

PCO 6057: Counseling Theories and Research and Their Implications for Practice

Fall Semester 2024

Time: Tuesdays 4:05pm – 7:05pm

Location: Psychology Building Rm 293

Instructor: Anne Q. Zhou, Ph.D.

Email: aqzhou@ufl.edu

Office hours: By appointment

Course Description:

The purpose of this course is to provide an introduction to the primary theoretical orientations used by counseling psychologists. Emphasis will be placed on the (1) basic principles of each theory, (2) multicultural considerations, (3) the application of each theory to counseling practice, (4) the empirical support for each theory, and (5) the basic history behind each theory.

The primary objectives of this course are to:

1. Promote students' knowledge of the strengths and weaknesses of traditional and contemporary counseling theories, particularly in relation to counseling culturally diverse and multicultural clients.
2. Help students start formulating their theoretical orientation and develop skills needed to be able to evaluate existing theories of counseling.
3. Provide students with opportunities to practically apply knowledge learned so as to develop ability to translate theoretical knowledge to practical skills.

By the end of the course, it is expected that students will be able to:

1. Identify the factors that are common to all theoretical approaches to counseling and psychotherapy with individuals.
2. Recognize the unique contributions of each particular orientation.
3. Be able to identify and elaborate on their theoretical orientation.
4. Demonstrate knowledge and application of evidence-based treatments and the theory that these treatments are rooted in.

Classroom Conduct and Before Class Preparation: You will be expected to have read all assigned material *before* class so that you can participate in class discussions. Each class will consist of a mixture of brief lectures, seminar styled discussions, student led presentations, application exercises, as well videotapes of counseling sessions by practitioners of the various theories. **You will be expected to actively participate in all classroom discussions and respectfully attend to all discussions/presentations/videos.**

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 receive zero points for that assignment. Please note that **computer problems** under any circumstances will **NOT** be considered an excusable absence.

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 **Facilitation of Discussion of the Literature** course requirement. 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. For example, if you use a pass for an application assignment then you will have an additional 24 hours from the due date to submit it before it is considered late.

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 10% late penalty will be applied.

Course Requirements:

1. **Discussion.** The first course requirement is active participation in class discussions. To facilitate discussion of the readings, each class member will submit three discussion questions or comments regarding the readings. These should be shared with the other students and the instructor on canvas by 11:59pm EST the night before the day of the class meeting in which the reading will be discussed. My expectation is that everyone will read those questions/comments and come prepared to facilitate a discussion around at least one of their own questions/ comments. Late assignments will receive 0 points. *(5pts each week)*
2. **Facilitation of Discussion of the Literature.** The second course requirement is to lead three class discussions regarding the state of the research literature relevant to the theories we will discuss. Which discussions you will lead will be determined on the first day of class. You are expected to find and post a peer reviewed research article regarding your theory (e.g., case study, RCT study, etc) on canvas by at least one week before the theory is covered in class. Additionally, students will also be expected to prepare a 30-minute PowerPoint case presentation for the theory they are assigned to. As part of this presentation, students are expected to, with a well-known fictional character as the “client,” create a case report that follows the guidelines of the journal *Clinical Case Studies* published by Sage. As this is a mock case report, only the following parts need to be included in the presentation: (1) Theoretical and Research Basis (i.e., key elements of theory and literature review conducted) and (2) Case Study. Your case study should provide a brief introduction to your fictional client and go over the presenting concerns, client history, assessment, and case conceptualization. You will also need to present a treatment plan rooted in the core theory and talk about the expected course of treatment. Furthermore, you will be leading a discussion of the case you presented. Students will be expected to share electronic copies of their presentations (i.e., pdf or ppt files) with the instructor and other class members on canvas. Late assignments will receive 0 points *(10 pts each)*

3. **Application Assignments.** The third course requirement is to complete 12 application assignments in which you will apply each theory to your own life and write a brief reaction paper (1-2 pages) about the exercise. These are due by 11:59pm via canvas the night before the theory will be discussed in class. Late assignments will receive 0 points. *Note:* you will need to review the assignments in advance of the due dates, as some of them cannot be completed at the last minute.

