



Point Loma Nazarene University  
Department of Undergraduate Psychology

**Psychology 3025 (Fall 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> 10:00am-11:45am
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<b>Office Location:</b> Culbertson Hall 106	<b>Final Exam:</b> December 3 <sup>rd</sup> at 10:30am
<b>Office Hours:</b> Fridays 8:00am-4:00pm 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 psychotherapy 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* – 10<sup>th</sup> edition. Belmont, CA: Brooks/Cole.

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 10 reading quizzes. There will be no make-ups for any quiz without prior permission from the instructor and all quizzes are to be submitted on time. Descriptions of all quizzes are listed on canvas.
3. Application Assignments: There will be a total of 5 application assignments due throughout the semester. There will be no make-up for any assignment without prior permission from the instructor and all assignments are to be submitted on time. Descriptions of all application assignments and grading rubrics are listed on canvas.
4. Pathway to a Career in Psychotherapy Paper: Students are required to write a paper in which they will propose a pathway to a career in psychotherapy including the identification a relevant graduate program, a description of the admission requirements, and an assessment of personal fit for the program.
5. Therapeutic Orientation Paper: Students are required to write a paper in which they will be asked to apply one of the major theories of psychotherapy to 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.

**Grading:**

Participation: (200 pts) 25%

- Online Lectures: (100 pts)
- Class Discussions (100pts)

Reading & Application Assignments (200 pts) 25%

- Quizzes: (100 pts)
- Application Assignments: (100 pts)

Exams 1, 2, 3 & 4: (200 pts) 25%

- Exam 1 (50 pts) and Exam 2 (50 pts)
- Exam 3 (50 pts) and Exam 4 (50 pts)

Papers (200 pts) 25%

- Career in Psychotherapy (20 pts)
- Therapeutic Orientation (180 pts)

**Total: (800 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 discussions for any reason throughout the semester. However, students risk being de-enrolled in the event that they miss 4 discussions 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.

**Attendance and Participation Policy:**

Regular and punctual attendance at all synchronous class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), 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 drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. If absences exceed these limits but are due to university excused health issues, an exception will be granted. A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week. A complete description of the [Academic Policies](#) along can be found in the Undergraduate Academic Catalog.

**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. The time estimations are provided in the Canvas modules.

**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.

## **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 compatible with their computer available to use. If a student is in need of technological resources please contact [student-tech-request@pointloma.edu](mailto:student-tech-request@pointloma.edu). Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

## **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.

## **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:**

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](#).

## **Introduction to Clinical and Community Interventions**

### **Week 1 – On Being and Becoming a Therapist**

#### ***Week 1 Overview***

This week we will discuss the field of psychotherapy and the different pathways to becoming a psychotherapist.

#### ***Student Learning Outcomes***

1. Discuss some of the key benefits and challenges to life as a psychotherapist.
2. Reflect on the key characteristics and skills that make for a good therapist.
3. Evaluate your personal fit for a career as a psychotherapist.
4. Review the different pathways to becoming a psychotherapist.

#### ***Tasks***

1. Complete and respond to the online lectures before class discussions.
  - 8/18 – Class 1 (Online Lecture): On Being a Therapist
  - 8/20 – Class 2 (Online Lecture): On Becoming a Therapist
2. Attend and participate in the class discussions.
  - 8/18 – Class 1 (Class Discussion): On Being a Therapist
  - 8/20 – Class 2 (Class Discussion): On Becoming a Therapist

#### ***Required Readings and Associated Assignments***

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

- 8/23 – Quiz 1: Ch. 2 The Counselor: Person and Professional
- 8/23 – Quiz 2: Ch. 3 Ethical Issues in Counseling Practice

\*This week's activities and assignments will take approximately 10 hours.

## **Week 2 – On Being an Ethical and Effective Therapist**

### ***Week 2 Overview***

This week we will review the key therapeutic factors demonstrated in the research to be effective across theoretical perspectives and apply several key ethical principles related of the practice of psychotherapy using a variety of case vignettes.

### ***Student Learning Outcomes***

1. Review the ethical principles regarding the practice of psychotherapy.
2. Apply these ethical principles to several case vignettes.
3. Identify the key therapeutic factors demonstrated in the research to be effective across theoretical orientations.

