



Counseling Psychology 6200-001/045
Theories of Counseling and Psychotherapy
Fall, 2023
Wednesdays, 4:35-7:05
SAEC 2147/Zoom

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Course Overview

Counseling theories are the foundation upon which the work of counseling is built. This course is designed to provide graduate students with an opportunity to gain knowledge in the major theories of counseling, and to familiarize themselves with the client conceptualization and treatment techniques used in each of the theories. Students will compare and contrast the major theories of counseling in terms of their founders, views of human nature, personality, psychopathology, goals, therapeutic strategies, effectiveness, criticisms, multicultural applications, and future directions. Using class lectures, discussion, experiential activities, readings, and demonstrations, students will begin to develop their own theoretical orientation.

"A theory is more impressive the greater the simplicity of its premises, the more different the kinds of things it relates and the more extended the range of its applicability" – Albert Einstein

"Technology presumes there's just one right way to do things and there never is. And when you presume there's just one right way to do things, of course the instructions begin and end exclusively with the rotisserie. But if you have to choose among an infinite number of ways to put the rotisserie together then the relation of the machine to you, and the relation of the machine and you to the rest of the world, has to be considered, because the selection from many choices, the art of the work is just as dependent upon your own mind and spirit as it is upon the material of the machine. That's why you need the peace of mind." – Robert Pirsig

Course Objectives

1. Students will articulate an understanding of the history and the major theoretical foundations of the counseling profession.
2. Students will critically assess the theories of counseling regarding their current viability and applicability to various work settings.
3. Students will demonstrate an understanding of basic counseling skills and their relationship to different theoretical approaches.

4. Students will demonstrate an understanding of ethical issues that should be considered while using each of the theoretical approaches.
5. Students will articulate an understanding of multicultural issues that are embedded in the use of each theoretical approach and demonstrate how these issues can be adequately addressed.
6. Students will articulate an awareness of the influence of clients' and counselors' beliefs, attitudes, and biases on the counseling process.
7. Students will articulate the status of their theoretical orientation and will demonstrate a recognition that it is in development as part of an ongoing process.
8. Students will demonstrate self-evaluation skills, writing skills, presentation skills, and critical thinking skills.
9. Students will competently demonstrate theoretically-based counseling skills, knowledge, and strategies to practiced counseling situations.

Moreover, this course will support your progress toward meeting the requirements for the Master's or Doctoral degree. Through the readings, discussion topics, and assignments you will have the opportunity to further develop your competency in several of the areas established by the University of Utah Department of Educational Psychology. You will have the opportunity to demonstrate competency in the following areas: case conceptualization, presentation skills, counseling skills, multicultural skills, professional identity, and consultation.

Readings & Materials

Readings:

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). *Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques, Edition 3*. Hoboken, NJ: John Wiley & Sons.

1. [APA Code of Ethics](#)
2. [ACA Code of Ethics](#)
3. [ASCA Code of Ethics](#)

The "Files" folder on CANVAS will contain additional required and suggested readings.

- The folders under the Files section on CANVAS will be organized by class number. In each folder will be both required and suggested readings. Please refer to the syllabus to identify required readings.

Required Materials:

Each student will need to have a [Lyssn.io](#) Account for recording audio transcripts. These will be provided to you by the program.

Course Requirements

1. Class Attendance and Participation (5 points):

Students' attendance, professionalism/preparation, and active participation in the class are critical to students' learning and success in the class. My expectation is that each student be prompt and ready to go at the beginning of each class. If you cannot attend a particular class, I expect you to let me know in person, by email, or by phone, *prior* to the class missed. Frequent absences and lateness will result in a loss of points. If you foresee missing more than 2 class sessions, I strongly encourage you to consider dropping the course.

The interactive nature of the class encourages the sharing of individual ideas and reactions related to the course content. While due respect will be given to individual and cultural differences in participation style, active participation in group and class discussions is necessary in order to raise questions, identify and

clarify issues, clarify thinking, develop competencies, and to grow in the understanding of self and others. Small group discussions will occur at every class meeting and students are expected to participate fully in them.

You will be expected to have completed a **Counseling Theories Discussion Questions Form** (see form at end of syllabus) for every theoretical orientation taught in this class. As you do your readings and class assignments for the class fill out the form and have it prepared for class discussions. It will also be helpful to have for the role plays completed in class.

2. Theory of Change [10 Points] [Due 8/30]:

Write a one-page paper *in APA format* (No title page or running head) on your personal theory of behavior change. Discuss how you expect the intersection of therapist-client-techniques to produce healthy change in clients. This is an introduction assignment so you don't need to know proper theories or read chapters in the book. Use the knowledge you have already gained in life through experience and observation.

3. Oral Presentation— Application of Theory (25 Points):

Choose a theory of interest in your textbook. Find 4 partners who will be willing to work with this theory as well. You will read that chapter and other supporting materials (readings from the Suggested Readings list, other books, journal articles, websites, YouTube videos, etc.) to gain an in-depth understanding of that theory and therapeutic approach. Then choose a movie (see list given at the end of the syllabus or come up with one on your own) that will crystallize for the class the concepts and approaches of your chosen theory or that will give you a scenario to which your theoretical and therapeutic approach easily apply. The objective is for you to share theoretical information and teach your peers through *application* and *demonstration* – *not* re-teaching through a lecture format. Pick a 5-10-minute clip from the movie to show to the class (bring the DVD, web clip, etc. in to class). For your presentation (45 minutes, maximum), provide the following:

