

# Theory and Methods of Counseling Section 01

## PSYC 165

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/21/2023

### Contact Information

#### Instructor: Dr. Simone Lundquist

Email: [simone.lundquist@sjsu.edu](mailto:simone.lundquist@sjsu.edu)

Office: Dudley Moorhead Hall (DMH) 310

Phone: 408-924-5634

#### Office Hours

Monday, 2:45 PM to 3:45 PM, DMH 310

By Appointment Only

Thursday, 2:45 PM to 3:45 PM, DMH 310

By Appointment Only

#### TA: Katherine Hastings

Email: [katherine.hastings@sjsu.edu](mailto:katherine.hastings@sjsu.edu)

### Course Information

Monday, Wednesday, 1:30 PM to 2:45 PM, DMH 353

### Course Description and Requisites

From catalog: Major theories of behavioral change, with emphasis on counseling of persons with problems in occupational, social, family and individual adjustment.

This course examines the major theories of behavioral change with emphasis on counseling individuals, examination of research in psychotherapy and application of theory to case material.

Letter Graded

### \* Classroom Protocols

I believe that the classroom is a professional environment where we co-create a **dialogical** context to facilitate learning and exchange of knowledge and experiences. The guiding principles are to **be respectful and attend to what is going on in class**. I expect that you be mindful of these codes of conduct as classroom etiquette breaches will not be tolerated and will be grounds for dismissal from the class.

1. Be on time. If you are more than 10 minutes late, you will receive zero participation points for that day. During the semester late arrival once or twice is understandable but allowing lateness to become a habit is unacceptable. If you are more than 15 minutes late, you should not come to class. This is particularly true for presentation days.

2. Be polite and respectful to the other people in the class, particularly when engaged in discussion. While I encourage an open discussion of many ideas, please refrain from using language that is prejudicial or hurtful to others.
3. Do not carry on conversations with others during lecture. (If you have a question or point to make, just say it so we can all hear it!)
4. Please turn off your cell phone for the time you are in class. If you need to receive an emergency call, let me know about it in advance. Never take a call and start talking during class.
5. Never bring out a cell phone during an examination period.
6. Do not text message during lecture.
7. You may not use a laptop in class. If you have a compelling reason for such an accommodation to take notes, please contact me and we will make an exception.
8. Attend to the lecture material. Do not work on any other course material during class, including studying for other exams.
9. Do not sleep during class.
10. A student displaying disrespectful or disruptive behavior will have 10 points deducted from their participation and be asked to leave the rest of that class session.

The information in the syllabus is for your convenience. Any portion of it may change as seems appropriate, especially the dates on which the tests occur (except the final exam).

You are responsible for keeping current on any deviations from the class syllabus, particularly rescheduling of tests. Check the Canvas page if you cannot be in class and want to check the times for exams, etc. Generally, I will lecture in class, and participation is highly encouraged.

Participation makes the class much more interesting and allows you to develop your critical thinking skills. Questions are welcome at any time.

## Definition of a Credit Hour

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus.

The credit hour is defined as the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester.

The expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

## Make-up Exams

No extensions or make-up exams will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.

## Late Assignments

Assignments are due at the start of class (turned in during class) on the day indicated on the course schedule. If due dates are changed, the new due date will be announced in lecture and posted on Canvas in a timely fashion. No extensions will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.

In the case of unexcused late submissions, late assignments will be accepted throughout the semester with no explanation

needed. These late assignments will automatically be given half credit regardless of when they are turned in (unless they are excused).

## Extra Credit

Extra credit assignments are given at the instructor's discretion. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2 % of the total number of points available in the course.

## Office Hours

I will have regular office hours as posted at the top of this syllabus. If you cannot make one of these times, you can email, or see me after class to set an appointment. I want to be available to you. If you email me, you can generally expect a response back in 48 hours during the week. If you email on a Friday or over the weekend, you will not hear back from me until the next business day (typically Monday).

The best time to catch me is right after class, but let me know if you need to see me at another time. If you do not want to wait or were not able to see me, please set a time with me individually. During office hours, we can discuss course questions, psychology as a career, or other topics of interest to you.

Please note that I run an extremely busy schedule, but I absolutely want to make time for our meetings. If I am unavailable at a time you try to see me, let me know, and we will make time to meet.

