



Point Loma Nazarene University  
Department of Undergraduate Psychology

**Psychology 3025 (Spring 2020)**  
**Clinical and Community Interventions (4 units)**

<b>Instructor:</b> Joel T. Sagawa, Ph.D.	<b>Meeting Days:</b> Tuesdays and Thursdays
<b>Phone:</b> 619-849-2381	<b>Meeting Times:</b> 12:30pm-2:15pm
<b>Email:</b> jsagawa@pointloma.edu	<b>Meeting Location:</b> Taylor Hall 105
<b>Office Location:</b> Culbertson Hall 106	<b>Final Exam:</b> May 7th from 1:30pm-4pm
<b>Office Hours:</b> Wednesdays 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. 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 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 and complete assigned quizzes before class. There will be a total of 6 multiple-choice quizzes throughout the semester.
3. Application Assignment: There will be a total of 3 application assignments due throughout the semester. Descriptions of all application assignments and grading rubrics are listed on canvas.
4. Case Studies: There will be a total of 3 case studies due throughout the semester. Descriptions of all case studies and grading rubrics are listed on canvas.
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.
6. Exams: There are a total of four exams throughout the semester. Exam 1, Exam 2, and Exam 3 will each consist of 50 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.

**Grading:**

Participation: (90 pts) 15%  
 Application Assignments: (30 pts) 5%  
 Case Studies: (30pts) 5%  
 Therapeutic Orientation Paper (90 pts) 15%

Quizzes (60 pts): 10%  
 Exams 1, 2, & 3: (180 pts) 30%  
 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](mailto: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 3025 Tentative Schedule**

### ***Introduction to Clinical and Community Psychology***

Jan 16 – Introduction

Jan 21 – On Being a Therapist

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

Jan 23 – On Becoming a Therapist

### ***Unit 1 – Psychoanalytic and Psychodynamic Treatment Approaches***

Jan 28 – Classical Psychoanalysis

***Reading Quiz 2 – Ch. 4 Psychoanalytic Psychotherapy***

Jan 30 – Ego Psychology & Self Psychology

Feb 4 – Object Relations Theory

***Application Assignment 1 – Cyclical Maladaptive Patterns***

Feb 6 – Time-Limited Dynamic Psychotherapy

Feb 11 – Psychodynamic Overview, Case Study, and Demonstration

***Case Study 1 – The Case of Betty***

Feb 13 – Exam 1

### ***Unit 2 – Cognitive and Behavioral Treatment Approaches***

Feb 18 – Behavior Therapy

***Reading Quiz 3 – Ch. 10 Cognitive Behavioral Therapy***

Feb 20 – Rational-Emotive Behavior Therapy

Feb 25 – Cognitive Therapy

***Application Assignment 2 – Thought Records***

Feb 27 – Acceptance and Commitment Therapy

Mar 3 – CBT Overview, Case Study, and Demonstration

***Case Study 2 – The Case of Melvin***

Mar 5 – Exam 2

Mar 10 – Spring Break (No Class)

Mar 12 – Spring Break (No Class)

***Unit 3 – Humanistic and Existential Treatment Approaches***

Mar 17 – Person-Centered Therapy

*Reading Quiz 4 – Ch. 8 Gestalt Therapy*

Mar 19 – Gestalt Therapy

Mar 24 – Existential Psychotherapy

*Application Assignment 3 – Pathways to a Career in Psychology*

Mar 26 – Logotherapy and Existential Analysis

Mar 31 – Humanistic and Existential Overview, Case Study, and Demonstration

*Case Study 3 – The Case of Carlos*

Apr 2 – Exam 3

***Unit 4 – Systemic, Multicultural, & Community Treatment Approaches***

Apr 7 On Being an Effective and Ethical Therapist

*Reading Quiz 5 – Ch. 3 On Becoming an Ethical Therapist*

Apr 9 – Easter Break (No Class)

Apr 14 – Systemic Approaches to Therapy

*Reading Quiz 6 – Ch. 14 Family Systems Therapy*

Apr 16 – Multicultural Approaches to Therapy

Apr 21 – Community Treatment Approaches

*Therapeutic Orientation Paper*

Apr 23 – Community Treatment Approaches

Apr 28 – Overview of Clinical and Community Interventions

Apr 30 – Study Day (No Class)

May 7 – Final Exam (Thursday 1:30pm-4:00pm)