1. **Conceptualize the Scenario (5 Points):** *Provide the class with an explanation of the clip and a short write up (1-1 ½ pages) explaining how the theorist might conceptualize the character/scenario* - not just the current clip, but how the theorist would explain how it developed to this point (include references). Discuss your write-up with the class. Do not assume that others in the class are familiar with the character/movie!
2. **What Needs to Happen (5 Points):** Discuss what the theorist might say needs to happen in order for change to occur with this client and why. In other words, what needs to happen so that your character(s) can think/feel/behave in a more healthy, adaptive way.
3. **Demonstration (5 Points):** Demonstrate (as creatively as possible) what you, as the therapist, would do with this client. *Provide a handout/list of strategies and a list of techniques* to implement the strategies so that the class knows what you are trying to accomplish, and then **demonstrate your work** (either through role play, video-taped session with your partner playing the character from the movie clip and you playing the therapist, etc.). Remember, students are learning how to do this type of counseling from this demonstration, so display your thorough understanding of the approach and try to be as accurate as possible!
4. **Desired Outcome (2 points).** Given your knowledge of the character (and the knowledge that not all clients respond to counseling, depending on their personality and level of entrenchment of the problem) discuss what you believe/hope the outcome of your intervention with the character(s) would be (including future sessions). Be sure to discuss multicultural implications for this client, other clients, and your future work (these should be *your* opinions, not just what the book discusses).
5. **What Did You Learn (3 points)?** Discuss with the class what you gained/learned from this experience (including struggles, likes, dislikes), internal dialogue of counselor and client, overall reactions, and implications for your work. Share your *process*, and what you each will “take” from this theory and experience.
6. **Class Discussion (2 points).** Allow time for a brief class reflection/response, including provision of questions for your peers to ponder and discuss. With the understanding that no demonstration is perfect, include discussion on what the therapist could have done differently.
7. **Overall Presentation Style (3 points).** You will be graded on your overall demonstration of your deep knowledge of this theory, as well as your presentation style including clarity, creativity, thoroughness, accuracy, flow, and use of time.

Each Presenting Team partner should contribute equally to the preparation and presentation to receive the full grade assigned to the team. **You will be required to meet with instructor prior to your presentation to ensure thoroughness, accuracy, and direction of presentation** (especially the role play portion). You will need to send an electronic version of your presentation (e.g. power point slides) to the instructor/TA. **Note:** Presenting Teams may choose the same movie for different theoretical orientations depending on which scenario and/or character(s) they choose to focus.

3. Role Play Experience Reflections (30 points) (due: 11/3, 12/1)

Starting the fourth week of class, about every other week, students will rotate role-playing the position of counselor, client, and observer(s) in triads (**role-plays will be approx. 15 minutes long, and each member of the triad will have an opportunity to play each role during the class period**). The client in each role play will type out an imaginary client character (including brief information about history, family dynamics, and symptoms) and scenario of his/her choosing; a situation with which a hypothetical client might be struggling and for which s/he is seeking counseling (do not develop a character with a full-blown disorder, basic needs issues, or those that are court ordered). **DO NOT USE YOUR OWN COUNSELING ISSUE.** *Remember the point of the exercise is to have some limited experience trying on a therapy with a “easy” client. So, no active substance using folks who fall asleep while the therapist is talking or refuse to respond please. You’ll have the rest of your career to have clients not respond the way they are “supposed” to....* You should provide the other two people in your triad with this typed scenario at the first role-play so that they can prepare each week to deal with this client using the theoretical strategies covered during that section of the course. **You will play out this scenario as the client during each role-play**, so that the counselor may practice the skills for each theory covered in the class. You will use the same role-play character throughout the semester, developing the character over time as your triad practices differing theoretical approaches (i.e., you will not repeat the same first session – rather, you will role play the same character throughout ongoing counseling sessions, developing the character as you go along).

As the Counselor in these practice sessions, you will practice the skills, techniques, and strategies that are representative of the theoretical approaches studied in this course, as well as the micro-skills that you are learning in other courses. **Each week, come prepared with your own “cheat sheet” for the practice session, including reminders, specific skills/techniques, key phrases, guiding questions/concepts, etc. from the theory.** Also be prepared to share specific areas on which you would like feedback when you are in the role of Counselor. **After the role play, the Counselor should share how they understood the client from that theoretical perspective (conceptualization) and where they would go with this client in future sessions based on that conceptualization.** During the practice session, the Observer(s) will be responsible for providing oral feedback (in whatever format you choose, and also based on requested specific feedback from the Counselor). For example, you may set it up for written feedback in the following areas: general comments, observations of client reactions, use of specific theoretical techniques/skills, use of micro-skills, other specific feedback. The Client will provide verbal feedback. Feedback for this exercise should be focused on *theory* (rather than on micro-skills) and should keep in mind the guidelines for giving and receiving feedback. The Counselor is encouraged to write down thoughts/reactions as soon after experience as possible.

You are responsible for audio taping the sessions in which you play the counselor. You should review each of these tapes later and make notes on where your strengths and areas for improvement are based on your notes from your tapes, as well as feedback you receive from your triad. This will help you to improve as a counselor and gain an in-depth understanding of the techniques involved in each of the theories. Do not underestimate the importance of this activity, as you will need this in-depth knowledge to talk intelligently about your theoretical orientation development as you progress through your training (e.g., interviewing for practicum, jobs, and most importantly your work with clients and students. You do NOT need to turn in the recording with your papers. **As class time is often at a premium, your group may consider conducting one session outside of class to provide an adequate tape for this assignment.**

You will select two of the tapes to use for this assignment to **demonstrate your understanding and application of theory and your ability to reflect on the experience from that perspective**. After reviewing your role-play as the counselor, write a 2-page (double spaced) paper that describes the experience (please DO NOT include your peers' names in your paper). Each paper will be worth 15 points. Include a discussion of (*labeling each section with the topic being answered*):

