Nyutu: PSYC 342-01 Syllabus Spring 2015

Fayetteville State University
College of Arts and Sciences
Department of Psychology
PSYC 342-01: Introduction to Clinical and Counseling Psychology
Spring 2015

I. Locator Information:
Instructor: Pius N. Nyutu, PhD
Course # and Name: Psyc 342-01: Introduction to Clinical & Counseling Psychology
Class Day and Time: T. R. 12:30pm – 1:45 pm: 235 Southeast Nursing Ed. & Res. Ctr.
Semester Credit Hours: Three (3)
Total Contact Hours: Forty-Five (45)
Office Location: 223 Southeast Nursing Ed. & Res. Ctr.
Office hours: T 8:30 am – 12:30pm, 5:00-6:00pm; R 9:30am-12:30pm
or by appointment
Office Phone: 910-672-1124
Email address: pnyutu@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@broncos.uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Information from FSU or FSU students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. The student is responsible for ensuring the mailbox remains available to receive notifications. FSU is not responsible for issues related to notifications that are not deliverable due to full mailboxes. Inquiries or requests from personal email accounts are not assured a response.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. Course Description:
Psychology 342 is a survey of the history, theories, and applications of clinical and counseling psychology, with an emphasis on analyses of the various approaches to counseling and therapy. Prerequisite: PSYC 210.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:
Ms. Pamela C. Fisher
Licensed Professional Counselor
Spaulding Building, Room 165
(910) 672-1387
psmith@uncfsu.edu

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
(910) 672-1454
lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff
Deputy Title IX Coordinator for Students
Spaulding Building, Room 155
(910) 672-1222
vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

V. Textbooks:

Other Recommended Resources
APA. ISBN: 978-1-4338-0560-8

Myhelpinglab: http://www.myhelpinglab.com/

VI. Student Learning Outcomes
The purpose of this course is to expose the student to the field of clinical and counseling psychology in the United States. The course will introduce students to concepts, theories, methods, skills and professional issues that are pertinent to clinical and counseling psychology. The first section addresses the definition, historical foundations, evolution of the field, and professional requirements. The Assessment section addresses empirical research in psychotherapy and methods of psychological evaluation, including clinical interviewing and cognitive, personality, behavioral, and vocational assessment. The Counseling Approaches section addresses dominant psychotherapeutic models of treatment theories and interventions. The audiovisual presentations from Myhelpinglab® website will be helpful in demonstrating various psychotherapy approaches. The last section, Special Issues, addresses specialized interventions, and contemporary therapy approaches as well as information regarding graduate schools in clinical and counseling psychology. In addition, the course will highlight across all sections various ethical considerations, multicultural perspectives, and current trends and controversies.
Upon the completion of PSYC 342, the successful student is expected to have acquired the following competencies:

1. Have an understanding of the breadth of clinical and counseling psychology demonstrated through tests, class discussions, and assignments.
2. Understand and evaluate the strengths and weaknesses of various counseling theories and provide methods for critical examination and comparison of major counseling and psychotherapy theories demonstrated through tests, class discussions, and professional development exercises.
3. Understand the purpose and use of psychological assessment and diagnosis demonstrated through tests and class discussions.
4. Examine issues of cultural diversity in relation to the major psychological assessment and psychotherapy theories demonstrated through tests, class discussions, and professional development exercise.
5. Recognize common professional and ethical issues that arise in counseling practice and discuss approaches for dealing with these issues according to current, professional-ethical standards/practices demonstrated through tests, discussions, professional development exercises, and group project.
6. Discuss and critically evaluate major controversial issues affecting the helping profession demonstrated through group project and professional development exercises.

VII. Course Requirements and Evaluation Criteria

Grades will be determined by the quality of all written work submitted, tests, final exam, discussion forum participation, and the group project.

Course Assignments

A. Attendance and Participation: Class attendance and active participation in class discussions and activities is required. Students should therefore conduct the assigned readings by class time to enhance their participation. Each class attendance and active participation will count up to 2.5 points (75 points total)

B. Tests: There will be 3 tests in this course. The format of the tests may consist of multiple choices, true/false, short answer questions, or written assignment. Tests will be available on Blackboard between 6:00am and 6:00pm on the day scheduled unless otherwise stated. Missed tests will not be re-opened but students will be given an option of completing a written assignment on a topic and time frame agreed with the instructor. Be sure to check the Course Schedule below for the dates of the tests. (25 points each/75 points total)

C. Final Exam: The final exam will be comprehensive of the material covered through the semester and will be completed in class on the day scheduled on the syllabus. The format may be include multiple choices, short answers, and/or essay type questions. The final exam for seniors graduating in May will be available a week earlier on the day scheduled in the syllabus. There will be No make-up exam after the due date. (100 points)

D. Group Presentation: A 30-minute group presentation is required. The project will be expected to involve all the group members equally and the presentation to actively engage the whole class. Students will be divided into small groups by the instructor and assigned a topic on a current professional issue. The group presentation can include a review of current, relevant scholarly literature from peer-reviewed journals and/or interviews with professional experts in the topic. Additional information about the group project is provided on Blackboard (50 points)

