



Psychology 6350: Introduction to Theories of Intervention in
Psychology
3 credits
Summer 2023
Professional School Counselor Education Program
Utah State University

INSTRUCTOR:

Dr. Jessica Koltz, Ph.D., NCC, NCSC, LSC, ACMHC
Instructor and Graduate Program Director

To communicate with Dr. Koltz, please use:

1. Canvas Inbox
2. Jessica.Koltz@usu.edu
3. Office phone: 435-797-1250

Dr. Koltz's office hours: Schedule via Canvas or [Calendly](#)

TEACHING ASSISTANT:

Evin Daines, M.Ed. LSC
Practicing School Counselor & Doctoral Student

To communicate with Evin, please use:

1. Canvas Inbox
2. evin.daines@usu.edu
3. Phone: 435-713-5038

Evin's office hours: 4-5 pm, Mondays and Wednesdays (Schedule via Canvas, call or text)

****Be advised the instructor and/or TA will make every effort to respond to communication ASAP. It may take up to 48 hours for a response. Please plan accordingly.**

MEETING TIME & PLACE: May 11th – August 3rd, 2023, via Zoom on Thursdays: 4:30-7:00 PM

REQUIRED TEXT:

Title: *Theories of School Counseling for the 21st Century*
Authors: Colette T. Dollarhide & Matthew E. Lemberger-Truelove
ISBN: 9780190840259
Publisher: Oxford University Press
Publication Date: 2019

RECOMMENDED READINGS

Title: *Theory and Practice in Counseling and Psychotherapy*, 10th edition.
Author: Corey, G.
ISBN 13: 978-1-305-26372-7
Publisher: Brooks Cole
Publication Date: 2017

Title: *Essentials of Intentional Interviewing: Counseling in a Multicultural World*, 3rd edition.

Authors: Ivey, A. E., & Ivey, M. B.

ISBN 13: 978-1-305-08733-0

Publisher: Brooks Cole

Publication Date: 2016

Additional readings will be assigned. Please see the reading list posted on Canvas.

COURSE DESCRIPTION

Introduction to Theories of Intervention provides an introduction to principles and theories of psychological interventions. Students will learn and practice basic counseling skills, explore core theories of psychological intervention, and examine ethical and professional guidelines associated with counseling. The course will involve lectures, reading assignments, writing assignments, three quizzes, large and small group class discussion, role plays, and audiovisual examples. Psychology 6350 is intended for students who are admitted into the Master's in School Counseling program. The course is taught during the full 14-week summer session, with 2.5 hours per week of classroom/didactic instruction. Students should be prepared to devote a minimum of 5-8 hours per week outside of the classroom to support their class preparation and assignment completion. Students are expected to attend and actively participate in all class meetings.

COURSE ATTENDANCE

If you cannot attend a class session, arrangements cannot be made to make up any material missed during the class, except in what the university defines as "extenuating circumstances." These circumstances lie outside the control of the student, e.g.: doctor-ordered absences, death in the immediate family, etc. If students miss class, the consequence will be a missed opportunity for learning as well as the absence having an impact on their grade if quizzes or assignments are missed.

Vacations, attendance at weddings (except your own, for your children and those of siblings) are **NOT** acceptable absences. Please see the University's website relating to the [excused absence policy](#).

Unexcused absences, where the student is requesting to participate virtually for non-Covid, family emergency, or other reasons not identified in the university's excused absence policy above, **will not exceed 20% over the summer semester (no more than 2 unexcused absences)**.

Participation and attendance are key to supporting your journey in your learning experience this semester so when students are not ill, it is imperative to be engaged in class discussions and collaborating with your instructor and group to learn all you can.

Instructors and programs uphold their own unexcused absence policies to ensure proper education is learned through each course and program. More than three absences per semester may require a specific "probationary consultation" as determined by the program coordinator.

"Instructors set course content and structure and are responsible for determining if a student has met the minimum requirements for completion of the course. The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments in accordance with individual instructor and course policies. The excused absence policy does not guarantee that a student's absences from a course will not negatively impact his or her success in the course. Furthermore, it is the student's responsibility to ensure that excused

absences do not conflict with clearly established instructor policies on course attendance and participation" (USU, 2022, p. 3).