For each theory that we cover, you will be asked to complete an application assignment in which you do an exercise meant to simulate what it might be like to be a client in each particular form of counseling (e.g., psychodynamic, person-centered). The purpose of these assignments is to give you more insight into each theory and the strengths and weaknesses of each approach. I do not want to see your answers to the actual exercises because these will contain personal material that you may not wish to share. Rather, I would like you to write a brief (1 to 2 page) reaction paper regarding the exercise. The reaction papers will be discussed in class. The following are the kinds of questions you might want to address in your reactions papers. Was the exercise useful to you? Do you think it would be useful to you as a client? Based on this exercise, do you think this form of counseling would be helpful? Did this exercise reveal any particular strengths or weaknesses of the approach? What multicultural considerations are applicable to this exercise? Would this type of counseling be particularly helpful or unhelpful for specific clients or issues? I am looking for reactions to the assignment (so that I can modify them accordingly) as well as reactions to the theory.

(5 pts each)

4. **Theoretical Integration Paper.** The fourth course requirement is a **10-12 page** theoretical integration paper (**due by 11:59PM EST Tuesday December 10, 2024**). For each day the assignment is late, 10% will be subtracted as a late penalty. References and the title page do not count towards the page limits. The paper should be in APA format, 12-point Times New Roman font, and double-spaced with 1-inch margins. Please submit the paper as a word document on Canvas. The purpose of this paper is to help you to integrate the theories we have covered this semester and to develop your own approach to counseling. You can integrate as many theories as you like. In formulating your answers, cite appropriate references from the course readings and literature review, including specific theories as well as common change processes. In addition to the paper, you are required to create a 30-minute presentation of your paper that you will present to the class during our last class (**Tuesday December 3, 2024**). Please address the following questions in your paper and presentation:
- What is your basic understanding of how problems develop?
 - How does change occur in the counseling process?
 - What are the roles of the therapist and client?
 - What are some of the techniques and strategies you would be most likely to use?
 - Pick a well-known fictional character and describe how you would apply your general approach to them.
 - What is the empirical support for your approach? *(30 points)*

Grading. The course is grade A-E and follows UF grading policies. Please see this [link to the](#)

[university grades and grading policies](#) for information on current UF grading policies for assigning grade points.

Grades will be based on the following percentage:

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| 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 |

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 48 business (non-weekend) hours 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 48 business hours, 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 48 hours after receiving the message. Thus, if you need an immediate response to a question, you must send an email at least 48 hours 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 receive zero points 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. See the "[Get Started With the DRC](#)" webpage on the Disability Resource Center site. 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/public-results/>.

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 advantage 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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the [UF Conduct Code website](#) for more information. If you have any questions or concerns, please consult with the instructor.

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 education 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 an 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 presentation 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 guest 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 Honor Code and Student Conduct Code.

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: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

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. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.

Teaching Center: 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.

Academic Complaints: Office of the Ombuds; Visit the [Complaint Portal webpage](#) for more information.

Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the [Student Complaint Procedure webpage](#) for more information.

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 reading 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.

Course schedule (Subject to change):

Week 1: 08/27/24

Introduction

- Review Course Syllabus
- Introduction to Counseling Psychology
- Ethics
- Common Factors
- Basic Skills/Microskills

Week 2: 09/03/24

Integrative/Transtheoretical Approaches

Week 3: 09/10/24

Multicultural and Liberation Psychology (1) Feminist Therapy (2)

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| Week 4: 09/17/24 | Systems and Couple/Family Therapy (3) |
| Week 5: 09/24/24 | Trauma Focused Therapy |
| Week 6: 10/01/24 | Psychoanalytic and Psychodynamic (4) |
| Week 7: 10/08/24 | Client-Centered Therapy and Humanistic Theory (5) |
| Week 8: 10/15/24 | Cognitive Behavioral Therapies Behavioral Therapy |
| Week 9: 10/22/24 | Adlerian (6) |
| Week 10: 10/29/24 | Experiential Therapy (7) |
| Week 11: 11/05/24 | Existential Therapy (8) |
| Week 12: 11/12/24 | Postmodern/Poststructuralist Therapies |
| Week 13: 11/19/24 | Positive Psychology (9) |
| Week 14: 11/26/24 | NO CLASS |
| Week 15: 12/03/24 | Final Class and Integration Presentation |

*****FINAL PAPER DUE BY 11:59PM EST ON TUESDAY 12/10/24*****