

Introduction to Counseling*

PSY 383

ID 01624

Spring 2014

Instructor: Dr. Mahinur Asanovna Mamatova

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Prerequisites: Psy 391 or Psy 397 (Abnormal Psychology)

Course Language: English

Course Status: required

Number of credits: 3

Classes: T. 12:45 pm; 2:10 pm

Office Hours: T. 3:30 pm – 5:00 pm by previous appointment

Text

Nelson-Jones, R. (2000). The theory and practice of counseling
and/or

Corey, G. (2001). Theory and practice of counseling and psychotherapy

Course Brief Description

Counseling is the one of most important fields of applied psychology. It refers to the sphere of mental health professions. Counseling is a type of helping professions aimed at personal well-being enhancement. The American Counseling Association's Governing Council (1997) approved a definition of professional counseling as being "the application of mental health, psychological, and human development principles through cognitive, affective, behavioral and systemic intervention strategies, that address wellness, personal growth, and career development, as well as pathology" (Harold. L. Hackney, L. Sherilyn Cormier, 2001). This course will survey basic approaches to counseling and therapy in order to enable students' awareness of diversity of professional counseling models.

Course Objectives

At the end of this course the student should be able to:

1. Define general principles of Counseling Psychology and mental health professionals functions
2. Recognize basic assumptions of classical counseling/psychotherapy models
3. Understand potential difficulties and pitfalls of counseling process from its first session to termination
4. Know about basic skills professional counselor needed

Course requirements

1. **Quizzes:** Three quizzes will be given during the semester. Quizzes will cover the information surveyed the textbooks, lecture materials, discussion, readings, factual information, and other illustrative material. Quizzes will be short answer essay, study cases, multiple choice and true-false. Each quiz will be running over the first 30 minutes of class. The exam is worth 50 points each.

2. **Final Exam:** The final will be given during the session time. This exam will cover all factual materials of the course plus the information from class presentations. No excuse is necessary to miss a scheduled examination. If you miss a scheduled exam, you must hold an oral make up exam with the instructor

within three (3) days of the exam. Failure to do so will result in a score of 0 on the missed exam. The exam will be multiple choice, analysis of study cases, and short answers. The exam will be worth 100 points.

3. **Presentation:** Each student will be required to prepare presentation on topics listed below (see Class Schedule). This is your right to perform team-presentation. Creativity in performance of original idea is strongly encouraged. Please see the instructor to discuss presentation topic, presentation plan, and other relevant issues ahead of time. This assignment is worth **100 points**.

Grading Criteria for Presentation

Content	20 points
Understanding	30 points
Criticisms	20 points
Clarity	10 points
Accuracy	10 points
Performance	<u>10 points</u> 100 points possible

4. **Group activities:** Students are expected learn to critically think about and discuss issues addressed during the term. Group activities will revolve around case studies and additional assigned clashing views readings. There will be ten (10) activities each worth 10 points = 100 points total (see class schedule).

Grading criteria for group activity:

Analysis of study case	5 points
Understanding of terminology	2 points
Ability to answer questions	<u>3 points</u> 10 points

5. **Attendance** is required – **60 points**. To be in class on time is expected. Late students will NOT be admitted into the class. Please finish up your personal businesses before class begins. Student is expected to be on class during entire class - time with no early leaving. Class missed because of general medical condition or emergency case will not interfere with your attendance rate.

6. **Facilitation:** This type of assignments is not required but expected and strongly encouraged. Please inform the instructor about your intension to facilitate class not less than one week before. Feel free to contact the instructor for consultation on the assignment. **Extra credits** up to 50 points will be given for facilitation.

Grading Scale

Quizzes	150 points possible
Final Exam	100 points possible
Presentation	100 points possible
Discussions	100 points possible
Attendance	60 points possible
Total	510 points available

A = 459 -510 points

A- = 408-458 points

B+ = 357-407 points

B = 306-356 points

B- = 255-305 points

C+ = 224-254 points

C = 193-223 points

C- = 162- 192 points

D = 131 - 161 points

F = below 130

Bonus will be given for the creativity and independence of thinking (up to 25 points).

Course Cheating Policy

The proven cases of academic dishonesty will be treated by AUCA Academic Dishonesty Policy.

