

PCO 4930: Introduction to Counseling Psychology

Spring 2023

Wednesday 12:50-3:50pm

PSY 0130

Instructor: Anne Zhou

Office: PSY 096

Pronouns: She/Her/Hers

Email: aqzhou@ufl.edu

Telephone: (352) 273-2150

Office Hours: Mondays 2pm-3pm OR Email to arrange meeting via Zoom

TA: Sumaiya Nusrath

Pronouns: She/Her/Hers

Email: s.nusrath@ufl.edu

Office Hours: Tuesdays 11:30am-12:30pm via Zoom <https://ufl.zoom.us/j/98551694841>

Social and Behavioral Sciences General Education Subject Area Objectives:

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

General Education Student Learning Outcomes:

Content

Students demonstrate competence in the terminology, concepts, theories, and methodologies used within the discipline.

Communication

Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline.

Critical Thinking

Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Course Description:

This course is designed to provide an introduction to the field of counseling psychology. As such, while the course will focus on the methods and theories that practicing counseling

psychologists and researchers use to inform their work, other relevant topics will also be covered. Some of these topics include the history of the discipline, how counseling psychology distinguishes itself from other specialties in the broader fields of psychology, mental health, and ethics. A recurring theme throughout the course will be a focus on the diversity of roles counseling psychologists have within the profession, as well as the diversity among and within populations counseling psychologists serve. **Please note that this course will not provide clinical training or chances to work with counseling clients.**

Course Goals

The primary goal for the course is to establish a greater understanding of the counseling profession and to develop an appreciation for the diversity within the profession. For example, students should develop a working knowledge about the treatments and theoretical orientations that counseling psychologists use. The course is designed to facilitate students' professional development and strengthen their skills in critical thinking, communication, and self-awareness.

Course Format

Class time will be a mixture of lecture, large and small-group discussion, group activities, and viewing media. While class attendance is not required, students are expected to attend all classes and participate actively.

Canvas Website

All students currently enrolled in the class should have access to the course Canvas site. Please contact Dr. Anne as soon as possible if you are having any difficulties. All required and optional readings, materials, and class lectures will be available on Canvas. Grades will also be posted to Canvas.

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 material *before* class so that you can participate fully in class discussions and activities.

Course Structure and Requirements

The following course components are designed to help you learn the course materials in a comprehensive way. As a result, they are all equally important.

Accommodations: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

Late Policy: You are expected to make your best effort to turn in all assignments and exams on

time. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. **Computer or electronic device difficulties** 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 three “free passes” to use with no questions asked or justification required. You can use the pass for all graded course requirements, except the **exams**. Each pass is good for a 24-hour extension and can be stacked for a maximum 72-hour extension on any assignment of your choice. I encourage you to use these passes judiciously as once these passes are used, then you must have a legitimate excuse with documentation to receive an extension on an assignment otherwise it will be considered late, and 0 points will be given. The Theoretical Integration Paper is the only exception; each day this assignment is late a 5% late penalty will be applied.

1) Lectures

The course will be taught through multiple modes of teaching including lectures, videos, discussions, and in-class activities. The lectures will provide a brief review of the readings and may also cover information not included in the readings. The lectures are designed to help you gain a better understanding of the topics covered. Although, the lecture slides will be available to you on Canvas, there may be additional information provided that will not be in the slides notes. You are ultimately responsible for all information presented during class.

2) Exams (50% of final grade)

There will be **two** exams during the course of the class, each worth **25% of your final grade**. The exams will test your understanding and knowledge of the material from anything covered in the class and the readings. The exams will primarily test your conceptual understanding of the topics covered in class and will mostly consist of multiple choice, short answer, and essay responses. You are responsible for all content covered in class and readings. **The second (final) exam is not a cumulative final exam**. Further information will be given about each exam as the exam date approaches.

You must complete both exams in order to pass the course. Because the TA and I have limited resources, and to be fair to all students, we cannot offer makeup exams for full credit except for **legitimate, documented reasons**. Barring an emergency, if you have a need to miss an exam, you must obtain explicit, written permission from the instructor at least 24 hours before the scheduled exam. This ensures that I have time to fairly consider your request. When you send me an email, please be sure to give me time to respond. Under most conditions, make-up exams will be scheduled for a time period before the regularly scheduled exam period. In the event that this is not possible, you will have up to five non-weekend university workdays after the missed exam to take the make-up, which ensures that grading can be completed in a timely manner. I reserve the right to give an alternate make-up exam, which may test the material differently than the original exam.

