



Point Loma Nazarene University  
Department of Undergraduate Psychology

**Psychology 3025-1 (Fall 2025)**  
**Clinical and Community Interventions (4 units)**

**Meeting Days: Tuesdays and Thursdays**

**Meeting Times: 3:00pm-4:45pm**

**Meeting Location: Taylor 105**

**Final Exam: Tuesday (12/16) 4:30pm-7:00pm**

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To schedule an appointment, use this link: [Dr. Sagawa's Office Hours](#)

University Mission Statement: Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description:

This course is designed as an introduction to clinical and community psychology. Topics of exploration include current psychological approaches to community intervention as well as the major theories, techniques, and ethics related to the practice of psychotherapy.

Catalog Description:

This course provides an overview of the fields of clinical and community psychology. It focuses on individual, family and systems, social-community, bio-psycho-social, and health interventions. Career directions within the mental health professions are introduced. Theories and interventions include cognitive-behavioral, humanistic-existential, psychodynamic, psychoanalytic, and systems. Focus is on how therapists apply therapeutic knowledge in a variety of settings.

Course Learning Outcomes:

1. Demonstrate an understanding of the major counseling theories and current approaches to psychotherapy including their major constructs, techniques, and target outcomes.
2. Apply the major theories of psychotherapy to various case studies including the formulation of case conceptualization(s) and the recommendation of appropriate intervention strategies.

3. Develop a greater capacity for self-awareness through personal reflection on the multiple domains of self-inquiry related to the field of psychotherapy.

### Course Texts (Required):

Required supplemental readings for purchase from University Readers at the PLNU bookstore.

### Course Requirements:

1. Participation: Participation is required and is figured into your final grade.
2. Reading Quizzes: Students are expected to read the assigned texts and complete all 5 reading quizzes. All quizzes can be found on canvas and must be submitted on time for credit.
3. Application Assignments: There will be a total of 2 application assignments due throughout the semester. All application assignments can be found on canvas and must be submitted on time for credit.
4. Exams: Students are expected to complete 4 exams over the course of the semester.

### Grading:

- Participation (200 points) 25%
- Reading Quizzes and Application Assignments (200 points) 25%
  - Quizzes (100 points)
  - Application Assignments (100 points)
- Exams (400 points) 50%
  - Exam 1 (100 points)
  - Exam 2 (100 points)
  - Exam 3 (100 points)
  - Exam 4 (100 points)

Total (800 points) 100%

### Percentage Score

|    |   |          |    |   |          |    |   |          |    |   |               |
|----|---|----------|----|---|----------|----|---|----------|----|---|---------------|
| A  | = | 93-100%  | B+ | = | 87-89.9% | C+ | = | 77-79.9% | D+ | = | 67-69.9%      |
| A- | = | 90-92.9% | B  | = | 83-86.9% | C  | = | 73-76.9% | D  | = | 63-66.9%      |
|    |   |          | B- | = | 80-82.9% | C- | = | 70-72.9% | D- | = | 60-62.9%      |
|    |   |          |    |   |          |    |   |          | F  | = | 59.9% or less |

### Course Policies:

1. Office Hours: Students are free to sign up for any open time during the instructor's office hours by using the link located at the top of this syllabus or using the link located on the homepage of our canvas course. Appointments are generally honored as long as the student provides the instructor with 24 hours advanced notice. In the event that the student does not provide the instructor with 24 hours advanced notice, the instructor may not be available during their office hours as they may need to be away from their office due to other commitments.
2. Email: Most often, students will receive a response to their emails from the instructor of this course within 7 days. As there may be times where a student will encounter a delayed response from the instructor over email, students are encouraged to schedule a time to speak with their

instructor during the instructor's office hours and to use these office hours as a primary means of communication. If a student has a logistical question (e.g., where to find an assignment, when an assignment is due, how to submit an assignment, etc.), students are encouraged to contact the TA for this course, as they are likely to receive a response to their email in a more expedient manner. You can contact the TA for this course by using the e-mail address located at the top of this syllabus or the link located on the homepage of our canvas course.

