_ufl_edu/EUldX-hgnMhPszf3w1t49IABxEbcrGn6nbJEaVLQwH6d8Q?rttime=A9zrhzoO3Eg

- Please complete the following link to sign up:

https://ufl.qualtrics.com/jfe/form/SV_d0TVaLJ4Myh2OZ8

If you are chosen to participate, the instructor of the PCO 7217 course, Dr. Felicia Brown, will contact you when the role plays are ready to begin.

Total Category Weights:

Exam #1 25%

Exam #2 25%

Interview Paper 20%

Video Analysis Paper 10%

Case Conceptualization Paper 20%

Total 100%

Grading Scale:

Grade	Percentage
A	> = 93%
A-	90%-92.9%
B+	87%-89.9%
B	84%-86.9%
B-	80%-83.9%
C+	77%-79.9%
C	74%-76.9%
C-	70%-73.9%
D+	67%-69.9%
D	64%-66.9%
D-	60%-63.9%
E	< 59.9%

Syllabus for PCO 4930: Introduction to Counseling Psychology

Professor Taewon Kim

Spring, 2024

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List of Topics Covered and Critical Dates		
Date Week	Topic	Readings Due/Assignments Due
1/8 Wk. 1	Overview of the syllabus	<u>Video Analysis Paper Due varies depending on what theory you select.</u>
1/15 Wk. 2	No class	
1/22 Wk. 3	What is Counseling Psychology? Common Factor Theory Therapeutic Relationship	Corey Chapter 2 & Wampold (2007)
1/29 Wk. 4	Basic Counseling Skills (Microskills) Theory of Change Intake Interview	Geldard et al Chapter 11 & Flanagan (2014)
2/5 Wk. 5	Multicultural Competence, Diversity, and Social Justice	Matsuno (2019) & Sue et al (2009)
2/12 Wk. 6	Psychoanalytic and Psychodynamic Therapy Interpersonal Process Therapy	Corey Chapter 4 <u>Interview Paper Due</u>
2/19 Wk. 7	Adlerian Therapy Existential Therapy	Corey Chapters 5 & 6
2/26 Wk. 8	Person-Centered Therapy	Corey Chapter 7
3/4 Wk. 9	Exam 1	
3/11 Wk. 10	No class (Spring break)	
3/18 Wk. 11	Gestalt Therapy Emotion Focused Therapy	Corey Chapter 8
3/25 Wk. 12	Behavioral Therapy Crisis Counseling Dialectical Behavioral Therapy	Corey Chapter 9 & Koerner Chapter 1
4/1 Wk. 13	Cognitive-Behavioral Therapy Acceptance and Commitment Therapy	Corey Chapter 10 & Hayes et al (2012)
4/8 Wk. 14	Career Counseling Positive Psychology	Leung (2008) & Seligman et al (2006) Bring your laptop!
4/15 Wk. 15	Panel	<u>Case Conceptualization Paper Due</u>
4/22 Wk. 16	Exam 2	

Covid-related expectations: In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- Following these practices is our responsibility as Gators.
 - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
 - Hand sanitizing stations will be located in every classroom.
- If you sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
 - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.”

Disability accommodation: Students requesting classroom accommodation must first register with the Disability Resource Center in the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Academic honesty: The University’s honesty policy regarding cheating and use of software: The University of Florida requires all members of its community to be honest in all endeavors.

Cheating, plagiarism, and other acts diminish the process of learning. When students enroll at UF they commit themselves to honesty and integrity. Your instructor fully expects you to adhere to the academic honesty guidelines you signed when you were admitted to UF. As a result of completing the registration form at the University of Florida, every student has signed the following statement: *"I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."* Furthermore, on work submitted for credit by UF students, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."* It is to be assumed all work will be completed independently unless the assignment is defined as group project, in writing by the professor. All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. These policies will be vigorously upheld at all times in this course.

Students with distress: Phone numbers and contact sites for the University Counseling and Wellness Center: 3190 Radio Road during office hours Monday through Friday, 8:00 a.m. - 5:00 p.m., call (352) 392-1575. For emergencies occurring in the evening or on the weekend, crisis counseling services are available through the Alachua County Crisis Center by calling (352) 264-6789.