



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

RENISON UNIVERSITY COLLEGE

240 WESTMOUNT ROAD NORTH, WATERLOO, ON, CANADA, N2L 3G4
519-884-4400 | fax 519-884-5135 | uwaterloo.ca/renison

Winter 2017

Course Code: PSYCH 334R

Course Title: Theories of Individual Counseling

Class Times/Location: 11:30am-2:20pm (REN 1918)

Instructor: Jim Perretta, PhD, CPsych

Office: REN 1609

Office Hours: 10:30 – 11:20am Mondays before class

Email: jperrett@uwaterloo.ca

Course Description

This course will provide an overview of the art and the science of various theories of individual counseling. We will discuss evidence-based practice in counseling; that is, artful application of scientific research through clinical reasoning in the context of client characteristics, culture, and preferences. A variety of theories will be presented, and compared and contrasted with each other. A synthesis will be made, which promotes integration of different theories of counseling.

Course Objectives and Learning Outcomes

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

- a) describe various theories of individual counseling
- b) evaluate strengths and weaknesses of each theory
- c) evaluate ways of integrating different theories
- d) interpret the components of evidence-based practice in counseling
- e) apply your theoretical knowledge through real-world examples, group presentations, and class participation.

Required Text: *PSYCH 334: University of Waterloo: Theories of Individual Counseling. (2017). Toronto: Wiley Publishers.*

Additional Required Readings: Available on Course Reserves website.

Course Requirements: PSYCH 101/121R

Course Requirements and Assessment

<u>Assessment</u>	<u>Date of Evaluation</u>	<u>Weighting</u>
Quizzes	Jan. 23, 30; Mar. 6, 13, 20	15%
Midterm Exam	Feb. 13	25%
Final Exam	TBA	25%
Class Participation Journal	Apr. 3	10%
Group Presentation	TBA	25%

Quizzes

A quiz will take place at the beginning of class on Jan. 23, 30; Mar. 6, 13 & 20. Five multiple choice items will be selected from the assigned readings for the week of the quiz. Your best 4 (out of 5) quizzes will be included in your final grade.

Midterm Exam

The midterm on Feb. 13 will include multiple choice items and written responses, which will be drawn from the lectures and the assigned readings from the first half of the class.

Final Exam

The final exam will include multiple choice items and written responses, which will be drawn from the lectures and the assigned readings from the second half of the class, with the exception of one question which will be provided in our final lecture. In addition, a take-home point will be selected in-class from each group presentation, which may be on the final exam.

Class Participation Journal

PSYCH 334R places high emphasis on class attendance and participation, as learning is enhanced by active engagement, open discussion, and application of course material. You will submit a journal in-class (1 - 1½ page single-spaced) - on Apr. 3, 2016. You will indicate your goals in taking this class and which lectures you were most engaged in. You will also describe specific examples of your contribution to the class discussion (in the larger class, smaller group-work, and presentations by your peers). You will attach to your journal a copy of the Class Participation Rubric (see LEARN website) - you will rate yourself based on your attendance, class preparation, listening skills, level of engagement, and quality of contribution to class discussion.

Group Presentation

On the LEARN website for our course, sign-up to present on a topic of your choice (e.g. CBT for Obsessive-Compulsive Disorder; Interpersonal Therapy for Late-Life Depression; Motivational Interviewing for Suicidal Ideation). Selections will be made on a first-come, first-choice basis. You and two of your classmates will complete a 24-28 minute Power Point presentation on your selected topic (roughly 8 minutes per student). As a group, you will conduct a literature search and provide a review of some of the key theory, clinical-practice, research outcomes, and strengths and weaknesses for your topic. You will also use a role-play or a case study in order to illustrate a real-world application of your topic. (If your group has four students, you will also include a review of "ethical issues"). Student evaluation will be based on your background knowledge, focus of presentation, effective use of audio-visual media and role-play/case study, oral presentation skills, and generation of class discussion. Each student will provide a 1½ - 2 pages summary (single-spaced) of the key points that you covered in your specific portion of the presentation, along with

another page listing your own References. You will also attach three copies of the Group Participation Rubric (on the LEARN website) – you will rate yourself and your peers on a number of criteria (e.g. workload, organization, and showing up for meetings).