### ***Tasks***

1. Complete and respond to the online lectures before class discussions.
  - 8/25 – Class 3 (Online Lecture): On Being an Ethical Therapist
  - 8/27 – Class 4 (Online Lecture): On Being an Effective Therapist
2. Attend and participate in the class discussions.
  - 8/25 – Class 3 (Class Discussion): On Being an Ethical Therapist
  - 8/27 – Class 4 (Class Discussion): On Being an Effective Therapist

### ***Required Readings and Associated Assignments***

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

- 8/30 – Quiz 3: Ch. 4 Psychoanalytic Psychotherapy

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

- 8/30 – Quiz 4: Psychoanalytic Theory

\*This week's activities and assignments will take approximately 10 hours.

## **Unit 1 – Psychodynamic Approaches to Treatment**

### **Week 3 – Theoretical Foundations to the Psychoanalytic Tradition**

#### ***Week 3 Overview***

This week we will introduce the psychoanalytic tradition and three of the major theories of psychotherapy related to the psychodynamic approach to treatment which include: Classical Psychoanalysis (S. Freud), Ego Psychology (A. Freud), and Self Psychology (Kohut).

#### ***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 recommend the appropriate interventions strategies.
3. Formulate a psychodynamic case conceptualization of various cases.

#### ***Tasks***

1. Complete and respond to the online lectures before class discussions.
  - 9/1 – Class 5 (Online Lecture): Classical Psychoanalysis
  - 9/3 – Class 6 (Online Lecture): Ego and Self Psychology
2. Attend and participate in the class discussions.
  - 9/1 – Class 5 (Class Discussion): Classical Psychoanalysis
  - 9/3 – Class 6 (Class Discussion): Ego and Self Psychology

#### ***Required Readings and Associated Assignments***

Yalom, I. (1989). Fat Lady. In *Love's Executioner and Other Tales of Psychotherapy*. New York: Basic Books located in the course reader.

- 9/6 – Application Assignment 1: The Case of Betty

\*This week's activities and assignments will take approximately 10 hours.

## Week 4 – Contemporary Psychodynamic Approaches

### *Week 4 Overview*

This week we will delve deeper into psychoanalytic theory and review two more contemporary theories of psychotherapy related to the psychodynamic approach which include: Object Relations Theory and Time-Limited Dynamic Psychotherapy.

### *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 recommend the appropriate interventions strategies.
3. Formulate a psychodynamic case conceptualization of various cases.

### *Tasks*

1. Complete and respond to the online lectures before class discussions.
  - 9/8 – Class 7 (Online Lecture): Object Relations Theory
  - 9/10 – Class 8 (Online Lecture): Time-Limited Dynamic Psychotherapy
2. Attend and participate in the class discussions.
  - 9/8 – Class 7 (Class Discussion): Object Relations Theory
  - 9/10 – Class 8 (Class Discussion): Time-Limited Dynamic Psychotherapy

### *Required Readings and Associated Assignments*

Levenson, H. (1995). Case formulation: Finding a focus. In *Time Limited Dynamic Psychotherapy*. New York: Basic Books located in the course reader.

- 9/13 – Application Assignment 2: Cyclical Maladaptive Patterns (Initial Draft)

\*This week's activities and assignments will take approximately 10 hours.

## **Week 5 – Psychodynamic Overview and Demonstration**

### ***Week 5 Overview***

This week we review the psychodynamic 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 cyclical maladaptive pattern assignments and the unit exam will be administered.

### ***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 recommend the appropriate interventions strategies.
3. Formulate a psychodynamic case conceptualization of various cases.

### ***Tasks***

1. Complete and respond to the online lectures before class discussions.
  - 9/15 – Class 9 (Online Lecture): Psychodynamic Overview
  - 9/17 – Class 10 (Online Lecture): Psychodynamic Case Study
2. Attend and participate in the class discussions.
  - 9/15 – Class 9 (Class Discussion): Psychodynamic Demonstration
  - 9/17 – Class 10 (Class Discussion): Cyclical Maladaptive Patterns

### ***Required Readings and Associated Assignments***

Levenson, H. (1995). Case formulation: Finding a focus. In *Time Limited Dynamic Psychotherapy*. New York: Basic Books located in the course reader.

