

PSYC 321: Counseling Psychology (3 credits)**Summer 2017**

[Course Description](#) | [Required Textbooks](#) | [Course Learning Outcomes](#) | [Technology Requirements](#) | [Course Schedule](#) | [Assignments Description](#) | [Course Policies](#) | [Grading Scale](#) | [University Policies and Resources](#) |

Instructor: Jerome Short, Ph.D.

Email: jshort@gmu.edu (preferred contact)

Phone: 703-993-1368

Office Location: David King Hall 2019

Office Hours: Online via email or Blackboard Collaborate by appointment on Thursdays 2:00-3:00 pm.

***Last day to add course and drop with no tuition penalty:** May 26 ***Final Drop Deadline with 50% tuition penalty:** June 1

Course Description

Welcome! This online course will introduce you to theories and practices of counseling and clinical psychology. You will have quizzes, discussion boards, and role-play exercises with your classmates. The course is asynchronous and you will need to access materials in Blackboard. There are no prerequisites.

Required Textbook: Pomerantz, Andrew M. (2017). *Clinical psychology* (4th ed.). Thousand Oaks, CA: Sage.

Course Learning Outcomes

You will develop the following skills.

1. Conceptualize Skills of Clinical Psychologists - Describe roles and skills of psychological assessment, psychotherapy, consultation, research, and prevention.
2. Apply Ethical Principles - Learn and apply ethical principles to case dilemmas.
3. Demonstrate Cultural Competence - Learn to interact sensitively with people from diverse cultures.
4. Evaluate Psychotherapy Research - Increase critical thinking about the strengths and weaknesses in research methods (experimental vs. non-experimental), reliable and valid measures, sample size and characteristics, and appropriate statistical analyses.
5. Clinical Interviewing - Ability to ask open-ended questions, empathize accurately, elicit examples of thoughts, feelings, and behaviors, and summarize accurately.

6. Case Conceptualization - Apply cognitive, behavioral, and interpersonal theories to understand the causes, maintaining factors, and intervention targets to improve someone's functioning and emotional well-being.
7. Effective Intervention - Ability to evaluate other's previous efforts to improve their functioning and negotiate the use of effective coping strategies in their lives.
8. Effective Technology Use - Ability to use Blackboard to complete quizzes, video-record role-plays with classmates, post assignments, and comment on Discussion Boards.

Technology Requirements

Blackboard Login Instructions

Access to [MyMason](#) and GMU email are required to participate successfully in this course. Please make sure to update your computer and prepare yourself to begin using the online format BEFORE the first day of class. Check [the IT Support Center](#) website. Navigate to [the Student Support page](#) for help and information about Blackboard. In the menu bar to the left you will find all the tools you need to become familiar with for this course. Take time to learn each. Make sure you run a system check a few days before class. Become familiar with the attributes of Blackboard and online learning.

Hardware: You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and access to a fast and reliable broadband internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required taking a distance education course, consider and allow for:

1. the storage amount needed to install any additional software and
2. space to store work that you will do for the course.

If you consider the purchase of a new computer, please go to [Technology Buying Guide](#) to see recommendations.

Software: Many courses use Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the [myMason Portal](#). See [supported browsers and operating systems](#). Log in to [myMason](#) to access your registered courses. Some courses may use other learning management systems. Check the syllabus or contact the instructor for details. Online courses typically use [Acrobat Reader](#), [Flash](#), [Java](#), and [Windows Media Player](#), [QuickTime](#) and/or [Real Media Player](#). Your computer should be capable of running current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free [here](#).

Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. Watch [this video](#) about using Windows on a Mac. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows.

Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

Course-specific Hardware/Software

Check the syllabus for your course or contact the instructor prior to the start of the course to find out about specific technical requirements for your class. Hardware or software required for your course or program may be available for purchase at [Patriot Computers](#) (the University's computer store that offers educational discounts and special deals).

Respondus LockDown Browser: Use of the Respondus LockDown Browser and a functional webcam are required for quizzes in this online course. Please follow these [instructions](#) to download and install the Respondus LockDown Browser. Once you have completed these steps, find the Respondus LockDown Browser application on your computer and open it.

1. [Visit this URL](#) to access the Respondus LockDown Browser download.
2. Setup is easy and only requires you to:
 1. Select your operating system.
 2. Choose "Your Own Computer" from the list of provided options.
 3. Click a download link and follow the installation directions as provided.

When you have completed these steps, launch the Respondus LockDown Browser by double-clicking its shortcut icon (pictured below). By default, this icon will be created on your desktop.

