Faculty Web Page and MYSJSU Messaging
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on Desire 2 Learn (http://sjsu.desire2lean.com). You can get there directly or through my faculty web page accessible through the SJSU home page (search my last name) or http://www.sjsu.edu/people/glenn.callaghan.

Course Description
The goal is of this graduate course is to develop case conceptualizations skills from within a variety of paradigms that allow for assessment and treatment planning for different client problems and populations. This course is intended to provide you with an overview of the theories and methods of psychotherapy and the skills to evaluate and utilize the theory you most closely follow. The course will begin with several distinct topics, but the goal will be to continue to see these as interrelated. We will discuss the role of philosophy in theory building and how a therapist’s own personal views help dictate the theory and style to which they adhere. We will discuss the method of service delivery with respect to a common framework of interventions, the style the therapist engages with clients, and the different treatment modalities used. We will continue to emphasize the overarching contextual issues of service delivery (regardless of theory) including ethical issues, cultural variables (e.g., gender and ethnicity), and evidenced based practice. This last issue will be crucial to the evaluation of each therapist’s effectiveness with clients over time. It is central to the mission of your training in this graduate program.
Course Goals and Student Learning Objectives

Specifically, our course objectives are as follows:

1. to develop an understanding of the role of philosophy in psychological theory
2. to critically analyze the components of a sound psychological theory
3. to understand the role of therapist and client characteristics that impact the delivery of a psychological intervention
4. to understand the basic components of case conceptualization and relate those to treatment planning
5. to learn the basic underpinnings of the major paradigms of psychotherapy with an emphasis on proposed mechanisms of both etiology and curative or change factors
6. to be able to think within different theoretical systems and use terminology within those systems to conceptualize client problems
7. to develop a distinction between nosological systems of classification and idiographic assessment and treatment planning
8. to consistently understand and apply the principles of evidence based practice in developing and executing case formulations
9. to develop and strengthen writing in this area through multiple writing assignments.

In order to assess these objectives, our measurable outcomes will be:

1. writing multiple papers that evidence a critical understanding of the origins of suffering and the corresponding mechanisms of change for each of four major philosophical camps represented by the therapies discussed in class.
2. demonstrating in writing an understanding of both contextual client and therapist factors that impact different interventions
3. evidence core case conceptualization skills as they are applied to an individual client, using appropriate intervention strategies at an individual level
4. compare and contrast methods of change in both class discussions and in writing
5. evidencing in writing approaches to assess client suffering that is both problem or diagnostic label driven and idiographic
6. writing consistently and accurately from within each theoretical framework using appropriate and accurate terminology (showing good exegesis)
7. understanding evidence based practice through class discussions and examples and in writing, particularly the case write-ups.

In this course, we will emphasize the development of your critical thinking skills. Psychotherapy, like most areas of science, is not a field with easy answers to difficult psychological and philosophical questions. In this vein, we will work to thoughtfully examine the different approaches that intend to assess, understand, and alleviate human suffering. This development of critical thinking is intended to help you become more critical practitioners of psychological services consistently and coherently.
Required Texts/Readings

Textbooks


Supplementary Journal Articles

A copy of supplementary journal articles is available for you to purchase and pick up at Maple Press (481 E. San Carlos St.; 408-297-1000). These are essential readings and you will be responsible for them during the semester. These articles are designed to provide you with much more depth to your knowledge of different theoretical formulations. Supplementary does not mean optional.

*A note on course readings*

There is a great deal to read for this course. I expect you to have completed the readings prior to the class meeting, including the book and the assigned articles. This will greatly facilitate our discussions and will help you get answers to questions that will arise while you read each assignment. For weeks with more to read, I suggest you try to get ahead during the weeks with lighter reading loads.

Classroom Protocol

The information in the syllabus is for your convenience. Any portion of it may change as seems appropriate, especially the dates on which the tests occur (except the last exam). You are responsible for keeping current on any deviations from the class syllabus, again, particularly rescheduling of tests. Check the class web site if you cannot be in class and want to check the times for exams, etc. Generally, I will lecture in class, and participation is highly encouraged. Participation makes the class much more interesting and allows you to develop your critical thinking skills. Questions are welcome at any time.
Professional Communication

The best method of contacting me is via email. Please allow 1-2 business days for a response. I don not typically respond to email on weekends.

Email me using the address given above. Please do not email using D2L. I will not respond to those messages.

