

University of Florida
Department of Psychology
Syllabus for PCO 4930: Introduction to Counseling Psychology
Monday 4:05 PM - 7:05 PM, PSY 0130
Updated date: 11/26/2025

Instructor: Taewon Kim, PhD. (She/Her/Hers)
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Office hours: By appointment

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Office hours: Virtual office hours with Garrett (Time DBT)
Zoom: <https://ufl.zoom.us/j/92865785406>

Course objectives: For you to have thoughtful dialogues with yourself and others about the following question: ***How can we help someone change? (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.
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 gently invite students to flexibly share their 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. There are no participation points.

Required Readings

All required readings will be made available to you on Canvas, except for the textbook. These readings will be pulled from a variety of sources, including research articles.

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. Please use this wisely. **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. I am legally bound to comply with university policies. Please check out the university policies: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

UF Evaluations Process:

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.ua.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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

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). **However, I do not need your title page. Just start the essays with the course number, course title and your name.** The format that my TA will check includes 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:

- **Exams (25% Exam 1 and 25% Exam2, 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. Each exam consists of 50 questions. 1/2 of the questions come from the lecture. Each exam will take place for two hours, and you can leave earlier. **Bring your number two pencil.**

- **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. **Have your interviewee choose up to three questions from the options below and conduct a one-hour interview.** Because you need to transcribe some portions of your interview, you need to audio record your interview. I do not need the audio file. It is only for your records to complete the assignment. **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.

The purpose of this paper is to 1) deepen the relationship between you and your important people and 2) practice microskills.

Questions for Interview

- 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 information that you feel was relevant to your interview session (e.g., race, gender, etc.) In addition, briefly explain what the 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.

- Please also explain any moments in which you should have demonstrated more empathy.

- **Reflections (4 points):** Discuss your overall experience with this 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?
- Until these parts, you should hit page 5!
- **Transcript (4 points):** You will transcribe a 5-minute clip of your interview that was meaningful. After each response, you will write 1-3 sentences of feedback. The feedback you provide can include criticisms, intentions of your response, the effect of your skills on your interviewee or the session, and alternative ways of responding. The section may take up around 4-5 pages. Please see the example below.

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 5 pages that cover the Interviewee's Background and Content, Microskills, Empathy, Reflections, and the transcript portions. It may be around 9 pages in total. This paper should be in APA style. No title page again!**
 - **For the transcription section, please feel free to disregard APA style.**
 - **Please submit your paper as a PDF file to prevent any formatting or technical issues.**
 - **Please upload your essay on Canvas by Monday 2/9, 4:04pm.**
- **Case Conceptualization Paper (30%):** The goal of this assignment is to strengthen your theory application skills. You will analyze a client case, develop a treatment plan, and critically evaluate your chosen counseling theory. This assignment emphasizes your own understanding and application of theory rather than simply summarizing outside sources.
 - **Case Selection:** A single case example will be provided on the course website. Select one counseling theory covered in class, including Psychoanalytic and Psychodynamic Therapy, Existential Therapy, Person-Centered Therapy, Gestalt Therapy, Dialectical Behavioral Therapy, and Cognitive-Behavioral Therapy. Apply the same theory to the case in both conceptualization and treatment plans.
 - **Preliminary Submission (2 pts) - Individual Preparation (before Jigsaw Day):**
 - Upload your preference for the theory of your case conceptualization idea on Canvas by **Tuesday 3/31, 11:59pm**. Once a theory group reaches 9 students, it will close. **Free pass cannot be used for this. It is on Canvas "Discussion."**