Grading for the group project (50 points) will be based on:
i. Students rating of each other in the group (10 points maximum based on average)
ii. Instructor rating of each student’s participation in the group presentation (10 points)
iii. Final Group’s presentation submitted to instructor. Points will be awarded based on percentage of participation (30 points)

E. Professional Development Exercises
Each student will be expected to complete two professional development exercises that are geared to increase awareness of the profession and understanding of diversity issues in clinical and counseling psychology. Each student must complete the steps below in a sequence. (100 points)

i. Profession of Interest Paper:
Each student will be required to write a 4-6 page paper describing a mental health profession of interest. The paper should include the following sections: Description of the profession, the formal training requirement, work setting for the profession, type of counseling issues the professional deals with, type of assessments and interventions used, and professional issues relating to the profession. Students may choose to conduct an interview with a professional who has earned at least a Master’s degree and practicing in the area of clinical or counseling psychology or mental health (e.g. school counselor, school psychologist, etc). The completed paper will be submitted through Turn-it-in on Blackboard (50 points)

ii. Area of Diversity Paper
Write a 4-6 page paper on one of the selected topics below. The paper should be structured to include a review of literature from different sources of information (books, peer-reviewed articles, and videos) and discuss the relationship of the information to the topics covered in class. The student also should analyze the applicability of the information to his/her own professional development for a career in mental health area. The paper must be submitted through Turn-it-in on Blackboard. (50 points)

Choose one topic from the following to conduct the exercise on:
   a. Counseling African American clients
   b. Counseling Native American clients
   c. Counseling Latina/Latino clients
   d. Counseling Asian American clients
   e. Counseling clients of multiracial backgrounds
   f. Counseling lesbian, gay, bisexual, and transgendered (LGBT) clients
   g. Integrating spirituality in counseling

Guidelines for the Papers:
Each professional development exercise paper must adhere to the following guidelines (Additional guidelines are provided on Blackboard site for the course):

1. Must follow APA format (cover page, reference page, citations within paper, correct section headings)
2. Must be typed, double spaced, and in 12pt. font.
3. Must be no more than 6 pages in length and no less than 4 pages in length, excluding cover page, abstract, and list of references
4. Must include, through citation, support from professional psychology sources such as books and published articles. (A list of the references in APA format must be attached to the paper).
5. Must demonstrate appropriate use of grammar, sentence structure, punctuation, etc.
**Course Grading Criteria**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend &amp; Participation</td>
<td>75</td>
</tr>
<tr>
<td>Tests (3)</td>
<td>75</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Professional Dev. Exercises (2)</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Possible Points:</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>360-400</td>
</tr>
<tr>
<td>B</td>
<td>320-359</td>
</tr>
<tr>
<td>C</td>
<td>280-319</td>
</tr>
<tr>
<td>D</td>
<td>240-279</td>
</tr>
<tr>
<td>F</td>
<td>239 or less</td>
</tr>
<tr>
<td>FN</td>
<td>FAILURE DUE TO NON-ATTENDANCE – Assigned to students who are on class roster, but never attend the class. An FN grade is equivalent to an F grade in the calculation of the GPA.</td>
</tr>
</tbody>
</table>

**Interim Grades** (Advisory or warning): X = Non-attendance; EA = Excessive Absence

**Late Assignments:** Assignments must be turned in on the date they are due. Late assignments will be penalized 5 points of the grade for each day after the due date. Assignments turned in late by more than one week will not be accepted.

**Grading:** Extra credit may be awarded to students who complete and submit high quality assignments that are evident that the student went beyond the class requirements. Other opportunities for extra credit may be made available through the semester as they arise and posted on announcements.

You may appeal your grade for any assignment within one week of getting it back. To do so you must return the assignment to the instructor with a coherent written argument for why you feel your grade should be changed. Final grades cannot be changed unless through appropriate grade appeal procedure.

**Policies:** Class attendance, preparation, and participation are expected of all students. Failure to complete an assignment/class activity will also be considered as lack of attendance. Students who miss a third or more of attendance may be assigned a failing grade at the end of the semester even if they completed all the assignments. Please email or phone the instructor if an emergency prevents you from attending a class and/or completing an assignment.

Honesty, excellent work, and consistent preparation is expected of all students. Student/teacher relationships, as well as relationships among peers, must be respectful at all times.

**Use of Personal Computers and Electronic Media:** Use of personal computers in class is only permitted for the purpose of taking notes and conducting scheduled presentations. Students who conduct other activities on their computers during class time will be subjected to FSU Policy on disruptive behavior as stated below.

Use of cell phones and other electronic media is not permitted in class unless with the instructor’s authorization.

**Please note:** If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.
FSU Policy on Disruptive Behavior in the Classroom

The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct the student to cease disruptive behavior.
2. Direct the student to change seating location.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss from class for the remainder of the period (must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

VI. Academic Support Resources

ITTS and Blackboard Help Assistance is available 24/7 by calling 910.672.HELP (910.672.4357) or submit a request online. Access Blackboard Online Support Center.