1. **Introduction (1 Point)** - A brief summary of client demographics and presenting concern; and why you chose this tape.
2. **Theoretical Conceptualization (4 Points)** - How did you understand the client and client presenting concerns theoretically (e.g., how would a Person-Centered theorist explain the issues)? What are the roles of thoughts/feelings/behaviors? How does this explain the client's experience? And, what were the theoretical goals for the change process? Why?
3. **Intention (2 Points)** - From the theoretical perspective, what was your role? What you were attempting to do? (e.g., what therapeutic interventions you were using from your theory and why?) What guiding questions/concepts did you use? What outcomes did you anticipate?
4. **Effectiveness (3 Points)** - Based on your observations (both in-the-moment and upon reflection) of client/yourself and the therapeutic process, your assessment of how you did (what worked and why, what didn't and why). What client verbal & non-verbal responses helped you assess effectiveness? What felt natural? When did you feel most connected to the client? Least connected? What was a struggle? Include your awareness of your cultural assumptions and how they impacted the session.
5. **Feedback (2 Points)** - The feedback you received from client and your group, how you made meaning of it, was it helpful (why or why not), and "next steps" for your development as a counselor based on this feedback.
6. **Synthesis/Summary (3 Points)** - What you learned from the overall experience (e.g., in-the-moment experience, likes/dislikes about theory, initial feedback, reviewing tape, reviewing feedback, further reflection, writing the paper, etc.), including what you might do differently as a result, ideas for future sessions, and implications for future clinical work (including how you might use supervision).

4. Emerging Theoretical Orientation Worldview (ETOW) Paper (30 points) & Interview (Due

12/6): Prepare an 8-10-page paper (NO MORE!) that describes your theoretical orientation at this point in your professional development and integrates your learning in this course (using at least 3 sources beyond your textbook, course readings, and sources in research in section #6 below). This paper should reflect your critical thinking about the theory(ies) that you choose to integrate into your work. Do not simply summarize information from the textbook or other sources; discuss the theory using your own words and understanding. Talk about how the theory(ies) fit with your philosophy about life, people, and how people get stuck or improve. This paper should reflect your synthesis of theoretical concepts with your own personality or philosophy, and reflect your evolving approach to counseling. This paper does not represent a final decision about your theoretical orientation. Rather, it is a first step in the development of your Emerging Theoretical Orientation Worldview (ETOW), which you will continue to develop throughout the program and throughout your professional life. **Be sure to include all sources in a reference section (APA STYLE)**. Discuss the following topics in your paper, *labeling each section with the topic being answered*:

1. **Personal Philosophy (5 Points)** - Your own philosophy about life, people, personality, psychological health, pathology, and change and how it developed for you (e.g., this is what *you* think). How does this personal philosophy reflect who you are and your cultural values? Note: This is where you lay your foundation for the rest of your paper!

Then *clearly state and describe your chosen theory(ies)* in terms of the components below. For each section, describe the theoretical philosophy (this is what the theory posits – do not assume reader familiarity!) and then discuss how your personal philosophy does or does not fit with these components of your chosen theory. Note: Be sure to be clear which pieces are theoretical (and cite source) and which pieces are yours!

2. **Human Nature (4 Points)** - Assumptions about the nature of humans. This discussion should also include the theoretical views on how personality, health, and psychopathology develop;
3. **The Change Process (4 Points)** – Theoretical goals of counseling, how clients *change* and generalize change into their lives; How does the theory focus on the role(s) of thoughts/feelings/behaviors? Past/present/future?
4. **Counselor Role in Therapy (3 Points)** - Role of the counselor and description of therapeutic relationship. What are the guiding questions/concepts?
5. **Therapeutic Approach (6 Points)** – Discussion of therapeutic approach with clients – this may include techniques, methods, interventions, and strategies used in this theory (including the when/why/how). Again, do not assume reader familiarity here! Provide examples where appropriate to illustrate your points.
6. **Research (4 Points)** - Describe and discuss at least three relevant empirical research studies or critical reviews/position papers (at least one should be empirical research) published in scholarly peer-reviewed journals that support some component(s) of your theoretical position (e.g., cite a study that supports the effectiveness of a theoretically grounded intervention you might use in your work setting). How do you make sense of this research related to your previous discussion of your ETOW? If there is a lack of relevant research, provide an explanation of why you think this is, with supporting literature.
7. **Application (2 Points)** - Address the applicability of this theoretical conceptualization to your desired work setting. How will it help you to understand and help? Provide examples to support your discussion.
8. **Multicultural Implications (3 Points)** - Discuss implications/considerations for use with multicultural and diverse populations in your desired work setting. Include discussion of both your opinion and what's presented in the literature. How might you address/cope with these in your work?
9. **Limitations (2 Points)** - Describe limitations and criticisms of the presented theories and your theoretical approach. What will they mean for your own work from this approach? (hint: Don't back down here! Make a case for how you will work through the limitations!)
10. **Moving Forward (2 points)** – What are the specific “next steps” for you in your theoretical development? What is your plan for continuing to develop, assess, reflect, etc upon your ETOW (including how you will use supervision)?

You are highly encouraged to meet with a classmate to discuss, exchange papers, and do a peer review 1-2 weeks prior to due date.

ETOW Interview – As a final component of this exercise, you will share your ETOW with your classmates through “interviews” with each other. This experience will allow you to verbalize your ETOW in a safe, supportive environment, which is an important component of your professional development, and a valuable skill as you prepare for practicum interviews and eventually work with clients. Clients are often smart, curious, and perceptive. However, they are not typically experts in psychotherapy. A critical skill for a counselor to develop is the ability to briefly describe how they do their work in non-technical language. Further, this is an opportunity to bring closure to your work and growth over the semester.