- [Respondus LockDown Browser system requirements](#)
- [Courses Support Student Documentation](#)

Windows



Macintosh



Kaltura CaptureSpace: Use this video management tool to create and share video for Individual Counselling Video Recorded Role Plays assignment in this course. Follow these step by step procedures to download the Kaltura CaptureSpace Desktop Recorder application at <https://goo.gl/ikq57d>. Once you downloaded the application, you can launch CaptureSpace Desktop Recorder from the Web:

- Login to Blackboard (mymason.gmu.edu).
- Select Courses in the green ribbon
- Click Kaltura My Media
- Go to *Add New* and select CaptureSpace Desktop Recorder.
- The Kaltura CaptureSpace Desktop Recorder opens.

You can launch CaptureSpace from your Application folder (Mac) or Start Menu (Windows), click on the *Kaltura CaptureSpace Desktop Recorder* icon.



Course Schedule

WEEKLY MODULES	READINGS AND QUIZZES	DISCUSSION BOARDS AND ROLE PLAYS
<p>Week 1 May 22-28</p>	<p>Ch. 1: Clinical Psychology: Definition; pp. 2-23. Ch. 1 Quiz. Ch. 3: Current Controversies in Clinical Psychology; pp. 44-68. Ch. 3 Quiz. Ch. 4: Cultural Issues; pp. 69-94. Ch. 4 Quiz. Ch. 5: Ethical Issues; pp. 95-119. Ch. 5 Quiz. All quizzes due by Sunday 5.28</p>	<p>Week 1 Discussion Board Initial Post due Wednesday 5.24 Professor Comments on Thursday 5.25 Responses due Sunday 5.28</p>

WEEKLY MODULES	READINGS AND QUIZZES	DISCUSSION BOARDS AND ROLE PLAYS
<p>Week 2 May 29- June 4</p>	<p>Ch. 6: Conducting Research; pp. 120-140. Ch. 6 Quiz. Ch. 7: Diagnosis and Classification Issues; pp. 142-170. Ch. 7 Quiz. Ch. 8: The Clinical Interview; pp. 171-195. Ch. 8 Quiz. Ch. 9: Intellectual Assessment; pp. 196-215. Ch. 9 Quiz. All quizzes due by Sunday 6.4</p>	<p>Week 2 Discussion Board Initial Post due Wednesday 5.31 Professor Comments on Thursday 6.1 Responses due Sunday 6.4</p>
<p>Week 3 June 5-11</p>	<p>Ch. 10: Personality and Behavioral Assessment; pp. 216-242. Ch. 10 Quiz. Ch. 11: General Issues in Psychotherapy; pp. 244-270. Ch. 11 Quiz. Ch. 12: Psychodynamic Psychotherapy; pp. 271-297. Ch. 12 Quiz. All quizzes due by Sunday 6.11</p>	<p>Week 3 Discussion Board Initial Post due Wednesday 6.7 Professor Comments on Thursday 6.8 Responses due Sunday 6.11 Role Play #1 due Sunday 6.11</p>
<p>Week 4 June 12-18</p>	<p>Ch. 13: Humanistic Psychotherapy; pp. 298-319. Ch. 13 Quiz. Ch. 14: Behavior Therapy; pp. 320-346. Ch. 14 Quiz. Ch. 15: Cognitive Psychotherapy; pp. 347-374. Ch. 15 Quiz. Ch. 16: Group and Family Therapy; pp. 375-402. Ch. 16 Quiz. All quizzes due by Sunday 6.18</p>	<p>Week 4 Discussion Board Initial Post due Wednesday 6.14 Professor Comments on Thursday 6.15 Responses due Sunday 6.18 Role Play #2 due Sunday 6.18</p>
<p>Week 5 June 19-23</p>	<p>Ch. 17: Clinical Child and Adolescent Psychology; pp. 404-431. Ch. 17 Quiz. Ch. 18: Health Psychology; pp. 432-454. Ch. 18 Quiz. Ch. 19: Forensic Psychology; pp. 455-478. Ch. 19 Quiz. All quizzes due by Friday 6.23</p>	<p>Week 5 Discussion Board Initial Post due Tuesday 6.20 Professor Comments on Wednesday 6.21 Responses due Friday 6.23</p>

Assignments Description

1. 18 Quizzes (60%). Your chapter quizzes are each worth 10 points (180 points total). The quizzes are 10 multiple-choice questions based on Blackboard presentations and the textbook. A LockDown browser is needed for the quizzes and you must complete them in 10 minutes once they are opened.

Missed Quizzes. You can make-up a missed quiz if you have a note from a physician that explains why you could not do the quiz. The professor will consider other reasons for missing a quiz and will decide whether or not to allow the student to make-up the quiz. Make-up quizzes may have a different format from the original quiz.

2. 10 Discussion Board Posts (10%). This online course relies on each student's ongoing participation in Discussion Boards. There will be five case scenario discussions this semester. Your discussion board posts from Monday through Wednesday are worth up to 3 points. Your posts from Friday to Sunday are worth another 3 points. Total is 6 points for one discussion. These posts will focus on roles of psychologists (assessment, treatment, consultation, research, and prevention). Your score is 0 if you do not post anything by the deadline. You can earn a point for identifying appropriate intervention for the role you've been assigned, another point for evaluating your opinion (costs vs. benefits or relating it to research findings). You can earn a third point for constructively commenting on another student's post to move the discussion forward. Discussions will run from **Monday through Sunday 11:59 pm EST**, after which discussion postings will not count.

