

Introduction to Counseling & Psychotherapy

PSYC 401 3 GEP SS Credits

Fall 2022

3:30-4:45 pm MW

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Course Description

- Introduction to Counseling & Psychotherapy provides a survey of the major areas of study in psychology such as: motivation, learning physiology, human development, social psychology, abnormal behavior, perception, memory, cognition/thought, and treatment. This will be an experiential course where students examine and provide examples of the concepts covered from their own lives and experience.
- This course will take place in the classroom. Assignments will be due each Sunday night before midnight.

Course Learning Outcomes

A learning outcome is a statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) as a result of a learning experience.

1. Express ideas in written formats that reflect basic psychological concepts and principles. (APA – 4.1A)
2. Write using APA style. (APA – 4.1D)
3. Interpret behavior and mental processes at an appropriate level of complexity (APA 1.1C)

Evaluation/Course Requirements

| Assignment | Brief Description | Points/Percentage | Learning Outcomes Met (#) |
|------------------|----------------------------|-------------------|---------------------------|
| Weekly Questions | Critical thinking exercise | 150 pts 28% | 1, 2 & 3 |
| Exams | Formal assessment | 200 pts 36% | 1 |
| Case Studies | Summative assessment | 195 pts 18% | 1 & 3 |

Required Course Materials

Systems of Psychotherapy: A Transactional Analysis 8th ed. Prochaska & Norcross, Cengage Publishing. ISBN: 978-1133314516 No access card needed.

Technology Guidelines

Students will need a functioning computer, access to the internet, and the ability to use MS Word.

Cell phone usage: Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Grading Scale

| | | | |
|----|------------|----|----------------|
| A | 100% - 93% | C+ | 79% - 77% |
| A- | 92% - 90% | C | 76% - 73% |
| B+ | 89% - 87% | C- | 72% - 70% |
| B | 86% - 83% | D+ | 69% - 67% |
| B- | 82% - 80% | D | 66% - 63% |
| | | D- | 62% - 60% |
| | | F | 59 % and below |

Weekly Questions: Answers to the weekly questions should be 1-2 full paragraphs each. These observations should be written at college level and devoid of grammar, punctuation and spelling errors. Thoughts should be presented in a scholarly manner. Questions are worth 11 points each week. **You MUST create your work in Word to take advantage of spell/grammar check then copy/paste into Canvas. Do NOT Attach Your Work.**

EXAMS: There will be 3 exams during the semester including the final exam. Exams will count as 20% of your final average. The first two exams will be worth 60 points each and the last, 80 points. If you must be absent for the exam for any reason, you must contact me no later than the day before the test to make arrangements to make up the exam. Otherwise, 0 points will be recorded and your grade computed accordingly. The last exam will be proctored. They will be proctored in class for lecture students. If an online student, you will be expected to make arrangements for your proctored exams.

Weekly Questions Rubric

| Category | Explanation | Points |
|---------------------|--|--------|
| Content | The responses need to answer the question fully using a minimum of a paragraph per question. | 8 |
| Writing Mechanics | Answers should be devoid of grammatical, punctuation and spelling errors. | 2 |
| Total Points Weekly | | 10 |

Participation: Participation points are designed for the purpose of recognizing the very important learning that goes on in the classroom, which might not fully appear in a student's written work. It is an opportunity to earn bonus points. Each class period, individual performance will be noted on the attendance roster. Final participation grades will be based upon the sum of these marks. One valuable comment will earn a student a point for that day. Two valuable comments will earn a maximum of two for that day. While the quality of participation is noted, student participation is not to be understood as an examination. It is not essential that students have a "polished" statement on the course materials or a "correct" answer to my questions in order to participate. Any reasonable and useful response will count. Additionally, student's own questions can count as participation if they benefit the class. Active involvement and interaction are the goals of this grading mechanism.

Case Studies: There will be three (3) case studies due this semester. For each case study, students will be presented with a case and will choose to address the subject from one of the theoretical approaches covered. The first case study will cover theories found in chapters 3-7, 2nd case study will cover chapters 8-12, and the 3rd case study will cover chapters 13-16. These will be created in Word, written APA 7th edition format, double spaced. Each case study should be between 1-2 pages in length not counting title and reference pages.