Course Conduct Policy

Norms and rules of academic conduct are common for everyone on-campus. Politeness and intelligence of personal behavior as well as social one are unconditionally expected. Please turn off your cells, beepers and other ring sounders. If you are waiting for important call set the cell on regime "vibration". Finish up your breakfast or taking a snack before coming to class. Don't chat on the class. It interrupts my attention and attention of your classmates.

Course Themes

1/14 Introductory section. The mental health professions. What is Counseling? Counseling within the system of helping professions.

1/14 The parameters of Counseling. Counseling conditions and their effects. Characteristics of effective counselor. Stages of Counseling.

1/21 The client's experience in Counseling. Rapport and relationship. Assessing client problems

1/21 Sigmund Freud and Psychoanalysis. Essentials of psychotherapy: Free Associations, dreams, resistance, and transference.

Group Activity Discussion 1: Unconscious Symbolism

1/28 Sigmund Freud and Psychoanalysis: The general theory of neurosis.

Group Activity Discussion 2: Case analysis - Obsessive Compulsive Disorder, Conversion Disorder

1/28 Alfred Adler and Carl Jung: essentials of psychotherapy

2/4 Psychoanalytic Therapy of Franz Alexander

Group Activity Discussion 3: Psychoanalytic approach to psychophysiological diseases

2/4 Bioenergetic Therapy: Wilhelm Reich and Alexander Lowen

2/11 **Quiz 1 (topics above).** Behavioral Approaches to Therapy: Principles of learning.

2/11 The development of abnormal or unwanted behavior. Classical conditioning.

Group Activity Discussion 4: Case study

2/18 The development of abnormal or unwanted behavior. The theory of reinforcement.

2/18 Operant conditioning methods. Social-Learning Methods.

Group Activity Discussion 5: Case study

2/25 Behavior therapy

2/25 Behavior therapy (cont.)

3/4 Cognitive Approaches to Therapy Cognitive Therapy of Aaron Beck. **Presentation**

3/4 Rational-Emotive Psychotherapy of Albert Ellis

Group Activity Discussion 6: Cognitive models of anxiety and depression

3/18 **Quiz 2 (topics above)**

3/18 Existential Therapy: Client-Centered Psychotherapy of Carl Rogers. Rogers's model of psychopathology.

Existential Therapy: Client-Centered Psychotherapy of Carl Rogers. Rogers's model of psychopathology (cont.)

Group Activity Discussion 7: Case study

3/25 Fritz Perls' Gestalt-psychotherapy

3/25 Fritz Perls' Gestalt-psychotherapy (cont.) **Group Activity Discussion 8: Case study**

4/1 **Quiz 3 (topics above)**

4/1 Convergence of Approaches to Psychotherapy: the basis of all therapies.

4/8 Professional ethics in Counseling Psychology

4/8 **Group Activity Discussion 9: Ethical and legal issues in Mental Health Professions**

4/15 Current Research Issues in Counseling and Psychotherapy

4/15 Current Research Issues in Counseling and Psychotherapy

Group Activity Discussion 10: Case study

4/22 Future directions in Counseling and Psychotherapy

4/29 Course Review

TBA Final Exam

* The following materials were used in the syllabus:

1. Syllabi, materials and teaching thoughts of Dr. Robin Morgan and Dr. Diane Wille, Indiana University Southeast
2. Jill M. Scott, Russell E. Koch, Gregory M. Scott, Stephen M. Garrison (1999). *The Psychology Student Writer's Manual*. Prentice Hall, Inc.
3. Gerald C. Davison, John M. Neale (2001). *Abnormal Psychology Test Bank*, John Willey & Sons, Inc.
4. Thomas F. Oltman, John M. Neale, Gerald C. Davison (1991), *Case Studies in Abnormal Psychology*, John Willey & Sons, Inc.
5. Susan Nolen-Hoeksema (1998). *Clashing Views on Abnormal Psychology A Taking Sides Custom Reader*, McGraw Hill/Dushkin and Brent Slife (2002), *Taking Sides Clashing Views on Controversial Psychological Issues*, 12 th edition McGraw Hill/Dushkin.
6. Cullari, S. (2001) *Counseling and Psychotherapy. A Practical Guidebook for Students, Trainees, and New Professionals*. Allyn and Bacon.