



Point Loma Nazarene University
Department of Undergraduate Psychology

Psychology 325 (Spring 2019)
Clinical and Community Interventions (4 units)

Instructor: Joel T. Sagawa, Ph.D.	Meeting Days: Tuesdays and Thursdays
Phone: 619-849-2381	Meeting Times: 12:30pm-2:15pm
Email: jsagawa@pointloma.edu	Meeting Location: BAC 102
Office Location: Culbertson Hall 106	Final Exam: April 30 th from 1:30pm-4:00pm
Office Hours: Mondays 9:00am-3:00pm and by appointment.	

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. Identify the major counseling theories and current approaches to psychotherapy including their major constructs, ethics, 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. Propose a pathway to a career in psychology including the identification of a relevant graduate program, description of admission requirements, and assessment of personal fit for the program.
4. Evaluate cultural values and biases in light of the role of privilege, prejudice, and discrimination in the lives of diverse client populations.
5. Formulate a case conceptualization based on an original case study and propose a relevant treatment plan from one of the major theories of psychotherapy.

Course Texts (Required):

Corey, G. (2013). *Theory and practice of counseling and psychotherapy* – 10th edition. Belmont, CA: Brooks/Cole.

Yalom, I. (1989). *Love’s executioner and other tales of psychotherapy*. New York: Basic Books.

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

Course Texts (Recommended):

Schwartz, D.E. (1997). *Who cares?: Rediscovering community*. Boulder, CO: Westview.

Course Requirements:

1. Participation: In-class participation is required and is figured into your final grade.
2. Reading Quizzes: Students are expected to read the assigned texts before class. There will be a total of 9 multiple-choice quizzes throughout the semester.
3. Application Papers: There will be a total of 7 application papers due throughout the semester. Descriptions of all application papers and grading rubrics are listed on canvas. Students are allowed to drop 1 application paper throughout the semester.
4. Exams: There are a total of four exams throughout the semester. Exam 1, Exam 2, and Exam 3 will each consist of 40 questions as well a case study worth an additional 10 points. The final exam will be cumulative and will consist of 100 multiple choice questions as well as a final case study worth an additional 20 points.
5. Therapeutic Orientation Paper: Students are required to write a 6-8 page paper in which they will be asked to apply one of the major theories of psychotherapy to their personal life or the life of an imaginary client. A description of the therapeutic orientation paper and grading rubric is listed on canvas.

Grading:

Participation: (90 pts) 15%

Response Papers & Case Studies: (60 pts) 10%

Therapeutic Orientation Paper (90 pts) 15%

Quizzes (90 pts): 15%

Exams 1, 2, & 3: (150 pts) 25%

Final Exam: (120 pts) 20%

Total: (600 pts) 100%

Percentage Score

A = 93-100%	B+ = 88-89%	C+ = 77-79%	D+ = 62-64%
A- = 90-92%	B = 84-87%	C = 70-76%	D = 55-61%
	B- = 80-83%	C- = 65-69%	D- = 50-54%
			F = Below 50%

Z Score

A = 1.33	B+ = 0.67	C+ = -0.33	D+ = -1.67
A- = 1	B = 0.33	C = -1	D = -2
	B- = 0	C- = -1.33	D- = -2.33
			F = Below -2.33

Course Policies:

1. Attendance: Students may choose to miss a total of 3 classes for any reason throughout the semester. However, students risk being de-enrolled in the event that they miss 4 classes or more (i.e., if absences exceed 20 percent of class meetings).
2. Exams and Quizzes: There will be no make-ups for any exam or quiz without prior permission from the instructor.
3. Papers: All papers are to be computer generated, 10-12 font, double spaced, referenced using APA style.

Final Examination Policy:

Successful completion of this class requires taking the final examination on its scheduled day. The [Final Exam Schedule](#) is available online.

Attendance and Participation Policy:

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. A complete description of the [Academic Policies](#) can be found in the Undergraduate Academic Catalog.

Course Credit Hour Information:

Following the [PLNU Credit Hour Policy](#), to meet the identified student learning outcomes of this course, the expectations are that this 4 unit course, delivered over a 15 week semester will approximate 4 hours/week classroom or direct faculty instruction. In addition, out of class student work will approximate a minimum of 8 hours each week. Specific details about how the class meets the credit hour requirement can be provided upon request.