3. Attendance: Students are at risk of being de-enrolled from this course in the event that they miss 4 or more class sessions (i.e., if absences exceed 20 percent of class meetings).
4. Participation: Students must participate in our class discussion times to receive participation credit. Missed participation points for 1 missed class session can be made up by submitting responses to the online lecture by the due date listed in canvas. Additional participation points can be made up by participating and responding to questions as part of the last 3 class sessions. For each of the last 3 class sessions attended (i.e., Class 21, Class 22, and Class 23), students are eligible to receive points to make up one class session. In certain extenuating circumstances, alternatives may be provided to make up participation points if permission is obtained from the instructor.
5. Quizzes: All quizzes are due on Friday by 5pm. Students are allowed extensions through Monday at midnight if needed, but students will not be allowed to submit quizzes after a quiz closes on canvas. If 90% of our class completes the IDEA evaluation for this course by the end of the semester, each student's lowest quiz score will be replaced with a full score.
6. Application Assignments: All application assignments are due on Friday by 5pm. Students are allowed extensions through Monday at midnight if needed, but students will not be allowed to submit an application assignment after the assignment closes on canvas. Students may choose to replace one of their application assignments with a full score by completing the course feedback survey.
7. Exams: Students are required to complete 4 multiple-choice exams as part of this course. These exams will be administered during our scheduled class time. An optional fifth exam will be administered at the end of this course, which can be used to replace a missing or low exam score. As such, a student may elect to take the fifth exam if they missed one of exams or they were unsatisfied with one of their previous exam scores. The student's missing or lowest exam score will be replaced with their score on this fifth exam if they perform better on this exam when compared to their previous exams. In certain extenuating circumstances, students may take an exam late, but the student must complete their missed exam within 1 week of the exam's initial administration. If a student does not schedule or is unable to rearrange their schedule to complete an exam during the TA open proctoring times, the student will receive a zero on the exam.

### Attendance and Participation Policy:

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

### Course Credit Hour Information:

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4-unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 150 total hours meeting the course learning outcomes.

### Final Exam Policy

Successful completion of this class may require taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

### Academic Honesty Policy:

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures. See the [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### Use of Technology

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

### Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

### Loma Books:

This course is part of our course material delivery program, LomaBooks. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas. You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials. For more information about LomaBooks, please visit:

[LomaBooks](#).

### Copyright Policy:

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by US Copyright Act for classroom education. Any use of those materials outside of the class may violate the law. More information on the [PLNU Copyright Policy](#) can be found online.

### PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University is strictly prohibited.

### State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

### Academic Accommodations:

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request. PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the onset is one of the best ways to promote positive academic outcomes. Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations. Students may find additional support through other campus offices as well including the [Office of Spiritual Development](#), the [Tutorial Center](#), and/or the [Wellness Center](#).

## Introduction to Clinical and Community Interventions

### Week 1 – Introduction to Clinical and Community Interventions

#### Week 1 Overview

This week we will review the policies and requirements for this course. We will also reflect on the definition of psychotherapy and discuss the role that theory plays in the practice of psychotherapy. In addition, we will discuss the key benefits and challenges to life as a psychotherapist and review the different pathways to becoming a psychotherapist.

#### Student Learning Outcomes

1. Review course requirements.
2. Reflect on the definition psychotherapy.
3. Discuss the role that theory plays in the practice of psychotherapy.
4. Discuss some of the key benefits and challenges to life as a psychotherapist.
5. Review the different pathways to becoming a psychotherapist.

#### Tasks

Attend and participate in the following class:

- 9/2 – Class 1: Introduction to Clinical and Community Interventions
- 9/4 – Class 2: On Being a Psychotherapist

#### Required Readings and Associated Assignments

Safran, J. D. (2012). Theory. In *Psychoanalysis and Psychoanalytic Therapies*. Washington, DC: American Psychological Association located in the course reader.

- 9/5 – Quiz 1: Psychoanalytic Theory

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 10 hours per week when averaged across the semester.

## Unit 1 – Psychodynamic Approaches to Treatment

### Week 2 – Theoretical Foundations of the Psychoanalytic Tradition

#### Week 2 Overview

This week we will apply several ethical principles to the practice of psychotherapy and introduce the theoretical foundations of the psychoanalytic tradition.