Course Outline

Week	Date	Readings
1	Jan. 9	Course text: Introduction to Counseling Theory and Technique Chapter American Psychological Association. (2005). Policy statement on evidence-based practice in psychology, pages 1-6. Retrieved from: http://www.apa.org/practice/guidelines/evidence-based-statement.aspx Glass, C. R., & Arnkoff, D. B. (2000). Consumers' perspectives on helpful and hindering factors in mental health treatment. <i>Journal of Clinical Psychology, 56(11)</i> , 1467-1480.
2	Jan. 16	Course text: Psychoanalytic Theory Chapter
3	Jan. 23	Course text: Person-Centered Theory Chapter
4	Jan. 30	Course text: Behavioral Theory Chapter
5	Feb. 6	Course text: Existential Theory Chapter
6	Feb. 13	Midterm
7	Feb. 27	Course text: Cognitive/Cognitive-Behavioral Theory Chapter
8	Mar. 6	Course text: Interpersonal Theory Chapter Blanco, C., Clougherty, K. F., Lipsitz, W. J., Mufson, L., & Weissman, M. (2006). Homework in Interpersonal Therapy (IPT): Rationale and Practice. <i>Journal of Psychotherapy Integration, 16(2)</i> , 201-218.
9	Mar. 13	Course text: Motivational Enhancement Chapter Wagner, C. C., & Ingersoll, K. S. (2008). Beyond cognition: Broadening the emotional base of motivational interviewing. <i>Journal of Psychotherapy Integration, 18(2)</i> , 191-206.
10	Mar. 20	Course text: Two Multicultural Theory Chapters LaRoche, M.J., & Maxie, A. (2003). Ten considerations in addressing cultural differences in psychotherapy. <i>Professional Psychology: Research and Practice, 34(2)</i> , 180-186.
11	Mar. 27	Course text: Combining Psychotherapy and Pharmacotherapy Chapter Gabbard, G. O. (2006). The rationale for combining medication and psychotherapy. <i>Psychiatric Annals, 36(5)</i> , 315-319.
12	Apr. 3	Norcross, J. C., Pfund, R. A., & Prochaska, J. O. (2013). Psychotherapy in 2022: A Delphi poll on its future. <i>Professional Psychology: Research and Practice, 44(5)</i> , 363-370. Shapiro, J. P. (2009). Integrating outcome research and clinical reasoning in psychotherapy planning. <i>Professional Psychology: Research and Practice, 40(1)</i> , 46-53. Weerasekera, P. (1993). Formulation: A multiperspective model. <i>Canadian Journal of Psychiatry, 38</i> , 351-358. <i>*Due In Class: Class Participation Journal*</i>

Late Work

All assignments are due at the beginning of class on their specified due dates. 5% will be deducted on these assignments for each day that they are late. Missed due dates are only acceptable in the case of medical problems (with a doctor's note).

Electronic Device Policy

Cell phones are to be turned off during class. Laptops may be used to take notes. Net-surfing and texting are not permitted in class.

Attendance Policy

Attendance will be taken every class. 10% of your final grade will be based on your attendance and class participation. Accommodation will be made for student illness or other unforeseen events. A doctor's note may be requested.

Final Examination Policy

For **Winter 2017**, the established examination period is **April 7-25, 2017**. The schedule will be available in late February. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: <https://uwaterloo.ca/registrar/final-examinations>)

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Concerns About a Course Policy or Decision

Informal Stage. We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext. 38790

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 -](#)

[Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; reibach@uwaterloo.ca.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#)

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Accommodation for course requirements

- Students requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:
 - seek medical treatment as soon as possible and obtain a completed uWaterloo [Verification of Illness Form](#)
 - submit that form to the instructor within 48 hours.
 - (if possible) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.
- In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam, which will typically be written as soon as possible, but no later than the next offering of the course.
- In the case of a missed assignment deadline, midterm test, or quiz, the instructor will either:
 - waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
 - provide an extension.
- In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.
- Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.
- Elective arrangements such as travel plans are not acceptable grounds for granting accommodations to course requirements per the [uWaterloo Examination Regulations and Related Matters](#).

Intellectual Property. Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

A respectful living and learning environment for all

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.
2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy.
3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.
4. If you experience or witness either harassment or discrimination, you may contact the Renison University College Interim Harassment and Discrimination Officer at megan.collings-moore@uwaterloo.ca (519-884-4404, ext. 28604).