3) Theoretical Case Analysis Paper (25% of final grade)

This paper is designed to evaluate your knowledge of course material and apply it to a case

using critical thinking. The directions, guidelines, case examples and grading rubric for the final paper will be available on Canvas. Papers are to be submitted on canvas and are due by **12:50pm April 19th**. To ensure that the TA and I have enough time to grade your paper, it is essential that papers are turned in on time. Late assignments will be **marked down 5%** for each day they are late (including weekend days), **unless you have a legitimate, documented** reason for needing an extension. **No more than a maximum of 30%** will be taken off. In order to make sure that there will be enough time to grade the paper before final grades need to be submitted, no papers will be excepted past **12:50pm April 26th**. **Any papers not submitted by then will receive a zero.**

4) Case Conceptualization Assignments (20% of final grade)

There will be Case Conceptualization assignment connected to most of the theoretical approaches we cover. These assignments are meant to help you with understanding the differences between the different theoretical approaches. These assignments simulate how a therapist operating from that theoretical approach might conceptualize the clients they work with. The Case Conceptualization assignments will be made available at least one week before they are due, which will generally be by 12:50pm on the Wednesdays the theoretical approach will be covered in class. Assignments should be submitted in Microsoft Word (e.g., .docx, .doc) format via Canvas. Please do not email or submit hard/paper copies, as this makes it difficult for me and the TA to keep track of your assignment.

For each conceptualization, you are expected to use language and concepts central to that theoretical approach to explain the cause of the client's problems and what is needed for change. Your response needs to be a minimum of 250 words. To receive full credit you will need to give a thoughtful, relevant answer. Points will be taken off if you do not explain the cause of the client's problems according to the theoretical approach, if you do not explain the mechanism of change according to the theoretical approach, if you do not go into enough detail or explain your reasoning, or if the assignment contains multiple spelling and grammatical mistakes that interfere with understanding. No points will be given for late assignments unless you use one of your late passes.

5) Client Profile (5% of final grade)

For the client profile, you will create a summary of a **hypothetical client** based on a fictional character of your choice. The assignment is due by **12:50pm February 1**. The paper should be at least two pages double spaced with 1-in margins and 12-pt Times New Roman font. Your profile should include a description of the client's presenting problem and any relevant background information (sociocultural factors, sociodemographic history, personal and family mental health history, relationships, early and current life stressors, therapy goals, and coping skills).

6) Extra Credit (up to 2% added to your overall grade)

Several extra credit opportunities will be given throughout the year. Be on the lookout for them!

Grading System

Your final grade will be computed based upon the following:

Total Category Weights

Exam #1	25%
Exam #2	25%
Case Analysis Paper	25%
Case Conceptualization Assignments	20%
Client Profile	5%
<hr/>	
Total	100%

Grading. Grades will be based on the following percentage:

94% - 100% = A	90% - <94% = A-	87% - <90% = B+	84% - <87% = B
80% - <84% = B-	77% - <80% = C+	74% - <77% = C	70% - <74% = C-
67% - <70% = D+	64% - <67% = D	61% - < 64% = D-	0% - < 61% = E

A minimum grade of C is required for general education credit. Please see this [link to the university grades and grading policies](#) for information on current UF grading policies for assigning grade points. 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.

Communication expectations. As your instructor, I will do my best to clearly communicate all requirements of the course and course material in a timely manner. This will include announcements during in-class lectures, class wide email announcements, and postings on Canvas. In addition to attending class lectures, you are expected to check your email and Canvas regularly to receive information about the course.

Email policy. Email is the preferred method of communication. In the spirit of promoting healthy work-life balance, the email policy for students is as follows: I will respond to your message within 2 business (non-weekend) days of receipt (e.g., if you send an email on Friday at 2:30pm, you may not receive a reply until Tuesday at 2:30pm). 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 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.** In addition, 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.

Attendance and Make-Up. Requirements for the work in this course are consistent with university policies. [Click here to read the university attendance policies.](#) Make-ups for assignments are only given with written documentation of an excusable absence, as defined per University of Florida policy. Barring an emergency situation, if you are aware that you will not be able to make an assignment due date, you must obtain permission from the instructor **prior** to the due date or you will have points taken off for that assignment.

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 and, as such, classes will not be recorded by the professor. Note that students are only allowed to record class lectures; please see the in-class recording section for further information. 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. If you are struggling with an issue in class, please speak with me as soon as possible.

Classroom conduct & participation. Regular attendance and active participation are an integral part of the learning experience. To help foster a positive learning environment, please stay in class until the end. Students in this class are diverse and will arrive with different values, beliefs, and opinions. Accordingly, you are expected to listen to and interact with each other in a respectful manner. You are also expected to maintain an open mind to the differences amongst your classmates. Students may argue with others who hold opinions different from their own but must maintain respect for one another at all times. **University policy prohibits sexual harassment and discrimination on the basis of differences such as gender, ethnicity, race, sexual orientation, class, and religion.** If you engage in any harassment and discriminatory behavior you will be asked to meet with the instructor and develop an action plan of how you can correct such behavior. If such behavior continues, disciplinary action will be taken.