#### Student Learning Outcomes

1. Apply several ethical principles to the practice of psychotherapy using a variety of case vignettes.
2. Review the major concepts, techniques, and target outcomes for the major theories of psychotherapy related to the psychoanalytic approach to treatment.
3. Apply the major concepts of the psychoanalytic approach to various case studies and identify the interventions pioneered through this approach to treatment.

#### Tasks

Attend and participate in the following classes:

- 9/9 – Class 3: On Being an Ethical Psychotherapist
- 9/11 – Class 4: Classical Psychoanalysis and Self Psychology

#### Required Readings and Associated Assignments

Levenson, H. (2003). Time-limited dynamic psychotherapy: An integrationist perspective. *Journal of Psychotherapy Integration*, 13, 300-333.

- 9/12 – Quiz 2: Time-Limited Dynamic Psychotherapy

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 10 hours per week when averaged across the semester.

## Week 3 – Theoretical Foundations to the Psychoanalytic Tradition

### Week 3 Overview

This week we will delve deeper into psychoanalytic theory and review the key concepts, techniques, and target outcomes to this approach to treatment.

### Student Learning Outcomes

1. Review the major concepts, techniques, and target outcomes for the major theories of psychotherapy related to the psychodynamic approach to treatment.
2. Apply the major concepts of the psychodynamic approach to various case studies and identify the interventions associated with this approach to treatment.

### Tasks

Attend and participate in the following classes:

- 9/16 – Class 5: Object Relations Theory
- 9/18 – Class 6: Time-Limited Dynamic Psychotherapy

### Required Readings and Associated Assignments

Levenson, H. (2003). Time-limited dynamic psychotherapy: An integrationist perspective. *Journal of Psychotherapy Integration*, 13, 300-333.

- 9/19 – Application Assignment 1: Cyclical Maladaptive Patterns (Initial Draft)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 10 hours per week when averaged across the semester.

## Week 4 – Psychodynamic Conceptualization and Demonstration

### Week 4 Overview

This week we will discuss how to conceptualize a case from a psychodynamic perspective and illustrate how this approach is applied in the practice of psychotherapy through a video demonstration. In addition, time will be devoted to helping students improve their cyclical maladaptive pattern assignments.

### Student Learning Outcomes

1. Learn how to conceptualize using the cyclical maladaptive pattern.
2. Review how psychodynamic psychotherapy is practiced through a video demonstration.

### Tasks

Attend and participate in the following classes:

- 9/23– Class 7: Psychodynamic Conceptualization
- 9/25 – Class 8: Psychodynamic Demonstration

### Required Readings and Associated Assignments

Levenson, H. (2003). Time-limited dynamic psychotherapy: An integrationist perspective. *Journal of Psychotherapy Integration*, 13, 300-333.

- 9/26 – Application Assignment 1: Cyclical Maladaptive Patterns (Final Draft)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 10 hours per week when averaged across the semester.

## Unit 2 – Cognitive-Behavioral Approaches to Treatment

### Week 5 – Theoretical Foundations of the Cognitive-Behavioral Tradition

#### Week 5 Overview

This week students will complete their first exam. We will also introduce the cognitive-behavioral tradition by reviewing some of the major concepts, techniques, and target outcomes of this approach to treatment.

#### Student Learning Outcomes

1. Review the major concepts, techniques, and target outcomes for the major theories of psychotherapy related to the behavioral approach to treatment.
2. Apply the major concepts of the behavioral approach to various case studies and identify the interventions associated with this approach to treatment.

#### Tasks

Attend and participate in the following classes:

- 9/30 – Exam 1: Psychodynamic Approaches to Treatment
- 10/2 – Class 9: Behavior Therapy

#### Required Readings and Associated Assignments

Dobson, K. S. (2012). Theory. In Cognitive Therapy. Washington, DC: American Psychological Association located in the course reader.

- 10/3 – Quiz 3: Cognitive Theory

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 10 hours per week when averaged across the semester.

## Week 6 – Theoretical Foundations of the Cognitive-Behavioral Tradition

### Week 6 Overview

This week we will delve deeper into the cognitive-behavioral tradition and introduce Cognitive Therapy (Beck) and Acceptance and Commitment Therapy (Hayes).