## Contacting Instructor

1. I will answer emails M - F, 9:00 - 5:00. If you email me at night or on the weekends, do not expect a response until the next weekday, at the earliest.
2. Through Canvas mail function. Best for private questions and comments.
3. Through regular email. [simone.lundquist@sjsu.edu](mailto:simone.lundquist@sjsu.edu).
4. By phone. Best if you need to contact me quickly and cannot use email at the time.
5. Consider emails for this course as professional correspondence (see sample correspondence).
  - a. Subject Line should include your class and a brief description of the issue (e.g., Subject: Psych 139: absence on 10-10-11).
  - b. Greetings should be formal and use your instructors title (e.g., Dear Dr. Lundquist or Professor Lundquist)
  - c. Identify yourself and the course/section you are in.
  - d. Issue or question should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.
  - e. Expect replies within 1 - 3 days. Polite follow-ups are encouraged if you have not heard from me in a reasonable amount of time.

## Example Email Correspondence

Subject: Psyc 165: Assignment due date question

Dear Professor Lundquist (or Dr. Lundquist),

My name is Miranda Jackson and I am in your 165 class that meets M/W 12:00 PM –1:15 PM. I am not sure when the Response Journal assignment is due because of conflicting information. The syllabus schedule says Nov. 5, but the assignment sheet itself says Nov 9. Thank you for your attention to this matter.

Regards,

Miranda

Student id # 001234567

**Regular attendance is necessary to do well in the course.**

Although the course has an online resource, this resource is not a substitute for attending lectures. Attendance is strongly recommended. I expect you to come to every class. If you do not attend classes, you will definitely miss material that will appear on the exams. Class is also the time to have any questions answered that you may have. Material not presented in class but which appears in assigned readings will also be included on the exams. The exams will cover material from lectures, assigned articles and your textbook. While the lectures include some material from the text, it will also contain different material. If you see contradictions between the lecture and the material in the text, please do not hesitate to ask about this in class. There will be pop quizzes and writing assignments for this class which you will likely miss if you do not come to class. These quizzes and assignments count toward your final grade. For all these reasons, it will not be advantageous to you if you miss any classes.

If you do miss class, it is your responsibility to check with a classmate to find out what material you missed.

## Laptops

In-class laptop use (if deemed necessary by the professor) should be restricted to course-related activities (e.g., taking notes). Other activities (e.g., web surfing) distract both the instructor and students and will not be tolerated. You will be asked to turn off your laptop if you are engaged in non-class activities. You will be asked to refrain from laptop use for the duration of the course if this behavior continues.

## Cellphones and other electronic devices

Please be certain to turn off or put in silent mode all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom.

## Late arrivals

If you must arrive late or leave early, please do so quietly and with a minimum of distraction.

## Be respectful of others

Respect differing points of view offered by students. Independent discussions should not be happening when someone is addressing the class.

## I expect you to come to class prepared

“Prepared” means you have completed the readings and any assignment before class starts, and written down any questions you had from the assignment. You should be as prepared as you expect your professor to be.

## Communication

Use email!!! Use office hours! Talk to me!!

## Canvas

The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is not a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:

- Links to webpages that will be of use to you throughout the course
- Handouts and articles
- Assignment submission
- Discussion Board (Course Announcements)
- Grade roster

Only some of the material of this course is on Canvas. All of the material shown on the PowerPoint during lectures will be available on Canvas. This will not be a sufficient substitute for coming to class, as these PowerPoints are simply outlines of the material in your text, and I will be elaborating during the lectures.

In addition to the notes, the Canvas page will have a copy of the course schedule, which I will try to update as we go along, as well as copies of the additional readings required for this course. If you have trouble accessing these materials, come and see me, we will figure it out together.

Check this site regularly for course announcements, articles, assignments, and other course materials.

## Check the course Canvas site regularly

If I become ill, I will inform you the night before that I will be absent. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.

## Recording of Class Lectures & Sharing/Distribution of Course Content

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

- If you wish to record lectures for your private, study purposes, please discuss this with the instructor. Written permission to record lectures will need to be granted for the whole semester or on a class-by-class basis.
- In classes where, active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

## Letter of Recommendation

I receive many letter of recommendation requests each semester, and I can only do a certain number. I have written guidelines regarding what I need from you when you request a letter of recommendation from me. You can find these guidelines on my profile on the San José State University website, <https://www.sjsu.edu/people/simone.lundquist/>.