Case Study Rubric

| Category | Explanation | Points |
|---|--|--------|
| Title Page | Title – Student Name – Class Name | 5 |
| Intro | Brief intro to the case – do not copy directly from the case study | 5 |
| Legal/Ethical/Cultural/Medical Considerations | Address these issues and discuss their relevance to the case | 20 |
| Treatment Goals | Describe 1-2 treatment goals and how you would undergo achieving these goals via the treatment approach chosen | 20 |
| Reference Page | APA format – cite textbook along with any outside sources. Includes proper formatting of in-text citations | 10 |
| Writing Mechanics & Formatting | Quality of writing, spelling, punctuation and grammar use. | 5 |
| Total Points | | 65 |

Communicating with your Instructor



Email is the quickest way to reach me at: ddodson@uwsp.edu



Call my office at any time (715-346-2883). Leave a voicemail or message.



Zoom Videoconference is also available by request.

Communicate Clearly

Remember some faculty receive as many as 100 emails per day. Please include the name of your class in the subject line. Yours should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name. I will not open attachments without messages or messages that are illegible.

Office hours

I am available without an appointment on the days/times below. Individual meetings can be arranged through an email request, phone call, or conversation directly before or after class. I do not hold normal office hours during the following weeks: (Thanksgiving week, Spring Break, Summer Break, and finals weeks.) This fall, office hours will be via Zoom. You are always welcome to email me, also.

| MW | TR | F |
|--------|-----------|---------|
| 11-3pm | 10am-11am | 10-noon |

Attendance

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. ***I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes. Any exceptions to the attendance policy should be confirmed in writing.***

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):

Attend all your classes regularly. We do not have a system of permitted "cuts."

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center.

Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu.
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Late Work

I do not accept late work other than in the case of documentable emergencies such as medical treatment. Please be mindful of deadlines as I want you to be successful this semester.

Emergency Procedures

- In the event of a **medical emergency call 9-1-1** or use campus phone in the Admin Office. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a **tornado warning, proceed to the lowest level interior room** without window exposure. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).
- In the event of a **fire alarm, evacuate the building** in a calm manner. Meet at the parking lot outside the building. Notify instructor or emergency response personnel of any missing

individuals.

- **Active Shooter – RUN. HIDE. FIGHT.** If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point.”

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

| Tutoring | Advising | Safety and General Support | Health |
|--|---|--|--|
| Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568 | Academic and Career Advising Center, 320 Albertson Hall, ext 3226 | Dean of Students Office, 212 Old Main, ext. 2611 | Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646 |

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.
- (2) Examples of academic misconduct include, but are not limited to:
- Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course
 - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
 - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - Stealing examinations or course materials
 - Submitting, if contrary to the rules of a course, work previously presented in another course
 - Tampering with the laboratory experiment or computer program of another student
 - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Other Campus Policies

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal

and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

COVID19

Face Coverings:

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

Other Guidance:

- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
 - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.

- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

Course Schedule

Course Outline

(Subject to Change)

| | |
|-------------------|---|
| Week 1 Unit 1 | Syllabus, Course Overview, Introductions Chapter 1 – Defining & Comp Psychotherapy – Wkly Questions due 9/11 |
| Week 2 | Chapter 3 – Psychodynamic Therapies -Wkly Q due 9/18 |
| Week 3 | Chapter 4 - Existential Therapies Wkly Q due 9/25 |
| Week 4 | Chapter 5 – Person Centered Therapies 1st Exam – Wkly Q due 10/2 |
| Week 5 Unit 2 | Chapter 6 - Experiential Therapies – Wkly Q & Case Study 1 due 10/9 |
| Week 6 | Chapter 7 – Interpersonal Therapies – Wkly Q due 10/16 |
| Week 7 | Chapter 8 – Exposure Therapies – Wkly Q due 10/23 |
| Week 8 | Chapter 9 – Behavior Therapies - 2nd Exam – Wkly Q due 10/30 |
| Week 9 Unit 3 | Chapter 10- Cognitive Therapies – Wkly Q 11/6 |
| Week 10 | Chapter 11 – Third Wave Therapies – Wkly Q & Case Study 2 due 11/13 |
| Week 11 | Chapter 12 – Systemic Therapies – Wkly Q due 11/20 |
| Week 12 | Chapter 13 – Gender Sensitive Therapies – 3rd Exam - Wkly Q due 11/27 |
| Week 13 Unit 4 | Chapter 14 – Multicultural Therapies -- Wkly Q due 12/4 |
| Week 14 | Chapter 15 – Constructivist Therapies – Wkly Q due 12/11 |
| Week 15 | Chapter 16 – Integrative Therapies – Wkly Q & Case Study 3 due 12/18 |
| Week 16 | Finals Week – 4th Exam 12/19-23 |