Writing Skills

All papers should be professional documents, written in scholarly language. They should be type-written, in APA format, with sub-headings. Make sure you address all parts of the assignment. **Please have a colleague give you feedback on writing errors and clarity before you turn it in.** Your grade will be affected by your demonstration of writing skills (e.g., clarity, grammar, syntax, insight, mastery of course content, use of APA style, and overall readability, etc.). Writing is hard work. If you know writing is a challenge for you, please use The Writing Center on campus (<http://www.writingcenter.utah.edu/>) to help you develop this skill early in your program and *before* you submit your papers. If your paper does not meet the appropriate standards for graduate level writing, you will be docked **10% of the total points** for the assignment, and may be required to provide proof of use of The Writing Center for all future papers in this course.

Plagiarism in this class will not be tolerated and students are expected to adhere to the University's and the American Psychological Association's guidelines on plagiarism. Plagiarism is the use of others' ideas, writings, research, drawings, etc. in a paper without appropriate acknowledgment. Paraphrasing (putting the material in your own words, etc.) is usually acceptable as long as the original reference is cited, and you do not imply that the ideas or thoughts are your own. You must always use quotation marks and a citation when using someone else's words verbatim. Submission of unoriginal work might result in a failing grade for this class. This is becoming an increasing issue in the internet age, so be careful you don't take a short cut that really ends up hurting you. If you have any questions about this, please feel free to discuss your concern with me.

Late Assignments & Make-ups – Late assignments will receive *one grade cut per week* unless agreed upon earlier with instructor. In order to be fair to everyone in class, assignments should be turned in at the start of class on the date they are due. Any assignments turned in after that point will lose one full letter grade (10%), and an additional 10% for every week they are late, unless the student has been excused by the instructor. **Please inform the instructor *before* class if you must miss class or if an assignment will be late, due to an emergency.** Whenever possible, students should arrange to have their work turned in on time by one of their colleagues or via e-mail. If this is not possible, in the case of documented excusable absence, students may make arrangements with the instructor to make up missed work or turn in late assignments. If an emergency situation prevents students from completing all requirements in the course, students should see the instructor about how to proceed with retaking the course at a better time. Students should provide written documentation to validate emergencies (e.g., doctor's note).

Grading

Points Summary:

Participation:	15*5= 70
Theory of Change	10
Oral Presentation:	25
Role Play Experience Reflections:	2*15= 30
<u>Emerging Theoretical Orientation Worldview</u>	<u>30</u>
Total:	165

Grades will be determined according to the following scale:

A	= 94 % and up	A- = 90 - 93%
B+	= 85 - 89%	
B	= 80 - 84%	
C+	= 75 - 79%	
C	= 70 - 74%	

All graduate students should be submitting A, B+, B or C+ work. Students receiving a C or even a C+ should consult their professors immediately for feedback about making significant changes in their approach to their courses. Students receiving a D or below are not working at the graduate level, and should seriously consider whether their current life circumstances are conducive to successfully completing a Master's degree at this time.

COURSE SCHEDULE

Week	Date	Topic	Class Tasks & Readings to be read before class	Assignments due
1	8/23	Introduction; Syllabus; Putting Theories into Context	Ch. 1; Introduction to Psychotherapy and Counseling Theory and Technique; ACA & APA Code of Ethics; Additional Readings;	
2	8/30	Psychodynamic Theories <i>Discussion: Freud, Adler, Jung</i>	Ch.2; Psycho-analytic (& Jung merged into Ch.2 with online supplement). Ch.3: Adler; Additional Readings	Theory of Change Assignment
3	9/6	Existential & Gestalt Theories <i>Discussion: Existential</i>	Ch. 4 & 6 Existential and Gestalt Therapy); Additional Readings	
4	9/13	Existential Therapy Oral Presentations and Role plays begin	Role Play: Existential/Gestalt	Oral Presentation (OP)
5	9/20	Person-Centered Theory <i>Discussion: Rogers</i>	Ch. 5; Carl Rogers: Person Centered Therapy; Additional Readings	
6	9/27	Person-Centered Therapy	Role Play: Person Centered	OP – Person Centered
7	10/04	Behavioral <i>Discussion: Behavioral Therapy</i>	Ch. 7; Behavioral Therapy; Additional Readings	
	10/11	Fall Break		
8	10/18	Cognitive & Alberto Lecture <i>Discussion: Cognitive and third-wave therapies</i>	Ch. 8; Cognitive Therapy; Additional Readings	OP – CBT 1
9	10/25	Behavioral & Cognitive Therapy	Role Play: CBT	OP – CBT 2
10	11/01	Constructivist Theory <i>Discussion: Solution Focus Narrative</i>	Ch. 11; Constructivist Therapy; Additional Readings	Role Play Reflection #1
11	11/08	Constructivist Therapies	Role Play; Constructivist	OP
12	11/15	Feminist & Multicultural Theories <i>Discussion: Feminist Multicultural</i>	Ch. 10; Feminist Therapy; Ch. 13; Multicultural Theories; Worell & Remer (2003); Additional Readings	
13	11/22	Feminist & Multicultural Therapies	Role Play: Feminist & MC	OP
14	11/29	Integrative Theories <i>Discussion: Integrative Course Wrap-Up</i>	Ch. 13; Integrative (Ch. 14) Additional Readings	Role Play Reflection #2
15	12/6	Common Factors/ Positive Psychology: TBA	Additional Readings-- Therapeutic Relationship	ETOW Paper Due ETOW Interview

***Course schedule and content subject to change at any time in the semester. Students will be notified.**

Appendix A: Additional Readings

- Black text refers to general psychotherapy readings
- Red text refers to school counseling specific readings
- Blue text refers to sports psychology specific readings

Week 1 - Intro

- Wampold, B. E. (2001). Contextualizing psychotherapy as a healing practice: Culture, history, and methods. *Applied and Preventive Psychology, 10*, 69-86.