"Instructors are under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" (USU, 2022, p. 5).

https://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=2116&context=fs_edpol

DISABILITY RESOURCE CENTER (DRC) STUDENT ACCOMODATIONS

In cooperation with the Disability Resource Center (DRC), reasonable accommodations will be provided for qualified students with disabilities. Please inform the instructor prior to the first week of class as to arrangements for necessary accommodations. Alternative format print materials (large print, audio, CD, or Braille) will be available through the Disability Resource Center, if requested and as appropriate. The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

[Academic Standards Subcommittee Agenda, January 13, 2022 \(usu.edu\)](#)

COURSE OBJECTIVES

Course objectives will closely parallel the relevant Standards for Utah School Counselor Programs. Based on these standards, students will gain knowledge of and/or practice with:

1. Essential interviewing, counseling, and conceptualizing skills required to develop a successful helping relationship.
2. Counselor characteristics and behaviors that influence the counseling process.
3. Development of interpersonal skills, including proactively seeking and effectively responding to feedback.*
4. Core counseling theories and models.
5. An introduction to a systems approach to conceptualizing student change.
6. An introduction to developmentally relevant counseling/intervention plans.
7. Evidence-based counseling strategies and techniques for prevention and intervention.
8. Development of a personal approach to counseling.
9. Exploration of diversity issues in school counseling and multicultural counseling competence.*
10. An understanding of the importance of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for students.
11. Self-care strategies for the school counselor.
12. Facilitate counselor self-awareness required to maintain appropriate professional and therapeutic boundaries between counselor and student.*
13. Impact of technology in the counseling process (introduction to current applications and how they can be used in counseling).

*These objectives indicate AAQEP and/or CACREP standards required for our School Counseling Program.

KNOWLEDGE AND SKILL OUTCOMES

1. Theories and models of counseling

2. Systems approach to conceptualizing clients
3. Theories, models, and strategies for understanding and practicing consultation
4. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
5. The impact of technology on the counseling process
6. Counselor characteristics and behaviors that influence the counseling process
7. Essential interviewing, counseling, and case conceptualization skills
8. Developmentally relevant counseling treatment or intervention plans
9. Evidence-based counseling strategies and techniques for prevention and intervention
10. Strategies to promote client understanding of and access to a variety of community-based resources
11. Processes for aiding students in developing a personal model of counseling

CANVAS <https://usu.instructure.com/login>)

This course will be organized and executed via Canvas and supported with in-person learning through lectures, experiential (hands-on) activities, and group discussions. All announcements, assignments, lecture handouts, and grade information will be accessible there. Canvas resources will be available to you on the login page. For assistance, contact the University IT Service Desk:

Phone: 1-877-878-8325

Email: servicedesk@usu.edu

Website: <http://it.usu.edu/>

STUDENT RIGHTS

Your rights as a student are listed and described in The Code of Policies and Procedures for Students at Utah State University. I will do all that I can to ensure that your rights will be guaranteed, maintained, and respected in the class. If, however, you feel that your rights have been violated, you are encouraged to pursue due process as outlined in The Code of Policies and Procedures for Students at Utah State University. This may be accessed at <https://www.usu.edu/student-conduct/student-code/> I would strongly encourage any student with a question or concern to speak with me before the problem becomes more than can be successfully managed within the class.

ACADEMIC INTEGRITY – “THE HONOR SYSTEM”

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full

and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Plagiarizing, cheating, or violating other reasonable standards of academic behavior will not be tolerated. Any student who engages in academically dishonest behavior will receive an "F" for the course grade. All incidents of cheating will be reported for university-level disciplinary proceedings, the results of which may include probation, suspension, expulsion, the assignment of HV (honors violation) to the student's permanent transcript, etc. See section V1-1 of the Code of Policies and Procedures for Students at USU: <https://www.usu.edu/student-conduct/student-code/article6>

GRIEVANCE PROCESS (STUDENT CODE)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: <https://www.usu.edu/student-conduct/student-code/article7> (Article VII. Grievances, pages 25-30).

COURSE REQUIREMENTS

1. **Reading, Attendance, Preparation and Participation:** Students are expected to attend all classes and engage in meaningful participation. Students will receive one point for attending class and will receive the additional participation point for asking a question or providing a comment during class that is relevant to the topic of the current class or reading.
2. **My Theoretical Orientation Paper**
3. **Discussions:** Students are expected to complete one discussion post each week and reply to a post submitted by another student. Each discussion post should reflect the readings completed for class.
4. **Quizzes:** Students are expected to complete three quizzes. These quizzes will include questions that reflect the questions found on the Praxis and are related to the topics covered in this course.
5. **Weekly in Class Assignments:** Students are expected to engage in meaningful learning experiences during classes. In order to assist in this learning, students are expected to complete 10 in-class assignments to be submitted via Canvas. These assignments will be completed within the class period and will be submitted during class via Canvas.
6. **Counseling Videos**

GRADING

The grade you receive in this course will be determined by the number of points you have accumulated at the end of the semester based on 6 overarching areas totaling 100 points:

1. **Reading, Attendance, Preparation and Participation: 14 weeks of class @ 2 points each = 28 points, 28% grade**
2. **My Theoretical Orientation Paper: 18 points, 18% of grade**
3. **Discussions: 14 @ 1 points each = 14 points, 14% of grade**
4. **Quizzes: 3 @ 6 points each = 18 points, 18% of grade**
5. **Weekly in Class Assignments: 10 @ 1 points each = 10 points, 10% of grade**
6. **Counseling Videos: 3 videos @ 4 points each = 12 points, 12% of grade**

**Missed classes will result in a loss of attendance and participation points for the day (2 points), unless there are extenuating circumstances, and the absence is discussed in advance with the instructor. Students who miss more than one class without prior approval risk losing all the participation points for the semester and risk passing the course.

Course grades will be as follows (**your points earned/100**):

Letter Grade	Total Points	Percentage
A	93	93.0 – 100%
A-	90	90.0 – 92.9%
B+	87	87.0 – 89.9%
B	83	83.0 – 86.9%
B-	80	80.0 – 82.9%
C+	77	77.0 – 79.9%
C	73	73.0 – 76.9%
C-	70	70.0 – 72.9%
D+	67	67.0 – 69.9%
D	60	60.0 – 64.9%
F	<60	<60%

Students who are close to the cut-points for a higher grade will be evaluated on a case-by-case basis. To be eligible for grade advancement, the student must be within 0.5% of a higher grade (i.e., in order to move from an A- to an A, a student must have a total percentage of 92.5% or greater), must have satisfactorily completed all assignments and must have missed no more than one class session.

LATE ASSIGNMENTS AND MAKE-UPS

Students must complete all class assignments on the day and time specified to receive full credit; exceptions will be given only in the case of USU-approved absences, legitimate emergencies (e.g., having a baby), or significant illness (e.g., hospitalization or highly contagious disease). You will be required to produce documentation prior to obtaining an extension. All late assignments will receive an automatic reduction of 15% per 24-hours late; this deduction will occur for each 24-hour late period regardless of the amount of time the assignment is submitted late (i.e., your score will be reduced by 15% for being 1 sec. through 23 hrs., 59 mins., 59 secs. late and 30% for the next 24-hour period).

INCOMPLETE GRADES

Incomplete grades will not be granted to a student to avoid a failing grade or to give more time to complete the course unless extenuating circumstances beyond the control of the student warrant special consideration. Such considerations will only be made on an individual basis and only if the student has given the instructor adequate time to decide. Final decision of an incomplete grade will be determined by the instructor and will require a written contract signed by both the student and the instructor.

TENTATIVE SCHEDULE

Week/Date	Content
Week 1 May 11	1. Syllabus & Overview of Theories

Week 2* May 18	1. The Context of Professional School Counseling: The Need for Theory (Ch. 1)
Week 3* May 25	1. General History and Conceptual Frameworks of School Counseling (Ch. 2) 2. Counseling video #1
Week 4* June 1	1. Organizational, Institutional, and Political Challenges and Responsibilities in Professional School Counseling (Ch. 3)
Week 5 June 8	1. Person-Centered School Counseling (Ch. 4) 2. Quiz #1 covering weeks 1-5
Week 6* June 15	1. Adlerian School Counseling (Ch. 5)
Week 7* June 22	1. Cognitive-Behavioral Therapy in the Schools (Ch. 6) 2. Draft of theoretical orientation paper due in class (peer-to-peer review)
Week 8* June 29 *Evin unavailable	1. Counseling for Results: Reality Therapy in Action (Ch. 7)
Week 9* July 6	1. School Counseling from an Existential Perspective (Ch. 8) 2. Counseling video #2
Week 10 July 13	1. Solution-Focused School Counseling (Ch. 9) 2. Quiz #2 weeks 6-10
Week 11* July 20	1. Strength-Based School Counseling (Ch. 10)
Week 12* July 27	1. Ecological School Counseling (Ch. 11) 2. Counseling video #3
Week 13* August 3	1. An Advocating Student-within-Environment Approach to School Counseling (Ch. 12) 2. Final Theoretical Orientation paper due Saturday 8/5/23 at 11:59pm
Week 14 August 10	1. The Discrimination Model for School Counseling Supervision (Ch. 13) 2. Final quiz weeks 1-14

Please note: the instructor reserves the right to modify all dates for assignments, exams, and readings. Modifications to the schedule will be announced in class and via CANVAS at least one week prior to the change. Students will be responsible to know of such changes by attending class or checking Canvas.