



Point Loma Nazarene University
Department of Undergraduate Psychology

Psychology 325 (Fall 2018)
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: Taylor 105
Office Location: Culbertson Hall 106	Final Exam: Dec 11 th from 1:30pm-4:00pm
Office Hours: Mondays 9:00am-3:00pm	

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.

Student Learning Outcomes:

1. Identify the major counseling theories and current approaches to psychotherapy including their core assumptions, major constructs, theories of change, techniques, and target outcomes.
2. Apply the major theories of psychotherapy to various case studies including a description of presenting concerns, case conceptualization(s), and relevant intervention strategies.
3. Describe the professional practices of effective as well as ethical clinical and community psychologists.

The instructor reserves the right to make changes in any of the requirements during the course of the semester in order to respond to the unique learning needs of the students in the class.

4. 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.
5. Evaluate cultural values and biases in light of the role of privilege, prejudice, and discrimination in the lives of diverse client populations.

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 11 multiple-choice quizzes throughout the semester. Each quiz will consist of 10 multiple-choice questions. Students are allowed to drop 2 quiz scores throughout the semester.
3. Response Papers and Case Studies: There will be a total of 7 one-page response papers due throughout the semester. Descriptions of all response papers and grading rubrics are listed on canvas. In addition, there will be a total of 3 case studies due throughout the semester. Descriptions of all case studies and grading rubrics are also listed on canvas. Students are allowed to drop 1 response paper ***or*** case study 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. The final exam will be cumulative and will consist of 100 multiple choice questions as well as a final case study worth 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 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.

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Grading:

Participation: (90 pts) 15%
 Response Papers & Case Studies: (90 pts) 15%
 Therapeutic Orientation Paper (90 pts) 15%

Quizzes (90 pts): 15%
 Exams 1, 2, & 3: (120 pts) 20%
 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. Faculty members may file a written report which may result in de-enrollment in the event that a student is absent for more than 10 percent of class meetings. If the absences exceed 20 percent, students 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 [PLNU Attendance and Participation Policy](#) can be found online.

The instructor reserves the right to make changes in any of the requirements during the course of the semester in order to respond to the unique learning needs of the students in the class.

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.

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.

Academic Integrity and Dishonesty Policy:

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. A complete copy of the [Academic Honesty Policy](#) is available online.

FERPA Policy:

In compliance with federal law, neither your PLNU student ID nor your social security number will be used in publically 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 Accommodations:

Any student in this course who has a disability that might prevent him or her from fully demonstrating his or her abilities should meet with an advisor in the [Disability Resource Center](#) within the first two weeks of class to initiate disability verification and discuss accommodation that may be necessary to ensure full participation in the successful completion of course requirements. The [Disability Resource Center](#) can be contacted by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. 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](#).

The instructor reserves the right to make changes in any of the requirements during the course of the semester in order to respond to the unique learning needs of the students in the class.

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.

Expectations for Psychology 325 regarding academic integrity in this class:

- Expectations are consistent with those outlined in the academic policy.
- Collaboration is permitted in preparing for examinations.
- Any material (including but not restricted to textbook, other texts, journals, magazines, websites) incorporated into writing assignments (reaction papers, term paper, other non-examination writing assignments) must be properly cited. Plagiarism will not be tolerated.

Consequences for violations of academic integrity in this class:

- Consequences are consistent with those outlined in the academic integrity policy.
- Any type of plagiarism will result in an “F” for the particular assignment in question.
- Cheating during an examination will result in an “F” grade for the particular examination in question.
- The instructor reserves the right to issue a grade of “F” in the class for violations of the Academic Integrity Policy. This includes, but is not limited to: repeated violations of the Academic Integrity Policy, cheating of any sort during examinations and quizzes, turning in assignments not written by the student, among other violations.

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Psychology 325 Tentative Schedule

Introduction to Clinical and Community Psychology

Aug 30 – Introduction

Sep 4 – On Being a Therapist

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

Sep 6 – On Becoming a Therapist

Paper 1 – Evaluating Your Values and Biases

Unit 1 – Psychoanalytic and Psychodynamic Treatment Approaches

Sep 11 – Classical Psychoanalysis

Reading Quiz 2 – Ch. 4 Psychoanalytic Psychotherapy

Sep 13 – Ego Psychology and Self Psychology

Paper 2 – Pathways to a Career in Psychology

Sep 18 – Adlerian and Jungian Psychology

Reading Quiz 3 – Ch. 5 Adlerian Therapy

Sep 20 – Object Relations Theory and Time-Limited Dynamic Psychotherapy

Paper 3 – Cyclical Maladaptive Patterns

Sep 25 – Exam 1 Review Session and Case Study

Case Study 1 – The Case of Betty

Sep 27 – Exam 1

Unit 2 – Cognitive and Behavioral Treatment Approaches

Oct 2 – Treatment Approaches Based on Classical and Operant Conditioning

Reading Quiz 4 – Ch. 9 Behavior Therapy

Oct 4 – Mindfulness-Based Stress Reduction, ACT, and DBT

Paper 4 – Life Compass

Oct 9 – Cognitive Therapy and Rational-Emotive Behavior Therapy

Reading Quiz 5 – Ch. 10 Cognitive Behavioral Therapy

Oct 11 – Cognitive Behavior Modification and Strengths-Based CBT

Paper 5 – Thought Records

Oct 16 – Exam 2 Review Session and Case Study

Case Study 2 – The Case of Melvin

Oct 18 – Exam 2

The instructor reserves the right to make changes in any of the requirements during the course of the semester in order to respond to the unique learning needs of the students in the class.

Unit 3 – Humanistic and Existential Treatment Approaches

Oct 23 – Person-Centered Therapy

Reading Quiz 6 – Ch. 7 Person-Centered Therapy

Oct 25 – Gestalt Therapy

Reading Quiz 7 – Ch. 8 Gestalt Therapy

Oct 30 – Existential Psychotherapy

Reading Quiz 8 – Ch. 6 Existential Therapy

Nov 1 – Logotherapy and Reality Therapy

Reading Quiz 9 – Ch. 11 Choice Theory/Reality Therapy

Nov 6 – Exam 3 Review Session and Case Study

Case Study 3 – The Case of Carlos

Nov 8 – Exam 3

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

Nov 13 – Structural Therapy, Family Systems, and Systemic Therapy

Reading Quiz 10 – Ch. 14 Family Systems Therapy

Nov 15 – Multicultural Psychotherapy and Feminist Therapy

Reading Quiz 11 – Ch. 12 Feminist Therapy

Nov 20 – On Being an Effective and Ethical Therapist

Paper 6 – On Becoming an Ethical Therapist

Nov 22 – Thanksgiving Break (No Class)

Nov 27 – Community Treatment Approaches

Nov 29 – Community Treatment Approaches

Dec 4 – Final Review Session

Paper 7 – On Becoming an Effective Therapist

Dec 6 – Final Review Session

Therapeutic Orientation Paper

Dec 11 – Final Exam (Tuesday 1:30pm-4pm)

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