## Program Information

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**Program learning outcomes (PLOs)** are skills and knowledge that students will have achieved upon completion of the Psychology BA degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the Psychology BA degree are:

1. Knowledge Base of Psychology. Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Research Methods in Psychology. Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
3. Critical Thinking Skills. Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
4. Applications of Psychology. Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
5. Values in Psychology. Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

## Course Learning Outcomes (CLOs)

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Upon successful completion of this course, students will be able to:

CLO1 - Discuss the major theories of counseling including therapeutic goals, assessment, therapeutic relationships and therapy techniques

Assessment of CLO1: Quizzes, final exam, application papers

CLO2 - Compare and critique the major theories of counseling and psychotherapy, including Psychodynamic, Humanistic/Existential, and Behavior/Cognitive therapies, Family Systems

Assessment of CLO2: Quizzes, final exam

CLO3 - Explore the Fourth Force in Psychotherapy and beyond: Social constructivism and Postmodernism.

Assessment of CLO3: Quizzes, final exam, group project

CLO4 – Discuss an integrative approach to psychotherapy and application of theory to case material.

Assessment of CLO4: final exam, application papers

CLO5 – Examine current research in psychotherapy methods and techniques.

Assessment of CLO5: Quizzes, group project, final exam

CLO6 – Develop beginning counseling skills.

Assessment of CLO6: Counseling skills papers

## Course Materials

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There are two sources of readings for this course. Both are required reading. The text can be purchased from the bookstore or online at your favorite used (or new) site. We will also be using a number of related articles which can be found on Canvas. I expect you to have completed the readings prior to the class meeting, including the book and the assigned articles. This will greatly facilitate our discussions and will help you get answers to questions that will arise while you read each assignment.

### Theories and Methods of Counseling and Psychotherapy

**Author:** Gerald Corey

**Edition:** 10th

**ISBN:** 978-1-305-26372-7

Any edition is fine for this class, but 10th is what is used

## Course Requirements and Assignments

### Quizzes (20 each, 10 quizzes, 200 total)

The quizzes are meant to stimulate your reading of the text and keep you ahead of the lecture material. All quizzes will be multiple-choice and will be based on the assigned readings.

The quizzes are completed in the first or last 10-15 minutes of class. The quizzes will not be repeated so if you are not in class on the day that the quiz is given to you, you will miss 20 points. Please keep track of your quiz schedule and the points you receive.

### In-Class Writing Assignments (10 or 15 each, 4 assignments, 50 total)

There are four in-class writing assignments throughout the semester – two that are worth 10 points each and two that are worth 15 points each. These writing assignments will be based on a question given in class about that week's assigned article.

### Writing Assignments (100 each, 200 total)

The writing assignments are designed to have you interact with the material at more personal level. You will be required to write the first paper describing your own theory of psychotherapy. For the final writing assignment, you will be required to write about your own theory of therapy and to evaluate it using the criteria provided over the course. These assignments are explained in detail on Canvas.

Plagiarism will result in a failure in the course and possible dismissal from the university. I assume that you have completed the plagiarism (tutorial available here: <https://libguides.sjsu.edu/plagiarism>) by the time you have taken this class. If not, please do so as it will help you avoid making costly mistakes.

\* Please contact me with questions **BEFORE** the paper is due.

### Final Exam (50 total)

The final exam will be multiple-choice, and will be based on previous quizzes throughout the semester.

## ✓ Grading Information

### Breakdown

Grade	Range	Notes
A+	100-99	
A	98-93	
A-	92-90	
B+	89-87	
B	86-83	
B-	82-80	
C+	79-77	
C	76-73	
C-	72-70	
D+	69-67	
D	66-63	
D-	62-60	
F	59-0	

### Criteria

Type	Weight	Topic	Notes
Writing Assignment 1	20%	Your Theory of Therapy	100 points
Writing Assignment 2	20%	Evaluation of Your Theory of Therapy	100 points
Quizzes	40%	In-Class Lecture, Readings	10 multiple-choice quizzes total, 20 points each
In-Class Writing Assignments	10%	Readings, In-Class Discussion	Four in-class writing assignments, first two each 10 points, last two each 15 points
Final Exam	10%	Previous Quizzes	Multiple choice final