Technology. We are all accustomed to having technology at hand, but only technology directly related to classroom activities is permitted. However, using technology for personal reasons during class time is rude, disruptive, and disrespectful to the instructor and other students. Personal reasons include working on other assignments that are not part of classroom activities, checking email, browsing social media, and other activity that is not directly related to what is currently happening in the class.

Sexual Harassment. Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF's sexual harassment policy which can be found here:

<https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>. Please review this policy and contact a university official if you have any questions about the policy. As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF's Title IX coordinator. For more information about UF's Title IX office see: <https://titleix.ufl.edu/>. You can also complete a Sexual Harassment Report online (Title IX) at: <https://titleix.ufl.edu/title-ix-reporting-form/>.

Disability Accommodations. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Online Course Evaluations. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/publicresults/>.

Academic Integrity. Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantages over others or by misrepresenting someone else's work as your own can result in disciplinary action.

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor 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." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code](#). Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Software Use

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. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Special Circumstances. We learn in different ways and with varying degrees of success. If you know of any factors in your life that hinder your ability to learn to your potential in this course, **please notify the instructor at the beginning of the semester or as soon as possible.** If these factors are recognized disabilities under the ADA, you must provide appropriate documentation as soon as possible. If these factors fall outside official categories, talk to the instructor in-person as soon as possible.

Health and Wellness Resources:

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call

352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

GatorWell Health Promotion Services: Visit the [GatorWell website](#) or call 352-273-4450 for information about wellness coaching services and workshops.

Academic Resources:

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).

On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#).

Required Readings:

Readings will be available on Canvas in advance of the relevant week. Readings will be pulled from the following texts and will be supplemented by other required and/or optional readings of relevant research. **All reading materials will be provided to you and can be accessed on Canvas, you do not need to purchase any of the readings.** Readings will be uploaded at least one week prior to the class meeting they will be discussed on Canvas.

Some of the sources the readings will be pulled from include, but are not limited to:

Corsini, R. J., & Wedding, D. (2019). *Current psychotherapies*. Boston, MA: Cengage.

Lebow, J. (Ed.) (2008). *Twenty-first century psychotherapies: Contemporary approaches to theory and practice*. Hoboken, NJ: John Wiley.

Hays, P. A. (2008). *Addressing cultural complexities in practice: Assessment, diagnosis, and therapy* (pp. vii-275). Washington, DC: American Psychological Association.

Tentative Course schedule (Subject to change):

Date	Topic	Assignment
Wednesday, 1/11	Course Introduction and Overview What is Counseling Psychology? History of Counseling Psychology	
Wednesday, 1/18	Counseling Process and Basic Skills Research Ethics	
Wednesday, 1/25	Case Conceptualization Diagnosis and Treatment Planning	
Wednesday, 2/1	Assessment Career Counseling	Client Profile Due by 12:50pm
Wednesday, 2/8	Cultural Competence Culturally Adapted Interventions	
Wednesday, 2/15	Feminist and Multicultural Therapy Liberation Psychology	Case Conceptualization #1 Due by 12:50pm
Wednesday, 2/22	Psychoanalytic and Psychodynamic Therapy Humanistic/Client-Centered Therapy	Case Conceptualization #2 Due by 12:50pm
Wednesday, 3/1	Behavioral Therapy CBT/Cognitive Therapy	Case Conceptualization #3 Due by 12:50pm
Wednesday, 3/8	Experiential/Gestalt Therapy Mindfulness	Case Conceptualization #4 Due by 12:50pm
Wednesday, 3/15	Spring Break – NO Class	
Wednesday, 3/22	MIDTERM 1	
Wednesday, 3/29	Trauma EBT for Trauma	Case Conceptualization #1 Due by 12:50pm
Wednesday, 4/5	Existential Therapy Positive Psychology	Case Conceptualization #5 Due by 12:50pm
Wednesday, 4/12	Postmodern Approaches Online Interventions	Case Conceptualization #6 Due by 12:50pm
Wednesday, 4/19	Systems/Family Therapy Group Therapy Couples Therapy	Case Conceptualization #7 Due Final Paper Due by 12:50pm
Wednesday, 4/26	Integrative/Transtheoretical Approaches	Last Day to Turn in Final Paper for Partial Credit by 12:50pm
FINAL EXAM		

Thursday 5/4/2023 @ 7:30 AM - 9:30 AM