Recommended:

- Carey, B. (2008, October 1). Psychoanalytic Therapy Wins Backing. *The New York Times*.
- Carey, B. (2004, August 10). For Psychotherapy's Claims, Skeptics Demand Proof. *The New York Times*.
- Carey, B. (2011, June 23). Expert on Mental Illness Reveals Her Own Fight. *The New York Times*.
- Gabbard, G. (2008, January 28). The Shrink Rap: At last, a realistic TV portrayal of psychotherapy: In Treatment. *Slate*.
- Gee, A. (2011, June 29). Couch Wars: Does one form of psychotherapy work better than another? *Slate*.

Week 2 – Dynamic/Adlerian/Jung

- Shedler, J. (2010). The efficacy of psychodynamic psychotherapy. *American Psychologist, 65*(2), 98-109.
- Frosh, S. (2008). Freud and Jewish Identity. *Theory & Psychology, 18*(2), 167-178.

Recommended:

- Høglend, P., Amlo, S., Marble, A., Bøggwald, K., Sørbye, Ø., Sjaastad, M., & Heyerdahl, O. (2006). Analysis of the patient-therapist relationship in dynamic psychotherapy: An experimental study of transference interpretations. *The American Journal of Psychiatry, 163*(10), 1739-1746
- Pryor, D. B., & Tøllerud, T. R. (1999). Applications of Adlerian Principles in School Settings. *Professional School Counseling, 2*(4), 299.
- Robbins, S. B. (1989). Role of contemporary psychoanalysis in counseling psychology. *Journal of Counseling Psychology, 36*(3), 267-278
- Stevens, L.M. & Andersen, M.B. (2007) Transference and Countertransference in Sport Psychology Service Delivery: Part I. A Review of Erotic Attraction, *Journal of Applied Sport Psychology, 19*:3, 253-269, DOI: 10.1080/10413200701314003
- Watts, R. E. (2000). Adlerian counseling: A viable approach for contemporary practice. *TCA Journal, 28*(1), 11-23.

Week 3 – Existential and Gestalt

- Vail, K.E., et al. (2012). When Death is Good for Life: Considering the Positive Trajectories of Terror Management. *Personality and Social Psychology Review*.
- Gailliot, M.T., Stillman, T., Schmeichel, B.J., Plant, E.A., & Maner, J.K. (2008). Mortality salience increases adherence to cultural norms. *Personality and Social Psychology Bulletin, 34*, 993-1003.

Recommended:

- Barnes, R. C. (2000). Viktor Frankl's logotherapy: Spirituality and meaning in the new millennium. *TCA Journal, 28*(1), 24-31.

- Bracke, P. E., & Bugental, J. T. (2002). Existential/humanistic psychotherapy. In F. W. Kaslow, F. W. Kaslow (Eds.), *Comprehensive handbook of psychotherapy: Interpersonal/humanistic/existential*, Vol. 3 (pp. 255-277). Hoboken, NJ US: John Wiley & Sons Inc.
- Carlson, L. (2003). Existential Theory: Helping School Counselors Attend to Youth at Risk for Violence. *Professional School Counseling*, 6(5), 310-315. Retrieved from <http://www.jstor.org/stable/42732448>
- Dolliver, R. H. (1991). Perls with Gloria Re-reviewed: Gestalt Techniques and Perl's Practices. *Journal of Counseling & Development*, 69(4), 299.
- Frankl, V. (1946). *Man's Search for Meaning*. Beacon.
- Ronkainen, N. J., & Nesti, M. S. (2017). An existential approach to sport psychology: Theory and applied practice. *International Journal Of Sport & Exercise Psychology*, 15(1), 12-24.

Week 4

- No additional Readings

Week 5 – Client Centered/Rogerian

- Miller, W. R., & Rose, G. S. (2009). Toward a theory of motivational interviewing. *American Psychologist*, 64(6), 527-537. doi:10.1037/a0016830
- Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting Psychology*, 21(2), 95-103. doi:10.1037/h0045357

Recommended:

- Cross DS, Runions KC, Resnicow KA, Britt EF, Gray C. Motivational interviewing as a positive response to high-school bullying. *Psychology in the Schools*. 2018;55:464-475. <https://doi-org.ezproxy.lib.utah.edu/10.1002/pits.22120>
- Cuijpers, P., Driessen, E., Hollon, S. D., van Oppen, P., Barth, J., & Andersson, G. (2010). The efficacy of non-directive supportive therapy for adult depression: A meta-analysis. *Clinical Psychology Review*, 32(4), 1-12. doi:10.1016/j.cpr.2012.01.003.
- Mack, R., Breckon, J., Butt, J., & Maynard, I. (2017). Exploring the Understanding and Application of Motivational Interviewing in Applied Sport Psychology. *Sport Psychologist*, 31(4), 396-409.
- Rogers, C. R. (1951). Studies in client-centered psychotherapy III: The case of Mrs. Oak—a research analysis. *Psychological Service Center Journal*, 3, 47-165.
- Wickman, S. A., & Campbell, C. (2003). An Analysis of How Carl Rogers Enacted Client-Centered Conversation With Gloria. *Journal of Counseling & Development*, 81(2), 178.