## University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

When	Topic	Notes
Week 1, 08/21/23	Introduction to Course	
Week 1, 08/23/23	Introduction and Overview	<p><b>Readings Due:</b></p> <p>Corey: Chapter 1</p> <p>"Positioning Oneself" (Canvas)</p> <p><b>Assignments:</b></p> <p>In-Class Writing Assignment 1 (10 points)</p>
Week 2, 08/28/23	Introduction and Overview	<p><b>Readings Due: (Continued)</b></p> <p>Corey Chapter 1</p> <p>"Positioning Oneself" (Canvas)</p>
Week 2, 08/30/23	The Counselor: Person/Professional Ethical Issues	<p><b>Readings Due:</b></p> <p>Corey: Chapter 2 and 3</p> <p>"On Being Sane in Insane Places" (Canvas)</p> <p><b>Assignments:</b></p> <p>Quiz 1</p>
Week 3, 09/04/23	Labor Day	No Class
Week 3, 09/06/23	The Counselor: Person/Professional Ethical Issues (Continued)	<p><b>Readings Due: (Continued)</b></p> <p>Corey: Chapters 2 and 3</p> <p>"On Being Sane in Insane Places" (Canvas)</p> <p><b>Assignments:</b></p> <p>Quiz 1</p>
Week 4, 09/11/23	Psychoanalytic Theory	<p><b>Readings Due:</b></p> <p>Corey: Chapter 4</p> <p>"Myth of Mental Illness" (Canvas)</p> <p>"Critical Thinking in Clinical Practice" (Canvas)</p> <p><b>Assignments:</b></p> <p>Quiz 2</p>
Week 4, 09/13/23	Psychoanalytic Theory	<p><b>Readings Due: (Continued)</b></p> <p>Corey: Chapter 4</p> <p>"Myth of Mental Illness" (Canvas)</p> <p>"Critical Thinking in Clinical Practice" (Canvas)</p> <p><b>Assignments:</b></p> <p>Quiz 2</p>



When	Topic	Notes
Week 5, 09/18/23	Adlerian Therapy	<p><b>Readings Due:</b></p> <p>Corey: Chapter 5</p> <p>"Guidelines for Critical Thinking" (Canvas)</p> <p>"Search for the Meaning of Madness" (Canvas)</p> <p><b>Assignments:</b></p> <p>Quiz 3</p>
Week 5, 09/20/23	Adlerian Therapy	<p><b>Readings Due: (Continued)</b></p> <p>Corey: Chapter 5</p> <p>"Guidelines for Critical Thinking" (Canvas)</p> <p>"Search for the Meaning of Madness" (Canvas)</p> <p><b>Assignments:</b></p> <p>Quiz 3</p>
Week 6, 09/25/23	Existential Therapy	<p><b>Readings Due:</b></p> <p>Corey: Chapter 6</p> <p>"Foucault on Madness" (Canvas)</p> <p><b>Assignments:</b></p> <p>Quiz 4</p>
Week 6, 09/27/23	Existential Therapy	<p><b>Readings Due: (Continued)</b></p> <p>Corey: Chapter 6</p> <p>"Foucault on Madness" (Canvas)</p> <p><b>Assignments:</b></p> <p>Quiz 4</p>
Week 7, 10/02/23	Person-Centered Therapy	<p><b>Readings Due:</b></p> <p>Corey: Chapter 7</p> <p>"Young Women Struggling for Identity" (Canvas)</p> <p><b>Assignments:</b></p> <p>Quiz 5</p>
Week 7, 10/04/23	Person-Centered Therapy	<p><b>Readings Due: (Continued)</b></p> <p>Corey: Chapter 7</p> <p>"Young Women Struggling for Identity" (Canvas)</p> <p>Writing Assignment 1 Instructions</p> <p><b>Assignments:</b></p> <p>Quiz 5</p>