- 9/20 – Application Assignment 2: Cyclical Maladaptive Patterns (Final Draft)

Exam 1 – Psychodynamic Approaches to Treatment

- 9/20 – Exam 1: Psychodynamic Approaches to Treatment

\*This week's activities and assignments will take approximately 10 hours.

## **Unit 2 – Cognitive-Behavioral Approaches to Treatment**

### **Week 6 – Theoretical Foundations to the Cognitive-Behavioral Tradition**

#### ***Week 6 Overview***

This week we will introduce the cognitive-behavioral tradition. Specifically, we will review behavior therapy and discuss the influence of behaviorism on Cognitive-Behavioral Therapy. Following this discussion, we will then review Rational-Emotive Behavior Therapy (Ellis) and explain how this specific form of therapy fits within the CBT tradition.

#### ***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 recommend the appropriate interventions strategies.
3. Formulate a cognitive-behavioral case conceptualization of various cases.

#### ***Tasks***

1. Complete and respond to the online lectures before class discussions.
  - 9/22 – Class 11 (Online Lecture): Behavior Therapy
  - 9/24 – Class 12 (Online Lecture): Rational-Emotive Behavior Therapy
2. Attend and participate in the class discussions.
  - 9/22 – Class 11 (Class Discussion): Behavior Therapy
  - 9/24 – Class 12 (Class Discussion): Rational-Emotive Behavior Therapy

#### ***Required Readings and Associated Assignments***

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

- 9/27 – Quiz 5: Ch. 10 Cognitive Behavioral Therapy

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

- 9/27 – Quiz 6: Cognitive Theory.

\*This week's activities and assignments will take approximately 10 hours.

## **Week 7 – Contemporary Cognitive-Behavioral Approaches**

### ***Week 7 Overview***

This week we will delve deeper into the cognitive-behavioral tradition and introduce two more contemporary theories of psychotherapy related to the cognitive-behavioral approach which include: 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 recommend the appropriate interventions strategies.
3. Formulate a cognitive-behavioral case conceptualization of various cases.

### ***Tasks***

1. Complete and respond to the online lectures before class discussions.
  - 9/29 – Class 13 (Online Lecture): Cognitive Therapy
  - 10/1 – Class 14 (Online Lecture): Acceptance and Commitment Therapy
2. Attend and participate in the class discussions.
  - 9/29 – Class 13 (Class Discussion): Cognitive Therapy
  - 10/1 – Class 14 (Class Discussion): Acceptance and Commitment Therapy

### ***Required Readings and Associated Assignments***

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

- 10/4 – Application Assignment 3: The Case of Sally

Greenberger, D. & Padesky, C.A. (2016). Chapters 6-9. *Mind over mood*. New York: Gilford Press located in the course reader.

- 10/4 – Application Assignment 4: Thought Records (Initial Draft)

\*This week's activities and assignments will take approximately 10 hours.

## **Week 8 – CBT Overview and Demonstration**

### ***Week 8 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 and the unit exam will be administered.

### ***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 recommend the appropriate interventions strategies.
3. Formulate a cognitive-behavioral case conceptualization of various cases.

### ***Tasks***

1. Complete and respond to the online lectures before class discussions.
  - 10/6 – Class 15 (Online Lecture): CBT Overview
  - 10/8 – Class 16 (Online Lecture): CBT Case Study
2. Attend and participate in the class discussions.
  - 10/6 – Class 15 (Class Discussion): CBT Demonstration
  - 10/8 – Class 16 (Class Discussion): Thought Records

### ***Required Readings and Associated Assignments***

Greenberger, D. & Padesky, C.A. (2016). Chapters 6-9. *Mind over mood*. New York: Guilford Press located in the course reader.

- 10/11 – Application Assignment 4: Thought Records (Final Draft)

Exam 2 – Cognitive-Behavioral Approaches to Treatment

- 10/11 – Exam 2: Cognitive-Behavioral Approaches to Treatment

\*This week's activities and assignments will take approximately 10 hours.

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

### **Week 9 – Humanistic Approaches to Treatment**

#### ***Week 9 Overview***

This week we will introduce the existential-humanistic tradition. Specifically, we will review Person-Centered Therapy (Rogers) and Gestalt Therapy (Perls) as well as discuss the influence of humanism on the existential-humanistic 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 recommend the appropriate interventions strategies.
3. Formulate an existential-humanistic case conceptualization of various cases.