Week 6

- No Additional Readings

Week 7 - Behavioral

- Dimidjian, S., Hollon, S. D., Dobson, K. S., Schmaling, K. B., Kohlenberg, R. J., Addis, M. E., & Jacobson, N. S. (2006). Randomized trial of behavioral activation, cognitive therapy, and antidepressant medication in the acute treatment of adults with major depression. *Journal of Consulting and Clinical Psychology*, 74(4), 658-670.
- Jacobson, N.S., Dobson, K.S., Truax, P.A., Addis, M.E., Koerner, K., Gollan, J.K., Gortner, E. & Prince, S.E. (1996). A component analysis of cognitive-behavioral treatment for depression. *Journal of Consulting and Clinical Psychology*, 64, 295-304.

Recommended:

- Callaghan, G. M., Gregg, J. A., Marx, B. P., Kohlenberg, B. S., & Gifford, E. (2004). FACT: The Utility of an

Integration of Functional Analytic Psychotherapy and Acceptance and Commitment Therapy to Alleviate Human Suffering. *Psychotherapy: Theory, Research, Practice, Training*, 41(3), 195-207.

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Week 8 – Cognitive and Third-Wave

- Bishop, S. R., Lau, M., Shapiro, S., Carlson, L., Anderson, N. D., Carmody, J., . . . Velting, D. (2004). Mindfulness: A proposed operational definition. *Clinical psychology: Science and practice*, 11(3), 230-241.
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Recommended:

- Alford, B. A., Freeman, A., Beck, A. T., & Wright, F. D. (1990). Brief focused cognitive therapy of panic disorder. *Psychotherapy*, 27(2), 230-234.
- Beck, A. (1985). Treatment of depression with cognitive therapy and amitriptyline. *Archives of General Psychiatry*, 42(2), 142-148.
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- Neff, K. D. (2012). The science of self-compassion. In C. Germer & R. Siegel (Eds.), *Compassion and Wisdom in Psychotherapy* (pp. 79-92). New York: Guilford Press

- Tadlock-Marlo, R. L. (2011). Making Minds Matter: Infusing Mindfulness Into School Counseling. *Journal Of Creativity In Mental Health*, 6(3), 220-233. doi:10.1080/15401383.2011.605079
- Shillingford, M., Lambie, G., & Walter, S. (2007). An Integrative, Cognitive-Behavioral, Systemic Approach to Working with Students Diagnosed with Attention Deficit Hyperactive Disorder. *Professional School Counseling*, 11(2), 105-112. Retrieved from <http://www.jstor.org/stable/42732790>

Week 9 – CBT

- No Additional Readings

Week 10 – Constructivist: Solution Focused/Narrative

- Arean, P., et al. (2010). Problem-Solving Therapy and Supportive Therapy in Older Adults With Major Depression and Executive Dysfunction. *American Journal of Psychiatry*.

Recommended:

- Fearington, J., McCallum, R., & Skinner, C. (2011). Increasing Math Assignment Completion Using Solution-Focused Brief Counseling. *Education and Treatment of Children*, 34(1), 61-80. Retrieved from <http://www.jstor.org/stable/42900101>
- Høigaard, R. T., & Johansen, B. (2004). The solution-focused approach in sport psychology. *Sport Psychologist*, 18(2), 218-228.
- Stalker, C. A., Levene, J. E., & Coady, N. F. (1999). Solution-focused brief therapy—one model fits all? *Families in Society*, 80(5), 468-477.
- Zimmerman, J. L., & Dickerson, V. C. (1996). *If problems talked: Narrative therapy in action*. New York, NY US: Guilford Press.

Week 11

- No additional Readings

Week 12 – Multicultural/Feminist

- Frey, L. L. (2013). Relational-cultural therapy: Theory, research, and application to counseling competencies. *Professional Psychology: Research And Practice*, 44(3), 177-185. doi:10.1037/a0033121
- Owen, J., Tao, K.W., Drinane, J., Hook, J., Davis, D., & Foo Kune, N. (2016). Client perceptions of therapists' multicultural orientation: Cultural (missed) opportunities and cultural humility. *Professional Psychology: Research and Practice*, 47, 30-37. Published, 02/2016.
- Worthington, R. L., Soth-McNett, A. M., & Moreno, M. V. (2007). Multicultural counseling competencies research: A 20-year content analysis. *Journal of Counseling Psychology*, 54(4), 351–361. doi:10.1037/0022-0167.54.4.351.

Recommended: ○ Gill, D. L. (2001). *Feminist Sport Psychology: A Guide for Our Journey*. *Sport Psychologist*, 15(4), 363.

- Heidrich, & Chiviacowsky. (2015). Stereotype threat affects the learning of sport motor skills. *Psychology of Sport & Exercise*, 18(C), 42-46.
- Owen, J., Leach, M. M., Wampold, B., & Rodolfa, E. (2011). Multicultural approaches in psychotherapy: A rejoinder. *Journal of Counseling Psychology*, 58(1), 22–26. doi:10.1037/a0022222