Students are encouraged to utilize the following resources to continue developing their writing skills:

i. Smarthinking (available on Tools section of Blackboard)
ii. University College Learning Center http://www.uncfsu.edu/learningcenter/.
## VII. Course Outline and Assignment Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and reading Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
</table>
| Week 1 Jan. 13 & 15 | **Module 1: What is Professional Psychology**  
Unit 1: Introduction and Course Overview  
- Syllabus Review  
- Self-introduction and Goals | Introduce yourself and state your course goals on the Discussion section of Blackboard |
| Week 2 Jan. 20 & 22 | Unit 2: Professional Psychology in Context  
- Reading: Todd, Ch 1  
- *Recommended Reading:* Kramer, Ch 1 & 2 |  |
| Week 3 Jan. 27 & 29 | Unit 3: Historical Development of Professional Psychology  
- Reading: Todd, Ch 2 |  |
| Week 4 Feb. 3 & 5 | Unit 4: Professional, Ethical, Legal, and Social Issues  
- Reading: Todd, Chapter 16  
*Recommended Reading:* Kramer, Ch 15 |  |
| Week 5 Feb. 10 & 12 | Test 1 available on Blackboard Tuesday Feb. 10 at 6:00am  
**Module 2: Assessment**  
Unit 1: Issues in Psychological Assessment and Measurement  
- Reading: Todd, Ch. 3  
*Recommended Reading:* Kramer, Ch. 3 | Test 1 due by 6:00pm on Blackboard on Tuesday, Feb. 10th  
*(Use class time on Tuesday Feb. 10 to complete the test)* |
| Week 6 Feb. 17 & 19 | Unit 2: Methods of Clinical Assessment  
- Reading: Todd, Chapter 4 |  |
| Week 7  | Feb. 24 & 26 | Unit 3: Research in Psychotherapy  
- Reading: Todd, Ch 5  
- Recommended Reading: Kramer, Ch 10 | Feb 26 : Seminar on writing Professional Development Exercise papers |
|---|---|---|---|
| Week 8  | Mar. 3 & 5 | Module 3: Counseling Skills & Approaches  
Unit 1: Basic Counseling/Helping Skills  
**Test 2 available on Blackboard on Thursday March 5**  
**Test 2 due by 6:00pm on Blackboard on Thursday, Mar. 5**  
(*Use class time on Thursday Mar. 5 to complete the test)* | |
| Week 9  | Mar. 10 & 12 | Midterm Break | No classes this week |
| Week 10  | Mar. 17 & 19 | Unit 2:  
Psychoanalytic Approaches  
- Reading: Todd, Ch. 6  
- Reading: Todd, Ch. 7 | Profession of Interest Paper due by 11:59pm on Mon. Mar. 16  
(*Use Turn-it-in on Blackboard*)  
*Group presentations on Thursday, Mar. 19: Groups 1 and 2* |
| Week 11  | Mar. 24 & 26 | Unit 3: Humanistic Approaches  
- Reading: Todd, Ch. 8  
- Reading: Todd, Ch. 9 | |
| Week 12  | Mar. 31 & Apr. 2 | Unit 4: Cognitive and Cognitive-Behavioral Approaches to Psychotherapy  
- Reading: Todd, Chapter 11  
**Test 3 available on Blackboard on Thursday April 2nd**  
**Test 3 due by 6:00pm on Blackboard on Thursday, April 2**  
(*Use class time on Thursday April 2 to complete the test)* | |
| Week 13  | Apr. 7 & 9 | Unit 5: Behavioral Approaches  
- Reading: Todd, Chapter 10  
- Reading: Todd, Chapter 12 | Group presentations on Thursday, April 9: Groups 3 and 4 |
| Week 14  | Apr. 14 & 16 | Module 4: Special Issues  
Unit 6: Marriage, Family and Child Therapy  
- Todd, Chapter 13 | Group presentations on Thursday, April 16: Groups 5 and 6 |
| Week 15 | Unit 7: Postmodernism, Diversity, and Contemporary Therapy Approaches  
- Reading: Todd, Chapter 15 | Area of Diversity paper due by 11:59pm on Monday, April 20th  
(Use Turn-it-in on Blackboard) |
|---|---|---|
| Apr. 21 & 23 | Week 16 | Unit 8: Graduate School in Clinical and Counseling Psychology  
- Recommended Reading: Kramer, Ch 16  
Course Review and Wrap-up |
| Apr. 28 & 30 | |
| Week 17 | Final Examination in class on Tuesday, May 5th at 12:00 – 1:50pm |
| May. 5 | |

VIII. Teaching Strategies
This course will be taught using lectures, readings, class and small group discussions, and experiential exercises. Copies of the syllabus, lecture notes, readings, and presentations may be made available through the Blackboard site for the course. Some tests will also be provided through Blackboard.

IX. Bibliography


PLEASE NOTE THAT THE SYLLABUS AND THE SCHEDULES CONTAINED HEREIN ARE SUBJECT TO CHANGE AS NECESSARY MODIFICATIONS ARISE