As a University student, you are encouraged to engage in professional communication with faculty, staff, and your fellow students. This is especially important in electronic mail notes that you might send. When sending email, I would encourage you to create an email account that includes your name (e.g., Joe.Student@internet.com. If you do not create such an email, be certain to include your name in the correspondence. Please be sure to follow the following basic guidelines when communicating in a professional capacity:

1. In the Subject line, state what specific issue you are emailing about (e.g., exam 3, quiz 7, absence on 7-11-07).
2. In the greeting, please address your professor by his or her title (e.g., Dr. or Professor).
3. Be sure to identify yourself clearly by stating your full name and the specific course and section number you are in.
4. Be clear in your statement about what you are asking for or of what you are informing the reader.
5. Consider your request before you make it. If you believe you can make that request in a professional way and support your reasons for your request, please ask. If you have overslept, are tired, hangover, or whatever, please do not make requests based on those reasons.
6. Use a polite and respectful tone.
7. Use complete sentences.
8. Do not use abbreviations for words that are often used in text messages.
9. Use upper and lower case letters.
10. Be sure to use correct grammar and spelling in your message.
11. If you need a reply to the email you have sent, please request that clearly. I strongly encourage you to request a response back if you send something that needs to be graded in a timely matter to be certain it was received.
12. If you do not hear back within a reasonable amount of time from the person you sent the email to, politely request a response and resend the original message (you can use the forward function here).

Personal Computer (Laptop) Use

All of the notes for the course are available for you to print out and bring to class. In general you do not need to have a laptop for the class lectures. If you prefer to take notes on your laptop, you need to see me for permission to bring the laptop to the class. You cannot use a laptop or any computer device in class unless you have
spoken to me first. You may never connect to the internet during class or use your computer for personal or entertainment purposes during class time.

**Classroom Etiquette**

There are only a few real issues here, and they are easy. In general, the guiding principles are to be respectful and attend to what is going on in class. These issues are not typically a problem; that said, doing any of these will not be tolerated and will be grounds for dismissal from the class.

1. Be polite and respectful to the other people in the class, particularly when engaged in discussion. While I encourage an open discussion of many ideas, please refrain from using language that is prejudicial or hurtful to others.
2. Do not carry on conversations with others during lecture. (If you have a question or point to make, just say it so we can all hear it!)
3. Please turn off your cell phone for the time you are in class. If you need to receive an emergency call, let me know about it in advance. Never take a call and start talking during class.
4. Never use a cell phone during an examination period.
5. Do not text message during lecture.
6. Attend to the lecture material. Do not work on any other course material during class, including studying for other exams. If you use a computer, please use it for course related work during class time.
7. Do not sleep during class.

**Desire 2 Learn and E-Campus**

This course is now entirely on Desire 2 Learn. To get there go to [https://sjsu.desire2learn.com/](https://sjsu.desire2learn.com/). You are responsible for regularly checking the website. Announcements will be made there.

A link can be also found on my faculty web page: [http://www.sjsu.edu/people/glenn.callaghan](http://www.sjsu.edu/people/glenn.callaghan)

See [http://www.online.sjsu.edu](http://www.online.sjsu.edu) for more information regarding using Desire to Learn.

All of the material shown on the overheads in lectures is available on the course website for you to download. These materials are not, I repeat, are not, meant to be a substitute for coming to class. Please remember that these notes are for your convenience. I may add material or make slight changes to the notes that you download. When this occurs, I expect that you will simply take additional notes on the material that I provide in class. If you like the notes, I encourage you to download them in advance. This way, if we get ahead, you will have the notes.
Attendance

Attendance is essentially required for this course. Missing one lecture of a class is not going to cause major difficulties, but missing two is a big problem for getting all of the material we cover, and you should come and talk to me in person if this occurs. If you do not attend classes, you will definitely miss essential material. I expect you to email me or call to let me know that you will miss any lecture. Class is the time to have any questions answered that you may have. Material not presented in class but which appears in assigned readings should be included in your papers.

Office Hours

My office is room DMH 322. My phone number there is 924-5610. If I am not in my office, please leave a message for me at this number. I will have regular office hours as posted at the top of this syllabus. If you cannot make one of these times, you can call, e-mail, or see me after class to set an appointment. I want to be available to you. If you call or email me, you can generally expect a response back in 48 hours during the week. If you call or email on a Friday or over the weekend, you will not hear back from me until the next business day (typically Monday).