- Upload your short outline (“conceptualization – analysis” section and “treatment - description and rationale” section based on the prompts below, around 1 page; bullet points are fine) of your case conceptualization idea on Canvas by **Monday 4/6, 04:04pm**. This is graded as part of your Case Conceptualization Paper. Late submissions will not be accepted. **Free pass cannot be used for this.**
- For the preliminary outline, APA style does not matter (e.g., single- or double-spaced, font, etc.), and page length is also flexible (about one to two pages is fine). The purpose of this outline is simply to help you understand the case and the theory before participating in the in-class activity.
- **In-Class Group Discussions (Jigsaw Puzzle Day):**
 - **Round 1 (Deep Dive):** Meet with classmates who chose the *same theory*. Share drafts, identify key insights, and refine your conceptualization.
 - **Round 2 (Comparative Lens):** Join a mixed group (different theories). Compare how each theory interprets the client differently. Discuss strengths and limitations of each perspective.
- **Final Paper (Individual Submission):** Revise your paper based on insights from both rounds of discussion. Below are the prompts.
 - **Demographic information (2 points):** Discussion of relevant demographic and background information.
 - **Conceptualization – Analysis (6 points)**
 - How and why are the issues manifesting?
 - According to your theory, what is the cause of your client’s presenting concern?
 - How does your chosen theory view human changes *that the course of therapy and therapists could facilitate?*
 - What societal and cultural contexts do you want to consider based on the client’s identities and systems of oppression (e.g., racism, classism, sexism)?
 - **Treatment Plan - Description and Rationale (6 points)**
 - According to your chosen theory, what is the counselor’s role?
 - Outline some approaches to treatment. When you provide a treatment plan, consider the reasons why each intervention, strategy, or technique might produce change.
 - When and how might you employ each technique or strategy?
 - **Discussion of Strengths and Limitations of Theory and Treatment (6 points)**
 - 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.
 - 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).
 - **Reflection Section (8 points)**
 - Insights from group discussions (both rounds)

- How did seeing multiple theories applied to the same client shift or broaden your understanding of the case?
- **Length:** Up to **8 pages total**. Title page and references are not included in the page count.
- **APA style required; no direct quotes allowed.**
- **Please submit your paper as a PDF file to prevent any formatting or technical issues.**
- **Please upload your essay on Canvas by Monday, 4/27 by 4:04pm**

Total Category Weights:

Exam #1 25%

Exam #2 25%

Interview Paper 20%

Case Conceptualization Paper 30% (Preliminary Submission 2 pts + Main Paper 28%)

Total 100%

Grading Scale:

Grade	Total Scores
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%

Please refer to this website to get some information on current UF grading policies:
<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

List of Topics Covered and Critical Dates		
Date Week	Topic	Readings Due/Assignments Due
1/12 Wk. 1	Overview of the syllabus	
1/19 Wk. 2	Holiday	
1/26 Wk. 3	What is Counseling Psychology? Common Factor Theory Therapeutic Relationship	Corey Chapter 2 & Wampold (2007)
2/2 Wk. 4	Basic Counseling Skills (Microskills)	Geldard et al Chapter 11
2/9 Wk. 5	Intake Interview + Crisis Counseling Dialectical Behavioral Therapy	Flanagan (2014) Koerner Chapter 1 <u>Interview Paper Due Monday 2/9, 4:04pm</u>
2/16 Wk. 6	Multicultural Counseling	Vera & Speight (2003)
2/23 Wk. 7	Psychoanalytic and Psychodynamic Therapy	Corey Chapter 4
3/2 Wk. 8	Exam 1	
3/9 Wk. 9	Existential Therapy Person-Centered Therapy	Corey Chapters 6 & 7
3/16 Wk. 10	Spring Break	
3/23 Wk. 11	Gestalt Therapy	Corey Chapter 8
3/30 Wk. 12	Cognitive-Behavioral Therapy	Corey Chapter 10 Upload your preference for the theory of your case conceptualization idea on Canvas by Tuesday 3/31, 11:59pm. Once a theory group reaches 9 students, it will close. It is on Canvas "Discussion."
4/6 Wk. 13	Panel	Upload your short outline of your case conceptualization idea on Canvas by Monday, 4/6, 04:04pm.
4/13	Jigsaw Puzzle Day	

Wk. 14		
4/20 Wk. 15	Exam 2	Case Analysis Paper Due on Monday, 4/27 by 4:04pm

Disability accommodation: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. Please check out this website: <https://disability.ufl.edu/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.

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.