### Student Learning Outcomes

1. Review the major concepts, techniques, and target outcomes for the major theories of psychotherapy related to the cognitive-behavioral approach to treatment.
2. Apply the major concepts of the cognitive-behavioral approach to various case studies and identify the interventions associated with this approach to treatment.

### Tasks

Attend and participate in the following classes:

- 10/7 – Class 10: Cognitive Therapy
- 10/9 – Class 11: Acceptance and Commitment Therapy

### Required Readings and Associated Assignments

Beck, J. S. (2011). Cognitive Conceptualization. In Cognitive Behavior Therapy. New York: Guilford Press located in the course reader.

10/10 – Application Assignment 2: Thought Records (Initial Draft)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 10 hours per week when averaged across the semester.

## Week 7 – CBT Conceptualization and Demonstration

### Week 7 Overview

This week we review the cognitive-behavioral approach to treatment and illustrate how this approach is applied in real life through a video demonstration and case study. In addition, time will be devoted to helping students improve their thought record assignments.

### Student Learning Outcomes

1. Learn how to conceptualize using a thought record.
2. Review how CBT is practiced through a video demonstration.

### Tasks

Attend and participate in the following classes:

- 10/14 – Class 12: CBT Conceptualization
- 10/16 – Class 13: CBT Demonstration

### Required Readings and Associated Assignments

Beck, J. S. (2011). Cognitive Conceptualization. In Cognitive Behavior Therapy. New York: Guilford Press located in the course reader.

- 10/17 – Application Assignment 2: Thought Records (Final Draft)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 10 hours per week when averaged across the semester.

## Week 8 – Unit 2 Exam

### Week 8 Overview

This week students will complete their unit exam.

### Student Learning Outcomes

1. Complete unit exam.

### Tasks

Attend and participate in the following classes:

- 10/21– Exam 2: Cognitive-Behavioral Approaches to Treatment
- 10/23 – Fall Break (No Class)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 10 hours per week when averaged across the semester.

### Unit 3 – Existential-Humanistic Approaches to Treatment

#### Week 9 – Theoretical Foundations of the Existential-Humanistic Approaches to Treatment

##### Week 9 Overview

This week we will introduce the existential-humanistic tradition by reviewing some of the major concepts, techniques, and target outcomes of this approach to treatment.

##### Student Learning Outcomes

1. Review the major concepts, techniques, and target outcomes for the major theories of psychotherapy related to the existential-humanistic approach to treatment.
2. Apply the major concepts of the existential-humanistic approach to various case studies and identify the interventions associated with this approach to treatment.

##### Tasks

Attend and participate in the following classes:

- 10/28 – Class 14: Person-Centered and Gestalt Therapy
- 10/30 – Class 15: Existential Psychotherapy

##### Required Readings and Associated Assignments

Schneider, K. J., & Krug, O. T. (2017). Theory. In Existential-Humanistic Therapy. Washington, DC: American Psychological Association located in the course reader.

- 10/31 – Quiz 4: Existential-Humanistic Theory

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 10 hours per week when averaged across the semester.

## Week 10 – Theoretical Foundations of the Existential-Humanistic Approaches to Treatment

### Week 10 Overview

This week we will delve deeper into the existential-humanistic approach to treatment. Specifically, we will review Emotion-Focused Therapy (Greenberg) and illustrate how this approach is applied through a video demonstration.

### Student Learning Outcomes

1. Review the major concepts, techniques, and target outcomes for the major theories of psychotherapy related to the existential-humanistic approach to treatment.
2. Apply the major concepts of the existential-humanistic approach to various case studies and identify the interventions associated with this approach to treatment.
3. Review how Emotion-Focused Therapy is practiced through a video demonstration.
4. Review for the unit exam.

### Tasks

Attend and participate in the following classes:

- 11/4 – Class 16: Emotion-Focused Therapy
- 11/6 – Class 17: Existential-Humanistic Demonstration

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 10 hours per week when averaged across the semester.

## Unit 4 – Integrative, Multicultural, and Community Approaches to Treatment

### Week 11– Integrative Approaches to Treatment

#### Week 11 Overview

This week students will complete their unit exam. In addition, we introduce the integrative tradition by reviewing some of the major concepts, techniques, and target outcomes associated with this approach to treatment. More specifically, we will review Eye Movement Desensitization and Reprocessing Therapy (Shapiro).