#### ***Tasks***

1. Complete and respond to the online lectures before class discussions.
  - 10/13 – Class 17 (Online Lecture): Person-Centered Therapy
  - 10/15 – Class 18 (Online Lecture): Gestalt Therapy
2. Attend and participate in the class discussions.
  - 10/13 – Class 17 (Class Discussion): Person-Centered Therapy
  - 10/15 – Class 18 (Class Discussion): Gestalt Therapy

#### ***Required Readings and Associated Assignments***

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

- 10/18 – Quiz 7: Ch. 6 Existential Therapy

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

- 10/18 – Quiz 8: Existential-Humanistic Theory

\*This week's activities and assignments will take approximately 10 hours.

## **Week 10 – Existential Approaches to Treatment**

### ***Week 10 Overview***

This week we will delve deeper into the existential-humanistic tradition. Specifically, we will review Existential Psychotherapy (May and Yalom) and Logotherapy (Frankl) as well as discuss the influence of existentialism on the existential-humanistic approach to treatment. In addition, students will propose a pathway to a career in psychotherapy for themselves.

### ***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 recommend the appropriate interventions strategies.
3. Formulate an existential-humanistic case conceptualization of various cases.

### ***Tasks***

1. Complete and respond to the online lectures before class discussions.
  - 10/20 – Class 19 (Online Lecture): Existential Psychotherapy
  - 10/22 – Class 20 (Online Lecture): Logotherapy and Existential Analysis
2. Attend and participate in the class discussions.
  - 10/20 – Class 19 (Class Discussion): Existential Psychotherapy
  - 10/22 – Class 20 (Class Discussion): Logotherapy and Existential Analysis

### ***Required Readings and Associated Assignments***

Yalom, I. (1989). “If Rape Were Legal...”. In *Love’s Executioner and Other Tales of Psychotherapy*. New York: Basic Books located in the course reader.

- 10/25 – Application Assignment 5: The Case of Carlos

White, J. L., & Howard, J. A. (2004). *Is Grad School for Me?* Paper presented at the bi-annual Point Loma Psi Chi Meeting, San Diego, CA located in the course reader.

- 10/25 – Paper 1: Pathway to a Career in Psychotherapy

\*This week’s activities and assignments will take approximately 10 hours.

## **Week 11 – Existential-Humanistic Overview and Demonstration**

### ***Week 11 Overview***

This week we review the existential-humanistic 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 reviewing expectations for the therapeutic orientation paper and the unit exam will be administered.

### ***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 recommend the appropriate interventions strategies.
3. Formulate an existential-humanistic case conceptualization of various cases.

### ***Tasks***

1. Complete and respond to the online lectures before class discussions.
  - 10/27 – Class 21 (Online Lecture): Existential-Humanistic Overview
  - 10/29 – Class 22 (Online Lecture): Existential-Humanistic Case Study
2. Attend and participate in the class discussions.
  - 10/27 – Class 21 (Class Discussion): Existential-Humanistic Demonstration
  - 10/29 – Class 22 (Class Discussion): Therapeutic Orientation Paper

### ***Required Readings and Associated Assignments***

Exam 3 – Existential-Humanistic Approaches to Treatment

- 11/1 – Exam 3: Existential-Humanistic Approaches to Treatment

\*This week's activities and assignments will take approximately 10 hours.

## **Unit 4 – Systemic, Multicultural, and Community Approaches to Treatment**

### **Week 12 – Systemic and Multicultural Approaches to Treatment**

#### ***Week 12 Overview***

This week we will introduce the systemic, multicultural, and community-based approaches to helping people in distress. Specifically, we will review Family Systems Therapy, Structural Family Therapy, Multicultural Therapy, and Feminist Therapy.

#### ***Student Learning Outcomes***

1. Review the major concepts, techniques, and target outcomes for the major theories of psychotherapy related to the systemic, multicultural, and community-based approaches to treatment.
2. Apply the major concepts of the systemic, multicultural, and community-based approaches to treatment to various case studies and recommend the appropriate interventions strategies.
3. Formulate case conceptualizations of various cases based on systemic, multicultural, and community-based perspectives.

#### ***Tasks***

1. Complete and respond to the online lectures before class discussions.
  - 11/3 – Class 23 (Online Lecture): Systemic Approaches to Therapy
  - 11/5 – Class 24 (Online Lecture): Multicultural Approaches to Therapy
2. Attend and participate in the class discussions.
  - 11/3 – Class 23 (Class Discussion): Systemic Approaches to Therapy
  - 11/5 – Class 24 (Class Discussion): Multicultural Approaches to Therapy

#### ***Required Readings and Associated Assignments***

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

- 11/8 – Quiz 9: Ch. 14 Family Systems Therapy

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

- 11/8 – Quiz 10: Community Psychology Theory and Practice

\*This week's activities and assignments will take approximately 10 hours.

## **Week 13 – Community Approaches to Treatment**

### ***Week 13 Overview***

This week we review the community-based approach to helping people in distress and illustrate how this approach can be applied in a university setting. In addition, students are expected to submit their initial draft of their therapeutic orientation paper for review.

### ***Student Learning Outcomes***

1. Review the major concepts, techniques, and target outcomes for the major theories of psychotherapy related to the systemic, multicultural, and community-based approaches to treatment.
2. Apply the major concepts of the systemic, multicultural, and community-based approaches to treatment to various case studies and recommend the appropriate interventions strategies.
3. Formulate case conceptualizations of various cases based on systemic, multicultural, and community-based perspectives.

### ***Tasks***

1. Complete and respond to the online lectures before class discussions.
  - 11/10 – Class 25 (Online Lecture): Community Treatment Approaches
  - 11/12 – Class 26 (Online Lecture): Background Summary (Optional)
2. Attend and participate in the class discussions.
  - 11/10 – Class 25 (Class Discussion): Community Treatment Approaches
  - 11/12 – Class 26 (Class Discussion): Background Summary (Optional)

### ***Required Readings and Associated Assignments***

Final Paper – Therapeutic Orientation Paper (Initial Draft)

- 11/15 – Therapeutic Orientation Paper (Initial Draft)

\*This week's activities and assignments will take approximately 10 hours.

## **Conclusion to Clinical and Community Interventions**

### **Weeks 14 – Therapeutic Orientation**

#### ***Weeks 14 Overview***

This week we review the how to write up a theoretical summary and case conceptualization for a client. In addition, the unit exam will be administered.

#### ***Student Learning Outcomes***

1. Discuss strategies for summarizing a theory of psychotherapy effectively.
2. Review the key components of a case history and case conceptualization.

#### ***Tasks***

1. Complete and respond to the online lectures before class discussions.
  - 11/17 – Class 27 (Online Lecture): Theoretical Summary (Optional)
  - 11/19 – Class 28 (Online Lecture): Case Conceptualization (Optional)
2. Attend and participate in the class discussions.
  - 11/17 – Class 27 (Class Discussion): Theoretical Summary (Optional)
  - 11/19 – Class 28 (Class Discussion): Case Conceptualization (Optional)

#### ***Required Readings and Associated Assignments***

Exam 4 – Systemic, Multicultural, and Community-Based Approaches to Treatment

- 11/22 – Exam 4: Systemic, Multicultural, and Community-Based Approaches to Treatment.

\*This week's activities and assignments will take approximately 10 hours.

## **Week 15 – Final Exam**

### ***Week 15 Overview***

This week students will complete their therapeutic orientation paper in lieu of a final exam.

### ***Student Learning Outcomes***

1. Write up a background summary for an original case.
2. Summarize a major theory of psychotherapy.
3. Formulate a case conceptualization based on an original case study and propose a relevant treatment plan from one of the major theories of psychotherapy.

### ***Tasks***

1. Take time to practice self-care to prevent burnout.
  - 11/24 – Thanksgiving Break
  - 11/26 – Thanksgiving Break
2. Complete and submit your therapeutic orientation paper in lieu of a final exam.

### ***Required Readings and Associated Assignments***

Final Paper – Therapeutic Orientation Paper

- 12/3 – Paper 2: Therapeutic Orientation Paper (Final Draft)

\*This week's activities and assignments will take approximately 10 hours.