When	Topic	Notes
Week 8, 10/09/23	Gestalt Therapy	<p><b>Readings Due:</b></p> <p>Corey: Chapter 8</p> <p>"A Broader View of Trauma" (Canvas)</p> <p><b>Assignments:</b></p> <p>Quiz 6</p>
Week 8, 10/11/23	Gestalt Therapy	<p><b>Readings Due: (Continued)</b></p> <p>Corey: Chapter 8</p> <p>"A Broader View of Trauma" (Canvas)</p> <p><b>Assignments:</b></p> <p>Quiz 6</p>
Week 9, 10/16/23	Behavior Therapy	<p><b>Readings Due:</b></p> <p>Corey: Chapter 9</p> <p>"Critique of DSM" (Canvas)</p> <p><b>Assignments:</b></p> <p>In-Class Writing Assignment 2</p>
Week 9, 10/18/23	Behavior Therapy	<p><b>Readings Due: (Continued)</b></p> <p>Corey: Chapter 9</p> <p>"Critique of DSM" (Canvas)</p> <p><b>Assignments:</b></p> <p><b>Writing Assignment 1</b></p>
Week 10, 10/23/23	Cognitive Behavioral Therapy	<p><b>Readings Due:</b></p> <p>Corey: Chapter 10</p> <p><b>Assignments:</b></p> <p>Quiz 7</p>
Week 10, 10/25/23	Cognitive Behavior Therapy	<p><b>Readings Due: (Continued)</b></p> <p>Corey: Chapter 10</p> <p><b>Assignments:</b></p> <p>Quiz 7</p>
Week 11, 10/30/23	Reality Therapy	<p><b>Readings Due:</b></p> <p>Corey: Chapter 11</p> <p>"Narrative Therapy's Relational Understanding of Identity" (Canvas)</p> <p><b>Assignments:</b></p> <p>In-Class Writing Assignment 3 (15 points)</p>

When	Topic	Notes
Week 11, 11/01/23	Reality Therapy	<p><b>Readings Due: (Continued)</b></p> <p>Corey: Chapter 11</p> <p>"Narrative Therapy's Relational Understanding of Identity" (Canvas)</p> <p>Writing Assignment 2 Instructions</p>
Week 12, 11/06/23	Feminist Therapy	<p><b>Readings Due:</b></p> <p>Corey: Chapter 12</p> <p>"Just Say No" (Canvas)</p> <p>"Thank a Feminist" (Canvas)</p> <p><b>Assignments:</b></p> <p>Quiz 8</p>
Week 12, 11/08/23	Feminist Therapy	<p><b>Readings Due: (Continued)</b></p> <p>Corey: Chapter 12</p> <p>"Just Say No" (Canvas)</p> <p>"Thank a Feminist" (Canvas)</p> <p><b>Assignments:</b></p> <p>Quiz 8</p>
Week 13, 11/13/23	Postmodern Approaches	<p><b>Readings Due:</b></p> <p>Corey: Chapter 13</p> <p>"Narrative Therapy Handout" (Canvas)</p> <p>"Process of Questioning" (Canvas)</p> <p>"Teaching Across Discourses" (Canvas)</p> <p><b>Assignments:</b></p> <p>Quiz 9</p>
Week 13, 11/15/23	Postmodern Approaches	<p><b>Readings Due: (Continued)</b></p> <p>Corey: Chapter 13</p> <p>"Narrative Therapy Handout" (Canvas)</p> <p>"Process of Questioning" (Canvas)</p> <p>"Teaching Across Discourses" (Canvas)</p> <p><b>Assignments:</b></p> <p>Quiz 9</p>

When	Topic	Notes
Week 14, 11/20/23	Postmodern Approaches	<p><b>Readings Due: (Continued)</b></p> <p>Corey: Chapter 13</p> <p>"Narrative Therapy Handout" (Canvas)</p> <p>"Process of Questioning" (Canvas)</p> <p>"Teaching Across Discourses" (Canvas)</p> <p><b>Assignments:</b></p> <p>In-Class Writing Assignment 4 (15 points)</p>
Week 14, 11/22/23	Thanksgiving Break	No Class
Week 15, 11/27/23	Family Systems Therapy	<p><b>Readings Due:</b></p> <p>Corey: Chapter 14</p> <p>"Poststructuralist Theory in Practice" (Canvas)</p> <p><b>Assignments:</b></p> <p>Quiz 10</p>
Week 15, 11/29/23	Family Systems Therapy	<p><b>Readings Due: (Continued)</b></p> <p>Corey: Chapter 14</p> <p>"Poststructuralist Theory in Practice" (Canvas)</p> <p><b>Assignments:</b></p> <p>Quiz 10</p>
Week 16, 12/04/23	Integration & Application	<p><b>Readings Due:</b></p> <p>Corey: Chapter 15</p> <p>"Couples, Culture, and Discourse" (Canvas)</p>
Week 16, 12/06/23	An Integrative Perspective continued...	<p><b>Readings Due: (Continued)</b></p> <p>Corey: Chapter 15</p> <p>"Couples, Culture, and Discourse" (Canvas)</p> <p><b>Assignments:</b></p> <p><b>Writing Assignment 2</b></p>
Wednesday 12/13/2023 12:15 PM - 2:30 PM	Final Exam	