The best time to catch me is right after class, but let me know if you need to see me at another time. With office hours it is first come, first served. If you do not want to wait or were not able to see me, please set a time with me individually. During office hours we can discuss course questions, psychology as a career, or other topics of interest to you.

Please note that I am a busy professor, but I absolutely want to make time for our meetings. If I am unavailable at a time you try to see me, let me know, and we will make time to meet together.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html.

Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/.

Students should be aware of the current deadlines and penalties for dropping classes. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.
Assignments and Grading Policy

Grading is based on a combination of several factors. There will likely be 950 points available for each person. The class will not be curved. The grading factors are as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Opinion paper (brief)</td>
<td>50</td>
</tr>
<tr>
<td>Background &amp; Problem formation paper (brief)</td>
<td>50</td>
</tr>
<tr>
<td>Problem List and Goals paper (brief)</td>
<td>50</td>
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<tr>
<td>Discussion Leader &amp; Theory Briefing</td>
<td>50</td>
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<tr>
<td>Article Responses (10 at 10 points each)</td>
<td>100</td>
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<tr>
<td>Case Write-up papers (3 at 150 points each)</td>
<td>450</td>
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<tr>
<td>Class participation</td>
<td>50</td>
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**BRIEF PAPERS**

These are on the website and are very brief papers for ramping up on the case of John. More details are provided in the assignments on-line.

**DISCUSSION LEADER & THEORY BRIEFINGS**

When we have begun our discussions of the various psychotherapies, each week one person will be responsible for beginning the discussion by providing a Theory Briefing. Some mini-modules or weeks will have multiple discussion leaders and briefings.

This Briefing will be a one to two-page handout covering:

1) a very brief synopsis or overview of the therapy
2) a brief discussion of the origins of pathology as either that theorist has specified them or the discussion leader has derived them
3) a brief outline of the mechanisms of clinical change according to that theory (and corresponding origins listed above)
4) one or two brief examples of how this theory’s origins and mechanisms can be applied to the Case of John

By no means does the Theory Briefing have to be perfectly accurate. This is often just a starting place for all of us to develop our understanding and contribute as a group to develop these ideas. It must be sufficiently detailed to evidence that you put thought into it, but it does not have to be more than 1 page single spaced.

**ARTICLE RESPONSES**

For each article or chapter in the course reader that is to be read in that mini-module, you are responsible for providing a brief summary and response. I am looking for you to briefly summarize the major position(s) of the article and pose your critical responses to each article.
Responses are due at the beginning of each mini-module. There are two purposes to the article responses (1) to encourage you to read thoughtfully, and (2) to provide evidence to me that you have both read and understood each assignment. You are not required to provide responses for the chapters from the text books (e.g., Ingram, Corey).

For each response you should:
(1) Very briefly outline the major conceptual issues for that article.
(2) Pose at least one critical question and answer of the authors that shows you have engaged the article thoughtfully. Provide a brief discussion of why this is an important question to ask or what your answer is (academically) to that question.

I would like you to follow this format for each response:
• Your name in the upper right corner, PSYC 258, and the date.
• For each response use this format with mini-headers in bold:
  • Summary
  • Critical Response
• You may print your responses on single spaced pages.
• Each response should take about ½ to ¾ of a printed page.
• The summary should be no more than one-third of your total reading response.
• Hand written responses will never be accepted in this or any other course that I teach.

CASE WRITE UP

This is the bulk of the grade in the course. These papers are designed to have you apply what you are learning at the level of theory in this course and assessment and cultural issues (from other courses) and apply them to a complex clinical case. These take a great deal of time and should be attended to as if they are culminating term papers. Details and suggestions are provided in the handouts.

Pop Quizzes

There will be no scheduled exams in this course. However, if at any time it appears as though students have not done the reading for class that day, or if the discussion in class completely falls apart, there will be a pop quiz. The pop quizzes will count toward the grade. The best way to avoid a pop quiz is to consistently stay on top of the assigned readings.

