

III. **Course Content**

This course will include the following topical (content) areas: Theories for clinical practice, integrating assessment to intervention, utilization of Transtheoretical approaches in multicultural situations, and processes of change.

IV. **Course Structure**

Classes will be a combination of lecture, discussion, role play, case interviews, and audiovisual media. Lecture content will serve primarily to clarify questions or issues from assigned readings and assignments. Students are expected to integrate theories into practice through role play, live interviews, clinical exercises and practice evaluation. Quizzes will be completed and graded in class

V. **Required Textbook**

Corey, G. (2013). *Theory and Practice of Counseling and Psychotherapy*, (9th ed.) Belmont, CA; Brooks/Cole, Cengage Learning. ISBN-13:9780840028549

Elizabeth Pomeroy (2003). *The Clinical Assessment Workbook: Balancing Strengths and Differential Diagnosis (Mental Health Practice)*. ISBN – 9780534989002.

Required Readings on Transtheoretical Concepts:

Cancer Prevention Research Center. (2007). Summary overview of the transtheoretical model. (Also click at the detailed overview for more information) <http://www.uri.edu/research/cprc/transtheoretical.htm>

Change Assessment Measure. (2007). University of Rhode Island Change Assessment. <http://www.uri.edu/research/cprc/Measures/urica.htm>

Recommended Textbooks

Cheung, M., & Leung, P. (2008). *Multicultural practice and evaluation: A case approach to evidence-based practice*. Denver, CO: Love Publishing Co.

Prochaska, J.O., & Norcross, J.C. (2010). *Systems of psychotherapy: A transtheoretical analysis*. Pacific Grove, CA: Brooks/Cole. Reviewed the first chapter free at <http://www.cengagebrain.com/shop/isbn/9780495601876>

Other Required Readings and Videotapes will be posted on Blackboard.

VI. **Course Requirements**

A. Reading Assignments & Videos– Students will be expected to complete weekly reading assignments and view assigned videos prior to class. Timely completion of all required readings/videos will assist students' thoughtful participation in class discussion and enhance understanding and application of transtheoretical skills.

- B. Written Assignments (25%)** Students will have written homework assignments that will coincide with the assigned readings and will allow them to apply the information and diagnostic skills learned in class. There will be 6 homeworks given during the semester, and 5 of them will count toward the final grade. Students who complete all 6 homeworks will be allowed to drop their lowest homework grade. If you miss an assignment for any reason you will receive a zero for that assignment. **Homework assignments cannot be made up.**

Students will be given a case study for the basis of each written assignment. Students are expected to come up with a list of intervention/treatment goals for this client and explain how they would apply the skills learned in each module to assist the client in meeting these goals. Students will use the skill sets covered in the prior week's lecture as the basis of the assignment. A sample written assignment, along with its corresponding grading rubric will be posted on blackboard.

- C. Quizzes (25%):**
Students can expect closed book quizzes on the assigned readings on a regular basis. These will generally be given at the start of class and no grade allowances for late arrival will be made. For this reason, students are encouraged to come on time to class. **Quizzes cannot be made up.**

- D. Attendance /Participation (25%)**
Class attendance is expected. Adult learning results from interactions with peers. Graduate students bear a responsibility for active and considerate participation in class activities.

Attendance Policy: **You must attend the first class meeting** because it lays the foundation for this course. In addition to participation score reduction, each absence will have a 2-point reduction or no deduction with a doctor's note or excuse documentation) from the final grade, including extensive tardiness. An additional point will be taken due to inactive participation in each class period. Students who are absent for 10 hours or more should withdraw from the course or receive an automatic F grade.

- E. Case Presentation (25 %) (in the last two class meetings)**

1. A case summary derived from an assigned case will be presented by the student with concrete suggestions for therapeutic interventions derived from class readings and discussions. The three phases (Beginning, Middle and Ending) of therapeutic intervention will be covered with suggestions for evidence-based approaches derived from class.
2. Prepare a visual representation of the case (not a PowerPoint) with your suggestions for therapeutic interventions. Three therapeutic techniques from at least two theories are the minimum expectations. This representation can be a poster, a demonstration or a **1 page handout**. The visual representation will be graded on originality and visual impact. **You will have no more than 10 minutes for your presentation.**

3. If you decide to demonstrate the therapeutic interventions, start the case interview as if it is in the middle of a session so that skills can be demonstrated within the allotted time.

VI. Evaluation and Grading

All assignments are graded using a rubric for that specific assignment. Assignment rubrics are posted on Blackboard. If you encounter any technical difficulties with Blackboard, please find solutions by calling the UH Help Desk at 713-743-1475 and inform the instructor immediately by an email at ptaylor2@uh.edu.

Grading System:

A =	96-100% of the points	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+=	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

VII. Policy Addendum:

ADA Policy: Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance.

Policy on grades of I (Incomplete)

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements.

Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements and the grade may be changed by the instructor at any time to reflect work completed in the course. The grade of "I" may not be changed to a grade of **W**.

POLICY ON ACADEMIC DISHONESTY AND PLAGIARISM

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned,

subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

Course Schedule (Additional readings will be posted on BB in specific folders)

Subject to Change

Week/Date	Topic/Activity	Reading Preparation	Assignment
*Aug. 28	Introduction to Transtheoretical Practice *Orientation *Case Approach with Multicultural Expectations *Genogram Interviews *Transtheoretical Framework & Practice Ethics and Principles	Corey, Chapters 2 and 3 & Glossaries & Lecturettes & Case of Stan Video: 1: Intake and Assessment	
Sept. 4	Basic Therapy Skills & Systems Theory	Expect a Quiz Prochaska, Chapter 11; Corey Chapter 14 & Glossary, Lecturette	
Sept. 11	Person Centered Therapies Including Motivational Interviewing	Corey, Chapter 7 & Glossary & Lecturette & Video 5	#1 Written Assignment Systems Theory Approach
Sept. 18	Person Centered Therapies continued	Expect a Quiz	
Sept 25	Constructivist Therapies including Solution Focused Therapy	Corey. Chapter 13 & Glossary & Lecturette & Video Case of Stan 11	#2 Written Assignment Person Centered Approach
Oct. 2	Constructivist Therapies continued	Expect a Quiz	
Oct. 9	Psychodynamic Therapies including Brief Dynamic Therapies	Corey, Chapters 4 & 5 & Glossaries & Lecturettes & Videos 2 & 3	#3 Written Assignment Solution focused approach
Oct. 16	No Class	Catch up with reading, videos & Lecturettes	
Oct. 23	Psychodynamic Therapies continued	Expect a Quiz	
Oct. 30	Cognitive Behavioral Therapy (CBT)	Corey, Chapters 10 & Glossary & Lecturette & Video 8	#4 Written Assignment Psychodynamic approach
Nov. 6	Cognitive Behavioral Therapy (CBT)	Expect a Quiz	
Nov. 13	Existential Therapy	Corey, Chapter 6 & Glossary & Lecturette & Video 4	#5 Written Assignment Cognitive Behavioral approach
Nov. 20	Existential Therapy	Expect a Quiz	
Nov. 27	Case Presentations		#6 Written Assignment Existential Therapy
Dec. 4	Case Presentation		