FERPA Policy:

In compliance with federal law, neither your PLNU student ID nor your social security number will be used in publicly posted grades or returned sets of assignments without your written permission. In addition, in compliance with [FERPA policy](#), you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal.

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. Faculty will follow and students may appeal using the procedures in the University Catalog. See the [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Academic Accommodations:

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications, or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the [Disability Resource Center \(DRC\)](#), located in the Bond Academic Center (DRC@pointloma.edu or 619-849-2381). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504(a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach course in which the student is enrolled each semester. The AP must be implemented in all such courses. If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course. 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](#).

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.

Use of Library:

This course may require students to complete course assignments using resources available from the University Libraries. [Research Guides](#) and assistance for this course are available online.

Information Literacy

Information literacy is defined as "a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

1. Determine the nature and extent of the information needed.
2. Access needed information effectively and efficiently.
3. Evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.
4. Individually or as a member of a group, use information effectively to accomplish a specific purpose.
5. Understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Psychology 325 Tentative Schedule

Introduction to Clinical and Community Psychology

Jan 10 – Introduction

Jan 15 – On Being a Therapist

Reading Quiz 1 – Ch. 2 The Counselor: Person and Professional

Jan 17 – On Becoming a Therapist

Unit 1 – Psychoanalytic and Psychodynamic Treatment Approaches

Jan 22 – Classical Psychoanalysis

Reading Quiz 2 – Ch. 4 Psychoanalytic Psychotherapy

Jan 24 – Ego Psychology and Self Psychology

Paper 1 – Pathways to a Career in Psychology

Jan 29 – Object Relations Theory and Time-Limited Dynamic Psychotherapy

Paper 2 – Cyclical Maladaptive Patterns

Jan 31 – Adlerian and Jungian Psychology

Paper 3 – Case Study: The Case of Betty

Feb 5 – Exam 1 Review Session and Case Study

Feb 7 – Exam 1

Unit 2 – Cognitive and Behavioral Treatment Approaches

Feb 12 – Behavior Therapy

Reading Quiz 3 – Ch. 9 Behavior Therapy

Feb 14 – Cognitive Therapy and Rational-Emotive Behavior Therapy

Reading Quiz 4 – Ch. 10 Cognitive Behavioral Therapy

Feb 19 – Mindfulness-Based Stress Reduction, ACT, and DBT

Paper 4 – Thought Records

Feb 21 – Cognitive Behavior Modification and Strengths-Based CBT

Paper 5 – Case Study: The Case of Melvin

Feb 26 – Exam 2 Review Session and Case Study

Feb 28 – Exam 2

Mar 5 – Spring Break (No Class)

Mar 7 – Spring Break (No Class)

Unit 3 – Humanistic and Existential Treatment Approaches

Mar 12 – Person-Centered Therapy

Reading Quiz 5 – Ch. 7 Person-Centered Therapy

Mar 14 – Gestalt Therapy

Reading Quiz 6 – Ch. 8 Gestalt Therapy

Mar 19 – Existential Psychotherapy

Reading Quiz 7 – Ch. 6 Existential Therapy

Mar 21 – Logotherapy and Reality Therapy

Paper 6 – Case Study: The Case of Carlos

Mar 26 – Exam 3 Review Session and Case Study

Mar 28 – Exam 3

Unit 4 – Systemic, Multicultural, Feminist, and Community Treatment Approaches

Apr 2 – Structural Therapy, Family Systems, and Systemic Therapy

Reading Quiz 8 – Ch. 14 Family Systems Therapy

Apr 4 – Multicultural Psychotherapy and Feminist Therapy

Paper 7 – Evaluating Your Values and Biases

Apr 9 – Community Treatment Approaches

Apr 11 – Community Treatment Approaches

Therapeutic Orientation Paper

Apr 16 – On Becoming an Ethical Therapist

Reading Quiz 9 – Ch. 3 Ethical Issues in Counseling Practice

Apr 18 – Easter Break (No Class)

Apr 23 – Final Review Session

Apr 25 – Final Review Session

Apr 30 – Final Exam (Tuesday 1:30pm-4pm)