University Policies

Academic integrity

Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-
Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University and likely dismissal from the graduate program. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

SJSU Writing Center

Although writing comprises most of your grade in this course, it is not expressly a course instructing better writing skills. I am happy to look at drafts of your paper with you (in person), but I cannot teach you grammatical or other essential to better writing. You are better off seeking assistance from me for content in your paper and going elsewhere for help with basic writing skills. I strongly encourage you seek assistance with your writing at the San Jose State University Writing Center in Clark Hall, Suite 126. It is a free service to students and will typically result in a much better paper for this course. Given that a portion of the paper grade is based on writing, grammar, and spelling, you should consider utilizing this service. Their contact information is 408-924-2308. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.
Psychology 258, Methods of Psychotherapy, Fall, 2011

This schedule is approximate and we may deviate from it. It is your responsibility to know where we are in the readings and if the test dates or materials to be included on tests might have been changed. We will work very hard to stay on schedule. See the web page for the Revised Schedule and Updated Time Line (test dates, etc.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>8/24</td>
<td>Introduction to course</td>
<td>1. Course Syllabus&lt;br&gt;2. Meier (chapters 1 &amp; 2)&lt;br&gt;3. Corey (chapter 1)</td>
<td>Begin reading!</td>
</tr>
<tr>
<td>8/29&lt;br&gt;8/31&lt;br&gt;(9/5 Holiday)&lt;br&gt;9/7</td>
<td>Theory and Epistemology&lt;br&gt;• Theory Construction and Evaluation&lt;br&gt;• Reasons and Causes for Human Suffering&lt;br&gt;• Scientific Theories&lt;br&gt;• Defining Psychology and therapy&lt;br&gt;• Considerations and Choices&lt;br&gt;• Folk Psychology and Epistemological Barriers&lt;br&gt;• Evaluating Theories</td>
<td>1. Meier (chapters 3 &amp; 4)&lt;br&gt;2. Ingram (Preface, chapter 1 &amp; 2)&lt;br&gt;3. Smith (chapter 1 in reader)&lt;br&gt;4. Houts (article in reader)</td>
<td>Opinion paper due</td>
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<tr>
<td>Date</td>
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<td>Readings</td>
<td>Assignments</td>
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</tbody>
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| 9/28       | Psychoanalytic and Dynamic Formulations  | 1. Corsini & Wedding (chapters 2 & 3)  
2. Corey (chapter 2)  
3. Leiper (chapter in reader)  
4. Levenson (chapter in reader)  
5. Hoglund et al (article in reader) | Article Response 4 due |
| 10/3       | Attachment theory Role of Community/Feminist theory | 1. Corsini & Wedding (chapters 2 & 3)  
2. Corey (chapter 2)  
3. Leiper (chapter in reader)  
4. Levenson (chapter in reader)  
5. Hoglund et al (article in reader) | |
| 10/5       | The Psychodynamic Traditions             | 1. Corey (chapter 3)  
2. Corsini & Wedding (chapter 5)  
3. Corey (chapter 5)  
4. Rogers (chapter in reader)  
5. Knight (article in reader)*  
6. Corsini & Wedding (chapter 9)  
7. Corey (chapter 4)  
8. Ingram (chapter 7)  
9. Milton (article in reader) | Problem list paper due |
| 10/10      | Adlerian Individual Psychology           | 1. Corey (chapter 3)  
2. Corsini & Wedding (chapter 5)  
3. Corey (chapter 5)  
4. Rogers (chapter in reader)  
5. Knight (article in reader)*  
6. Corsini & Wedding (chapter 9)  
7. Corey (chapter 4)  
8. Ingram (chapter 7)  
9. Milton (article in reader) | |
| 10/12      | Interpersonal Psychotherapy (IPT)        | 1. Corey (chapter 3)  
2. Corsini & Wedding (chapter 5)  
3. Corey (chapter 5)  
4. Rogers (chapter in reader)  
5. Knight (article in reader)*  
6. Corsini & Wedding (chapter 9)  
7. Corey (chapter 4)  
8. Ingram (chapter 7)  
9. Milton (article in reader) | |
| 10/17      | Humanistic Formulations                  | 1. Corey (chapter 3)  
2. Corsini & Wedding (chapter 5)  
3. Corey (chapter 5)  
4. Rogers (chapter in reader)  
5. Knight (article in reader)*  
6. Corsini & Wedding (chapter 9)  
7. Corey (chapter 4)  
8. Ingram (chapter 7)  
9. Milton (article in reader) | Article Response 5 due Paper 1 due |
| 10/19      | Existential Based Formulations           | 1. Corey (chapter 3)  
2. Corsini & Wedding (chapter 5)  
3. Corey (chapter 5)  
4. Rogers (chapter in reader)  
5. Knight (article in reader)*  
6. Corsini & Wedding (chapter 9)  
7. Corey (chapter 4)  
8. Ingram (chapter 7)  
9. Milton (article in reader) | |
| 10/24      | Behavior Therapy                         | 1. Corey (chapter 3)  
2. Corsini & Wedding (chapter 5)  
3. Corey (chapter 5)  
4. Rogers (chapter in reader)  
5. Knight (article in reader)*  
6. Corsini & Wedding (chapter 9)  
7. Corey (chapter 4)  
8. Ingram (chapter 7)  
9. Milton (article in reader) | Article Response 6 due |
| 10/26      | Exposure Paradigms                       | 1. Corey (chapter 3)  
2. Corsini & Wedding (chapter 5)  
3. Corey (chapter 5)  
4. Rogers (chapter in reader)  
5. Knight (article in reader)*  
6. Corsini & Wedding (chapter 9)  
7. Corey (chapter 4)  
8. Ingram (chapter 7)  
9. Milton (article in reader) | |
| (10/31 – no class) |                | 1. Corey (chapter 3)  
2. Corsini & Wedding (chapter 5)  
3. Corey (chapter 5)  
4. Rogers (chapter in reader)  
5. Knight (article in reader)*  
6. Corsini & Wedding (chapter 9)  
7. Corey (chapter 4)  
8. Ingram (chapter 7)  
9. Milton (article in reader) | |
| 11/2       | Contemporary Behavior Therapies          | 1. Kohlenberg et al. (article in reader)  
2. Stoshal et al. (chapter in reader)  
3. Blackledge & Hayes (article in reader) | Article Response 7 due Paper 2 due |
| 11/7       | Acceptance and Commitment Therapy        | 1. Kohlenberg et al. (article in reader)  
2. Stoshal et al. (chapter in reader)  
3. Blackledge & Hayes (article in reader) | Article Response 8 due |
| 11/9       | Contemporary Behavior Therapies          | 1. Kohlenberg (chapters in reader)  
2. Callaghan et al. (article in reader) | Article Response 7 due Paper 2 due |
| 11/14      | Functional Analytic Psychotherapy        | 1. Kohlenberg (chapters in reader)  
2. Callaghan et al. (article in reader) | Article Response 8 due |
| 11/16      | Cognitive Therapy Interventions          | 1. Corsini & Wedding (chapter 8 & 6)  
2. Corey (chapter 8)  
3. Ingram (chapter 6)  
4. Dudley & Kuyken (chapter in reader) | Article Response 9 due Paper 3 due |
2. Corey (chapter 8)  
3. Ingram (chapter 6)  
4. Dudley & Kuyken (chapter in reader) | |
| 11/23      | Other Formulations                       | 1. Corsini & Wedding (chapter 13)  
2. Corey (chapter 10 & 11)  
3. Ingram (chapter 3)  
4. Bankart (chapter 18 in reader)  
5. Brown (article in reader)  
6. Harper & Spellman (chapter in reader)  
7. Morgan (article in reader)  
8. Bankart (chapters 20 & 21 reader)* | Article Response 10 due |
| 11/28      | Feminist Therapies                       | 1. Corsini & Wedding (chapter 13)  
2. Corey (chapter 10 & 11)  
3. Ingram (chapter 3)  
4. Bankart (chapter 18 in reader)  
5. Brown (article in reader)  
6. Harper & Spellman (chapter in reader)  
7. Morgan (article in reader)  
8. Bankart (chapters 20 & 21 reader)* | |
| 11/30      | Narrative Therapies                      | 1. Corsini & Wedding (chapter 13)  
2. Corey (chapter 10 & 11)  
3. Ingram (chapter 3)  
4. Bankart (chapter 18 in reader)  
5. Brown (article in reader)  
6. Harper & Spellman (chapter in reader)  
7. Morgan (article in reader)  
8. Bankart (chapters 20 & 21 reader)* | |
| 12/1       | Eastern Traditions                       | 1. Corsini & Wedding (chapter 13)  
2. Corey (chapter 10 & 11)  
3. Ingram (chapter 3)  
4. Bankart (chapter 18 in reader)  
5. Brown (article in reader)  
6. Harper & Spellman (chapter in reader)  
7. Morgan (article in reader)  
8. Bankart (chapters 20 & 21 reader)* | |
| 12/7       | Revisiting Eclecticism                   | 1. Corsini & Wedding (chapter 14)  
2. Ingram (chapter 10) | |
|            | Integration Movements                    | 1. Corsini & Wedding (chapter 14)  
2. Ingram (chapter 10) | |
|            | Your own Case Conceptualization          | 1. Corsini & Wedding (chapter 14)  
2. Ingram (chapter 10) | |

*optional reading
References in Reader