- Owen, J., Leach, M. M., Wampold, B., & Rodolfa, E. (2011). Client and therapist variability in clients' perceptions of their therapists' multicultural competencies. *Journal of Counseling Psychology, 58*(1), 1.
- Owen, J., Tao, K., & Rodolfa, E. (2010). Microaggressions and women in short-term psychotherapy: Initial evidence. *The Counseling Psychologist, 38*(7), 923.
- Owen, J. J., Tao, K., Leach, M. M., & Rodolfa, E. (2011). Clients' perceptions of their psychotherapists' multicultural orientation. *Psychotherapy: Theory, Research, Practice, Training, 48*(3), 274.
- Owen, J., Imel, Z.E., Tao, K.W., Wampold, B.E., & Rodolfa, E. (2010). Clients' perceptions of microaggressions, working alliance, and therapeutic effectiveness: A multilevel analysis of cultural ruptures in short-term therapy. *Counseling and Psychotherapy Research*.
- Ratts, M. J., & Greenleaf, A. T. (2017, September). Multicultural and Social Justice Counseling Competencies: A Leadership Framework for Professional School Counselors. *Professional School Counseling, 21*(1B). Retrieved from <http://link.galegroup.com.ezproxy.lib.utah.edu/apps/doc/A549222637/ITOF?u=marriottlibrary&sid=ITOF&xid=0aa9ed47>
- Ridley, C. R., & Shaw-Ridley, M. (2011). Multicultural counseling competencies: An analysis of research on clients' perceptions: Comment on Owen, Leach, Wampold, and Rodolfa (2011). *Journal of Counseling Psychology, 58*(1), 16–21. doi:10.1037/a0022221.
- Tucker, C., Smith-Adcock, S., & Trepal, H. (2011). Relational-Cultural Theory for Middle School Counselors. *Professional School Counseling, 14*(5), 310-316. Retrieved from <http://www.jstor.org/stable/23801081>
- Worthington, R. L., & Dillon, F. R. (2011). Deconstructing multicultural counseling competencies research: Comment on Owen, Leach, Wampold, and Rodolfa (2011). *Journal of Counseling Psychology, 58*(1), 10–15. doi:10.1037/a0022177

Other Recommended:

- Espín, O. M. (1994). Feminist approaches. In L. Comas-Díaz, B. Greene, L. Comas-Díaz, B. Greene (Eds.) , *Women of color: Integrating ethnic and gender identities in psychotherapy* (pp. 265-286). New York, NY US: Guilford Press.
- Sue, D. (1995). *Toward a Theory of Multicultural Counseling and Therapy*.
- Imel, Z.E., Baldwin, S.A., Atkins, D., Owen, J., Baardseth, T., & Wampold, B.E. (2011). Racial/ethnic disparities in therapist effectiveness: A conceptualization and initial study of cultural competence. *Journal of Counseling Psychology, 58*, 290-298.
- Owen, J., Wong, Y. J., & Rodolfa, E. (2009). Empirical search for psychotherapists' gender competence in psychotherapy. *Psychotherapy: Theory, Research, Practice, Training, 46*(4), 448–458. doi:10.1037/a0017958.
- Tozer, E. E., & Hayes, J. A. (2004). Why Do Individuals Seek Conversion Therapy? The Role of Religiosity, Internalized Homonegativity, and Identity Development. *Counseling Psychologist, 32*(5), 716-740.

Week 13

- No additional Readings

Week 14 – Common Factors/Integrative

- Rosenzweig, S. (1936). Some implicit common factors in diverse methods of psychotherapy: "At last the Dodo said, 'Everybody has won, and all must have prizes'." *American Journal of Orthopsychiatry, 6*, 412-415.
- Weinberger, J. (2014, August 11). Common Factors Are Not So Common and Specific Factors Are Not So Specified: Toward an Inclusive Integration of Psychotherapy Research. *Psychotherapy*. Advance online publication. <http://dx.doi.org/10.1037/a0037092>

Week 15

- No additional Readings

Appendix B: Possible list of Movies for Theoretical Conceptualization and Strategy

As you begin to develop your ETOW, you may realize that you have been “thinking this way” for some time. You may be able to recognize that you have been applying some theoretical principles in your understanding of others - including characters in movies. You may see your theory of choice in movies listed under other theories. *I’ve only listed the movies under some theories to give you an idea of what you might use, not for use as exclusive categories. Please feel free to apply your theory to any movie you think is appropriate.* Be creative in your approach. Please research the movies before you choose and watch them. Some movies will have content that could be disturbing to some students. Choose carefully and use discretion in the scenes you choose for class.

<p><u>Psychodynamic:</u></p> <p>I Never Sang for My Father Dolores Claiborne Dead Poet’s Society Prince of Tides The Butcher’s Wife Girl Interrupted</p>	<p><u>Cognitive Behavioral:</u></p> <p>Mask As Good as it Gets Nine Months Benny and Joon Fisher King Postcards From the Edge Clean and Sober</p> <p>Dolores Claiborne Fried Green Tomatoes Baby Boom Doctor Flatliners Regarding Henry</p>
<p><u>Existential:</u></p> <p>Mask Good Will Hunting All That Jazz Drop Dead Fred Flatliners Regarding Henry City Slickers</p> <p>Benny and Joon Broadcast News Dead Poet’s Society Fisher King Grand Canyon Torch Song Trilogy Pee-Wee’s Big Adventure</p>	<p><u>Feminist Therapy:</u></p> <p>Erin Brockovich Fried Green Tomatoes Dolores Claiborne</p> <p>Accused Color Purple Great Santini</p>
<p><u>Gestalt:</u></p> <p>Corrina, Corrina Dolores Claiborne Accused Prince of Tides</p> <p>Dead Poet’s Society Falling Down Fisher King</p>	<p><u>Multicultural Therapies:</u></p> <p>Like Water for Chocolate Corrina, Corrina Color Purple Smoke Signals</p> <p>Guess Who’s Coming to Dinner</p>
<p><u>Person Centered:</u></p> <p>Corrina, Corrina Fried Green Tomatoes Grand Canyon On Golden Pond Postcards From the Edge Wizard of Oz</p> <p>I Never Sang for My Father Kramer vs. Kramer Ordinary People Torch Song Trilogy Good Will Hunting</p>	<p><u>Constructivist Therapies:</u></p> <p>Erin Brockovich Baby Boom Breakfast Club</p> <p>What About Bob?</p>
<p><u>Behavioral:</u></p> <p>As Good as it Gets Fear Inside Copy Cat</p> <p>What About Bob?</p>	<p><u>Integrative/Interpersonal Therapies:</u></p> <p>Who’s Afraid of Virginia Woolf? Big Four Seasons Postcards From the Edge</p> <p>I Never Sang for My Father On Golden Pond When a Man Loves a Woman</p>

Appendix C: Counseling Theories Discussion Questions

The following are questions to reflect upon for each theory we will discuss in depth during class. You will find an electronic version in the CANVAS folder that you can download as a Word document. Fill it in as you do your readings, focusing on the theory or theorist to be covered in the class discussion (see Course Schedule above). We will use this outline to guide our class discussion of each theory, and you may fill it in more fully during the discussion.