Each of you should make one initial post addressing the role based on the scenario (no later than Wednesday 11:59 pm EST) AND then also make one response to one classmate's initial post (no later than Wednesday 11:59 pm EST). Please participate in a reasonable time before the deadline in order to receive responses from classmates. I will summarize your responses to the case on Thursday and suggest additional effective interventions with the client. **Each of you should make one follow up post based on my feedback in working with the client (no later than Sunday 11:59 pm EST) AND then also make one response to one classmate's follow up post (no later than Sunday 11:59 pm EST).** Make your point quickly, precisely and clearly. Limit your posts to 10 sentences.

Note: During week 5, your initial posts will be due on Tuesday 06/20 and follow up responses will be due on Friday 06/23.

3. Two individual counseling video recorded role-plays (30%). You will practice counseling techniques in two video recorded role-plays with classmates for approximately 5 to 10 minutes each. For each role-play, you need to also write a half-page summary note of the session. The first role-play uses cognitive-behavioral techniques and focuses on an intake session and changing a client's behavior. The second role-play uses interpersonal techniques and focuses on improving a client's relationship. The two role-plays and summary notes are each worth 45 points for a total of 90 points.

Finding a partner: During week 2, you should find your partner through the Discussion Board. Once you find your partner, you can make plans to work together on your Role Play 1 in week 3 and then, on Role Play 2 in week 4.

Roles: There will be two roles in this assignment: a client and a counselor. You play both roles but only the counselor role will be graded. For example, student A will play a counselor role and student B will be a client. Student A should write a summary note on the counselor role. No summary notes should be written for the client role. Then, student B will switch to counselor role and student A will be a client. Student B should submit a summary note on his/her counselor role.

Video technology: You should record and submit the video to your course instructor. Options include: Blackboard Kaltura, [YouTube](#) as unlisted option to share, [Dropbox](#), [Google Drive](#), and others. You should record both people but the instructor needs to see the counselor role more closely (i.e., facial expressions, body movements, etc.). You choose the technology to record the video. Options include: Blackboard Kaltura or your mobile device (smartphones or tablets). You will upload video directly to Blackboard Assignments. (<https://goo.gl/r9xLPW>).

Course Policies

Late Assignments: All assignments must be turned in on the due date given on the assignment sheet.

Instructor-Student Communication: I will respond to your emails within 48 hours. If I will be away from email for more than one day, I will post an announcement in the Blackboard course folder. Before sending an email, please check the following (available on your Blackboard course menu) unless the email is of a personal nature:

1. Syllabus
2. Ask Professor
3. On-demand Blackboard videos on how to use Blackboard features, and Technical Requirements.

Feel free to respond to other students in the Ask Professor forum if you know the answer.

Grading Scale

I will base your final grade on your point total as defined below.

A+ = 291 - 300 (97% or more)	A = 279 - 290 (93 - 96%)	A- = 270 - 278 (90 - 92%)
B+ = 261 - 269 (87 - 89%)	B = 249 - 260 (83 - 86%)	B- = 240 - 248 (80 - 82%)
C+ = 231 - 239 (77 - 79%)	C = 219 - 230 (73 - 76%)	C- = 210 - 218 (70 - 72%)
D = 180 - 209 (60 - 69%)	F = 000 - 179 (below 60%)	

University Policies and Resources

- a. Official Communications via GMU email: Mason uses electronic mail to provide official information to students. Examples include communication from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly.
- b. Honor Code and Academic Honesty: You are expected to be familiar with and abide by George Mason University's Honor Code. The Code can be found [here](#) and requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. It is your responsibility to see me if you have questions about these policies. All violations of the Honor Code will be reported to the Honor Committee.
- c. Students must follow the university policy for [Responsible Use of Computing](#) and registration in [Administrative information](#).
- d. Student services: The University provides range of services to help you succeed academically and you should make use of these if you think they could benefit you. I also invite you to speak to me (the earlier the better).
- e. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- f. [The George Mason University Counseling and Psychological Services \(CAPS\)](#) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance. Counseling Center: Student Union I, Room 364, 703-993-2380. Web-site [here](#).
- g. Accommodations: Students with disabilities who seek accommodations in a course must be registered with the [George Mason University Office of Disability Services \(ODS\)](#) and inform their instructor, in writing, at the beginning of the semester.
- h. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- i. [The George Mason University Writing Center](#) staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. University Writing Center: Robinson Hall Room A114, 703-993-1200. The writing center includes assistance for students for whom English is a second language.
- j. Diversity: George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.