



University of Waterloo

Winter 2015

COURSE NUMBER: PSYCH 334R
Course Name: Theories of Individual Counseling
Instructor: Dr. Jim Perretta, Registered Psychologist
Telephone: 519-749-4300, ext. 7240
Email: jgperett@uwaterloo.ca
Class Times/Location: Mondays: 2:30 - 5:20pm (REN 2106)
Office Hours: Mondays: After lecture

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: By the end of this course, you 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.

Custom-Made Text: *PSYCH 334: University of Waterloo: Theories of Individual Counseling. (2015). Toronto: Wiley Publishers.*

Additional Required Readings: Available on University Library web-site - Course Reserves.

Course Requirements: PSYCH 101/121R

Grading:

Quizzes (Best 4 out of 5: Jan. 19 & 26; Mar. 2, 9, & 16)	15%
Midterm Exam (Feb. 9th)	25%
Group Presentation (TBA)	25%
Class Participation Journals (Feb. 23 & Mar. 30)	10%
Final Exam	25%

SYLLABUS

Week	Date	Readings
1	Jan. 5	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. 12	Course text: Psychoanalytic Theory Chapter
3	Jan. 19	Course text: Person-Centered Theory Chapter <i>Quiz</i>
4	Jan. 26	Course text: Behavioral Theory Chapter <i>Quiz</i>
5	Feb. 2	Course text: Existential Theory Chapter
6	Feb. 9	Mid-term
7	Feb. 23	Course text: Cognitive/Cognitive-Behavioral Theory Chapter <i>*Due In Class: First Class Participation Journal*</i>
8	Mar. 2	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. <i>Quiz</i>
9	Mar. 9	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. <i>Quiz</i>
10	Mar. 16	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. <i>Quiz</i>
11	Mar. 23	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	Mar. 30	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: Second Class Participation Journal*</i>

Group Presentation Topics: Sign-up for one of these groups on the LEARN website for our course. Selections will be made on a first-come, first-choice basis (three students per group).
Feb. 23 – Cognitive-Behavior Therapy for 1) Social Anxiety Disorder or 2) Bulimia Nervosa
Mar. 2 – Interpersonal Therapy for 3) Adolescent Depression or 4) Late-life Depression
Mar. 9 – Motivational Interviewing for 5) Problem Gambling or 6) Juvenile Justice System
Mar. 16 – Multicultural and Diversity Counseling: 7) Asian Clients or 8) LGBT Clients
Mar. 23 – Role of Medication and Counseling for 9) Childhood ADHD or 10) Schizophrenia
Mar. 30 – Future Directions and Integration: 11) Internet Therapy, 12) Dialectical Behavior Therapy, or 13) Acceptance and Commitment Therapy

Group Presentation: You will complete a 25-30 minute Power Point presentation with two of your classmates. As a group, you will conduct a literature search and provide a review of some of the key theoretical, clinical-practice, research outcome, and ethical issues, and strengths and weaknesses for your topic. You will also use a role-play or a case study to illustrate a real-world application of your topic. 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).

Class Participation: PSYCH 334 places high emphasis on class attendance and participation, as learning is enhanced by active engagement, open discussion, and application of course material. Class participation includes attending all classes, completing all assigned readings, paying attention to lectures and group presentations, contributing to interactive class activities and peer presentations, exercising critical thinking skills, and discussing real-world applications of what you learn. You are encouraged to keep a record of your class participation each week, which will help in composing your Class Participation Journals (see below).

Class Participation Journals: You will submit two journals in-class (1 - 1½ page single-spaced) (on Feb. 23 and Mar. 30, 2015). In both journals, you will indicate your goals in taking this class and which lectures you were particularly engaged in. You will also describe specific examples of your contribution to the class discussion (in the larger class, smaller group-work, or group presentations). In your first journal, describe a plan of action to improve your participation in the second half of the class. In your second journal, comment on whether you were able to implement your plan of action and whether you achieved your goals from your first journal. You will attach a copy of the Class Participation Rubric (on the LEARN website) – you will rate yourself on a number of criteria (e.g. attendance, class preparation, and level of engagement).

Late Assignment Policy

Class Participation Journals and Group Presentation Summaries are due in-class on their specified due dates. 5% will be deducted for each day that these assignments are late.

Final Examination Policy

For winter 2015, the established examination period is April 10-25 2015. The schedule will be available in February. Students should be aware that student travel plans are not acceptable

grounds for granting an alternative final examination time (see: <http://www.registrar.uwaterloo.ca/exams/finalexams.html>).

Accommodation for Illness or Unforeseen Circumstances:

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html

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.

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, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>.

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, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>. In addition, consult <http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes> for the Faculty of Arts’ grievance processes.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>.

Academic Integrity website (Arts):

http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (uWaterloo): <http://uwaterloo.ca/academic-integrity/>

Accommodation for Students with Disabilities:

Note for students with disabilities: The AccessAbility Services (AS) Office, located in Needles Hall, Room 1132, 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.

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 Harassment and Discrimination Officer at mmalton@uwaterloo.ca (519-884-4404, ext. 28628).