- 1. Who is/are the primary theorists? Related theorists? Related theories?**

- 2. What does this theory/theorist(s) say about human nature? (e.g., “People are basically good, bad, blank slates, etc.”)**

- 3. What does this theory/theorist say about how personality and psychological health develops? About how psychopathology develops?**

- 4. How do clients change? What is this theory’s/theorist’s goal in therapy? What is the counselor/therapist’s role in the change process? (e.g. active, non-directive, etc).**

- 5. What are the five most commonly used strategies and techniques in this theory that will help a counselor reach its/his/her goals in therapy?**

- 6. What are the multicultural implications of this theory? (i.e., how well will this theory adapt to working with diverse populations and settings?); What are the strengths and limitations of this theory? Innovative/significant contributions?**

- 7. Generate 3 questions/comments/wonderings for discussion:**

- 8. Generate a “Guiding Question” or “Guiding Concept” that captures the theory.**

You will need to fill out a copy of this form for the following discussions (see Course Schedule above for specific dates):

- 1) Freud, 2) Adler, 3) Jung, 4) Existential, 5) Person-Centered, 6) Behavioral, 7) Cognitive, 8) Feminist, 9) Multicultural, 10) Constructivist, and 11) Integrative

Appendix D: University Policies:

University Policies

1. **The Americans with Disabilities Act.** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

2. **University Safety Statement.** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

3. **Addressing Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801585-2677(COPS).

4. **COVID-19 Campus Guidelines. Students are required to self-report if they test positive for COVID-19.** To report, please contact:
COVID-19 Central @ The U
 801-213-2874
coronavirus.utah.edu

Some students may qualify for accommodations & exemptions from these guidelines through the Americans with Disabilities Act (ADA). Accommodations should be obtained prior to the first day of class.

If you believe you meet these criteria, contact:

Center for Disability & Access
 801-581-5020
disability.utah.edu
 162 Union Building
 200 S. Central Campus Dr. Salt
 Lake City, UT 84112

5. **Undocumented Student Support Statement.** Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with

family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.

- 6. Drop/Withdrawal Policies.** Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.
- 7. Other important information** to consider including:
- Student Code: <http://regulations.utah.edu/academics/6-400.php>
 - Accommodation Policy (see Section Q): <http://regulations.utah.edu/academics/6-100.php>
- 8. Wellness Statement.** Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student’s ability to succeed and thrive in this course and at the University of Utah.

Please feel welcome to reach out to your instructor or TA's to handle issues regarding your coursework. For helpful resources to manage your personal wellness and counseling options, contact:

Center for Student Wellness

801-581-7776

wellness.utah.edu

2100 Eccles Student Life Center

1836 Student Life Way

Salt Lake City, UT 84112

Women's Resource Center

801-581-8030

womenscenter.utah.edu

411 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

- 9. Diverse Student Support.** Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

Student Support Services (TRIO)

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Student Support Services (TRIO)

801-581-7188 trio.utah.edu

Room 2075

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

American Indian Students

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

American Indian Resource Center

801-581-7019

diversity.utah.edu/centers/airc

Fort Douglas Building 622

1925 De Trobriand St.

Salt Lake City, UT 84113

Black Students

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Black Cultural Center 801-213-1441

diversity.utah.edu/centers/bcc

Fort Douglas Building 603

95 Fort Douglas Blvd.

Salt Lake City, UT 84113

Students with Children

Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Childcare & Family Resources

801-585-5897

childcare.utah.edu

408 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Students with Disabilities

The Center for Disability Services is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment.

For more information about what support they provide and links to other resources, view their website or contact:

Center for Disability Services

801-581-5020

disability.utah.edu

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Students of Ethnic Descent

The Center for Ethnic Student Affairs offers several programs dedicated to the success of students with varied cultural and ethnic backgrounds. Their mission is to create an inclusive, safe campus community that values the experiences of all students.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Ethnic Student Affairs

801-581-8151

diversity.utah.edu/centers/cesa/

235 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

English as a Second/Additional Language (ESL) Students

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

Writing Center 801-587-

9122

writingcenter.utah.edu

2701 Marriott Library

295 S 1500 E

Salt Lake City, UT 84112

English for Academic Success (EAS) Program

801-581-8047

linguistics.utah.edu/eas-program

2300 LNCO

255 S. Central Campus Dr.

Salt Lake City, UT 84112

English Language Institute

801-581-4600

continue.utah.edu/eli 540

Arapeen Dr.

Salt Lake City, UT 84108

Undocumented Students

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center.

Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

For more information about what support they provide and links to other resources, view their website or contact:

Dream Center 801-213-

3697 dream.utah.edu

1120 Annex (Wing B)

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

LGBTQ+ Students

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

LGBTQ+ Resource Center

801-587-7973

lgbt.utah.edu (Links to an external site.)

409 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Veterans & Military Students

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center

801-587-7722

veteranscenter.utah.edu (Links to an external site.)

418 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Women

The Women’s Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women’s identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Women's Resource Center

801-581-8030

womenscenter.utah.edu

411 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Inclusivity at the U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below: