



Point Loma Nazarene University  
Department of Undergraduate Psychology

**Psychology 3025 (Spring 2022)**  
**Clinical and Community Interventions (4 units)**

<b>Instructor:</b> Joel T. Sagawa, Ph.D.	<b>Meeting Days:</b> Tuesdays and Thursdays
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<b>To schedule an appointment, use this link:</b> <a href="#">Dr. Sagawa's Office Hours</a>	

**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. 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):**

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: 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 5 application assignments due throughout the semester. All application assignments can be found on canvas and must be submitted on time for credit.
4. Exams: There are a total of two exams throughout the semester.
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.

**Grading:**

Participation: (200pts) 25%	Therapeutic Orientation Paper: (200pts) 25%
Reading & Application Assignments (200pts) 25%	Exams 1 and 2: (200pts) 25%
<ul style="list-style-type: none"> <li>• Quizzes: (100pts)</li> <li>• Application Assignments: (100pts)</li> </ul>	<ul style="list-style-type: none"> <li>• Exam 1 (100pts)</li> <li>• Exam 2 (100pts)</li> </ul>

**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. 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, you will receive a response to your emails from the instructor of this course within 7 days. As there may be times where you encounter a delayed response from your 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. In the event that 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 respond to your email in a

more expedient manner. You can contact the TA for this course by using the link located at the top of this syllabus or the link located on the homepage of our canvas course.

3. Attendance: Student 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. Students who participate in Class 26 will be given participation points, which they can use to replace up to 1 missed class session. Students who respond to questions in reference to an optional online class lecture (i.e., Class 27) will also receive points, which they can use to replace an additional missed 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 one essay exam as part of this course. This essay exam is due on Friday at 5pm. Students are allowed extensions through the following Friday at midnight if needed, but students will not be allowed to submit their essay exam after the assignment closes on canvas. In addition, students are required to complete one multiple-choice exam as part of this course. This exam will be administered during our scheduled class time. An optional third exam will be also administered at the end of this course, which can be used to replace a low exam score. As such, a student may elect to take the third exam if they were unable to complete the second exam during our scheduled class time, or if they were unsatisfied with one of their previous exam scores. The student's lowest exam score will be replaced with their score on this third exam if they perform better on this exam when compared to their previous two exams.
8. Therapeutic Orientation Paper: The therapeutic orientation paper is due on Friday at 5pm. In certain extenuating circumstances, students may be provided with the opportunity to submit their therapeutic orientation paper late. However, permission to submit their therapeutic orientation paper late must be provided by the instructor and students must submit their paper by the last day of the semester.

### **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:**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. 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 issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester. 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 and/or if they do not wish to utilize some or all of the elements of their AP in that course. 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 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 – Psychotherapy**

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

This week we will review the policies and requirements for this course. In addition, we will reflect on the definition of psychotherapy and discuss the role that theory plays in the practice of psychotherapy.

#### ***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.

#### ***Tasks***

Attend and participate in the following class:

- 1/13 – Class 1: 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 2 – On Being a Psychotherapist**

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

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

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

1. Review the different pathways to becoming a psychotherapist.
2. Discuss some of the key benefits and challenges to life as a psychotherapist.
3. Reflect on the key characteristics and skills that make for a good therapist.
4. Apply several ethical principles regarding the practice of psychotherapy to a variety of case vignettes.
5. Identify the key therapeutic factors demonstrated in the research to be effective across theoretical orientations.

### ***Tasks***

Attend and participate in the following classes:

- 1/18 – Class 2: On Being and Becoming a Psychotherapist
- 1/20 – Class 3: On Being an Effective and Ethical 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.

- 1/21 – 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 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.
3. Formulate a psychodynamic case conceptualization of various cases.

#### ***Tasks***

Attend and participate in the following classes:

- 1/25 – Class 4: Classical Psychoanalysis
- 1/27 – Class 5: 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.

- 1/28 – Application Assignment 1: The Case of Betty

\*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 – 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.
3. Formulate a psychodynamic case conceptualization of various cases.

### ***Tasks***

Attend and participate in the following classes:

- 2/1 – Class 6: Object Relations Theory
- 2/3 – Class 7: 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.

- 2/4 – Quiz 2: Time-Limited Dynamic Psychotherapy
- 2/4 – Application Assignment 2: 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 5 – Psychodynamic Conceptualization and Demonstration**

### ***Week 5 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:

- 2/8 – Class 8: Psychodynamic Conceptualization
- 2/10 – Class 9: Psychodynamic Demonstration

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

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

- 2/11 – Application Assignment 2: 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 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.
3. Formulate a cognitive-behavioral case conceptualization of various cases.

#### ***Tasks***

Attend and participate in the following classes:

- 2/15 – Class 10: Behavior Therapy
- 2/17 – Class 11: Rational-Emotive 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.

- 2/18 – 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 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.
3. Formulate a cognitive-behavioral case conceptualization of various cases.

### ***Tasks***

Attend and participate in the following classes:

- 2/22 – Class 12: Cognitive Therapy
- 2/24 – Class 13: 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.

- 2/25 – Application Assignment 3: The Case of Sally
- 2/25 – Application Assignment 4: 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 8 – CBT Conceptualization 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. Learn how to conceptualize using a thought record.
2. Witness how CBT is practiced through a video demonstration.
3. Demonstrate an understanding of the cognitive-behavioral approach to psychotherapy including the major constructs, techniques, and target outcomes of this approach.

### ***Tasks***

Attend and participate in the following classes:

- 3/1 – Class 14: CBT Conceptualization
- 3/3 – Class 15: CBT Demonstration

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

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

- 3/4 – Application Assignment 4: Thought Records (Final Draft)

Exam 1 – Cognitive-Behavioral Approaches to Treatment

- 3/4 – Exam 1 (Essay): Cognitive-Behavioral Approaches to Treatment

\*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 – Existential-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). In addition, we will discuss how humanistic philosophy influenced 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.
3. Formulate an existential-humanistic case conceptualization of various cases.

#### ***Tasks***

Attend and participate in the following classes:

- 3/15 – Class 16: Person-Centered
- 3/17 – Class 17: Gestalt Therapy

#### ***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.

- 3/18 – 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 – 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 Existential Psychotherapy (May and Yalom) and discuss the influence of existential philosophy on the existential-humanistic approach to treatment. In addition, application of this approach will be illustrated 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 recommend the appropriate interventions.
3. Formulate an existential-humanistic case conceptualization of various cases.

### ***Tasks***

Attend and participate in the following classes:

- 3/22 – Class 18: Existential Psychotherapy
- 3/24 – Class 19: Existential-Humanistic Demonstration

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

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

- 3/25 – Application Assignment 5: The Case of Marvin

\*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 11 – Existential-Humanistic Conceptualization and Exam**

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

This week we review the existential-humanistic approach to treatment and illustrate how this approach might be applied through a case study. In addition, 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.
3. Formulate an existential-humanistic case conceptualization of various cases.

### ***Tasks***

Attend and participate in the following classes:

- 3/29 – Class 20: Existential-Humanistic Conceptualization
- 3/31 – Exam 2 (Multiple Choice) - Existential-Humanistic Approaches to Treatment

\*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 – 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.
3. Formulate case conceptualizations of various cases based on systemic, multicultural, and community-based perspectives.

#### ***Tasks***

Attend and participate in the following classes:

- 4/5 – Class 21: Systemic Approaches to Treatment
- 4/7 – Class 22: Multicultural Approaches to Treatment

#### ***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.

- 4/8 – 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 – 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.

### ***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.
3. Formulate case conceptualizations of various cases based on systemic, multicultural, and community-based perspectives.

### ***Tasks***

1. Attend and participate in the following classes:
  - 4/12 – Class 23: Community Treatment Approaches
  - 4/14 – Easter Break (No Class)
2. Complete an initial draft of your therapeutic orientation paper.

\*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 – Therapeutic Orientation Paper**

### ***Week 14 Overview***

In the final weeks of this course, we will review how to write up your therapeutic orientation paper.

### ***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. Attend and participate in the following classes:
  - 4/19 – Class 24: Background Summary
  - 4/21 – Class 25: Theoretical Summary
2. Complete an initial draft of your therapeutic orientation paper.

\*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**

### **Weeks 15 and 16 – Therapeutic Orientation Paper**

#### ***Weeks 15 and 16 Overview***

In the final weeks of this course, we will review how to write up your therapeutic orientation paper. In addition, students will complete their therapeutic orientation paper.

#### ***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. Attend and participate in the following classes:
  - 4/26 – Class 26: Case Conceptualization
  - 4/28 – Class 27: Online Class Lecture
2. Complete and submit your therapeutic orientation paper.

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

Final Paper – Therapeutic Orientation Paper

- 4/29 – Final Paper: Therapeutic Orientation Paper

Exam 3 (Optional)

- 5/3 (10:30am-1:00pm): Exam 3

\*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.