#### Student Learning Outcomes

1. Review the major concepts, techniques, and target outcomes for the major theories of psychotherapy related to the EMDR.
2. Apply the major concepts of these integrative forms of treatment to various case studies and identify the interventions associated with this approach to treatment.

#### Tasks

Attend and participate in the following classes:

- 11/11 – Exam 3: Existential-Humanistic Approaches to Treatment
- 11/13 – Class 18: Eye Movement Desensitization and Reprocessing Therapy

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 10 hours per week when averaged across the semester.

## Week 12– Integrative Approaches to Treatment

### Week 12 Overview

This week we will review Coherence Therapy (Ecker, Ticic, & Hulley) and discuss some of the common factors associated with positive outcomes in psychotherapy across theoretical orientations.

### Student Learning Outcomes

1. Review the major concepts, techniques, and target outcomes for the major theories of psychotherapy related to the Coherence Therapy.
2. Apply the major concepts of these integrative forms of treatment to various case studies and identify the interventions associated with this approach to treatment.
3. Review the common factors associated with positive outcomes in psychotherapy across theoretical orientations.
4. Discuss the relevance of integrative approaches to treatment and the common interventions that are employed across all forms of psychotherapy.

### Tasks

Attend and participate in the following classes:

- 11/18 – Class 19: Coherence Therapy
- 11/20 – Class 20: Common Factors

### Required Readings and Associated Assignments

Wolf, T. (2014). Community psychology practice: Expanding the impact of psychology's work. *The American Psychologist*, 69, 803-813 located in the course reader.

- 11/21 – Quiz 5: Community Psychology Theory and Practice

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 10 hours per week when averaged across the semester.

## Week 13 – Online Lecture and Thanksgiving Break

### Week 13 Overview

This week students have the option of completing the online lecture.

### Student Learning Outcomes

1. Complete online lecture if desired.

### Tasks

Attend and participate in the following classes:

- 11/25 – Online Lecture: Rational Emotive Behavior Therapy
- 11/27 – Thanksgiving Break (No Class)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 10 hours per week when averaged across the semester.

## Week 14 –Multicultural and Community Approaches to Treatment

### Week 14 Overview

This week we will introduce multicultural and community-based approaches to helping people in distress. Specifically, we will review Multicultural Therapy and Community-Based Approaches to Treatment.

### Student Learning Outcomes

1. Review the major concepts, techniques, and target outcomes for the major theories of psychotherapy related to multicultural therapy and community-based approaches.
2. Apply the major concepts of multicultural therapy and community-based approaches to various case studies and identify the interventions associated with these approaches to treatment.

### Tasks

Attend and participate in the following classes:

- 12/2 – Class 21: Multicultural Therapy
- 12/4 – Class 22: Community Treatment Approaches

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 10 hours per week when averaged across the semester.

### Conclusion to Clinical and Community Interventions

#### Week 15 – Conclusion to Clinical and Community Interventions

##### Week 15 Overview

This week we will reflect on the definition of psychotherapy, discuss some of the reasons why psychotherapy may work, and critically evaluate the future of psychotherapy. In addition, students will complete their unit exam.

##### Student Learning Outcomes

1. Review the definition of psychotherapy.
2. Discuss some of the reasons why psychotherapy may work.
3. Critically evaluate the future of psychotherapy.

##### Tasks

Attend and participate in the following class:

- 12/9 – Exam 4: Integrative, Multicultural, and Community Approaches to Treatment
- 12/11 – Class 23: Conclusion to Clinical and Community Interventions

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 10 hours per week when averaged across the semester.

## Week 16 – Final Exam

### Week 16 Overview

Students have the option of taking the cumulative final exam if desired during finals week. The student's lowest exam score will be replaced with their score on this final exam if they perform better on this exam when compared to their previous four exams.

### Student Learning Outcomes

1. Demonstrate an understanding of the major counseling theories and current approaches to psychotherapy including their major constructs, techniques, and target outcomes.

### Tasks

1. Attend and participate in the following classes:
  - Final Exam (Optional)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 10 hours per week when averaged across the semester.