San José State University
Psychology Department
PSYC 165 Theory and Methods of Counseling, Section 01, Spring 2013

Instructor: Roger Karlsson, PhD, ABPP
Office Location: DMH 232
Telephone: (408) 924-5658 (instructor checks the voice mail only periodically, use e-mail below instead)
Email: roger.karlsson@sjsu.edu (faster, more reliable, and preferred line of communication)

Office Hours: Mondays 17:15 – 18:00 and 20:45 – 21:00
Class Days/Time: Tuesdays and Thursdays 10:30 – 11:45
Classroom: DMH 164
Prerequisites: Psyc 1 (Introductory Psychology)

Course Description
This course examines the major theories of behavioral change, with emphasis on counseling of persons with problems in occupational, social, family and individual adjustment.

Course Goals
Understand the diversity of theories within the counseling field, gaining knowledge of the core principles of several prominent theories of counseling, utilizing critical thinking skills to compare and contrast various counseling theories, examining the client-counselor relationship, and exploring the counseling profession as a whole.

Course Learning Objectives (CLOs)
Upon successful completing the course, participants should be able to:

CLO1: Be familiar with the major contemporary schools of counseling/psychotherapy, as well as issues relevant to counseling (e.g., ethical issues and factors that promote psychological healing and wellbeing).

Assessment of CLO1: Students will be assigned to read chapters covering topics in this domain (e.g., chapters such as Ethical Issues in Counseling Practice, Psychoanalytic Therapy, Existential Therapy, Person Centered Therapy, Cognitive Behavioral Therapy, Feminist Therapy, etc.) and evaluated on participation of group discussions and activities (i.e., participation grade) and homework assignments related to
these topics. Students will also be evaluated on their performance on the group project and class examinations related to this domain.

CLO2: Students will be able to analyze the major contemporary schools of counseling/psychotherapy from multiple perspectives, including the key determinants of human experience, approaches to the treatment of psychological disorders, the therapeutic relationship, and empirical support of each approach as applied to a diverse range of populations.

Assessment of CLO2: Students will be evaluated through performance on the group project and class examinations covering topics in this domain, as well as evaluated on participation of group discussions and class activities (i.e., participation grade) and homework assignments related to these topics. Additionally, students will complete and submit a scholarly writing assignment to demonstrate their critical thinking skills, ability to analyze psychological research, contrast various viewpoints, examine strengths and weaknesses of a counseling approach, and explore how they would adapt or modify the approach.

**Program Learning Outcomes (PLO)**

Upon successful completion of the psychology major requirements:

- **PLO1 – Knowledge Base of Psychology** – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

- **PLO2 – Research Methods in Psychology** – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

- **PLO3 – Critical Thinking Skills in Psychology** – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

- **PLO4 – Application of Psychology** – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

- **PLO5 – Values in Psychology** – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society

**Required Texts/Readings:**

This book should be accessible through internet booksellers.

**Definition of a Credit Hour**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practicum. Other course structures will have equivalent workload expectations as described in the syllabus.

The credit hour is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester..."

2) a credit hour is assumed to be a 50-minute (not 60-minute) period.

In courses (e.g., online) in which in-class "seat time" does not apply, "a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement."

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

**Classroom Protocol**

- **Common courtesy and professional behavior** dictates that you notify someone when you are recording him/her. In fact, recording a person without his or her permission in California might be a violation of California Penal Code 632(a) and result in an up to $2500 fine and/or up to a year in jail. Hence, you must obtain the instructor’s and your classmates’ permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

- **Permission for recording lectures** will only be granted after a written request, clearly stating why the student need to record lectures, and whether the student wants to record a particular lecture or every lecture for the semester. The other students’ permission needs to be obtained as well.

- When recording lectures that involves active participation of students or guests, permission of those students or guests must be obtained as well.
• **Course material developed by the instructor** is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

• **Disrespectful behavior** will not be tolerated and will result in a lower grade and you may be asked to leave the class. Late arrival is not tolerable. If you are late, enter the classroom discreetly. If you plan to be late frequently, you should contact the instructor to explain your situation. Unless otherwise noted, tardiness will affect your grade. Should you happen to miss a class, you are welcome to obtain notes from a peer in the course. Also, please ask your peers in the course if you “missed anything important,” and do not ask the instructor. It is important to mention that those students who regularly attend class tend to do significantly better in the course.

• **Diversity Statement:** Consistent with the mission of San Jose State University, I welcome persons of differing backgrounds and experiences including but not limited to age, disability and health status, ethnicity and race, family structure, geographic region, language, religious/spiritual and secular beliefs, resident status, sex, sexual orientation and gender identity/expression, and socioeconomic status. It is my goal to foster an environment in which diversity is recognized and embraced and every person is treated with dignity, respect, and justice. I hope that your academic experience in this course and at San Jose State University will provide the opportunity to gain knowledge and experiences necessary to thrive in a diverse, global environment.

• **Cell-phone use** (including text messaging) is not allowed inside the classroom during lectures. Also, turn off your ringer. If you absolutely need to take a phone call or send a SMS, go outside the classroom discreetly.

Using your laptop to make lecture notes is acceptable, but not for writing e-mails, playing computer games, communicating on the messenger, cruising on Ebay or match.com, checking your Facebook page etc. Also, if I or other students deem “keyboard noise” distracting, you will have to stop using the computer. This policy is in existence so that you do not distract me or other students. I reserve the right to ask you to put the computer away at any time. Failure to do so may result in you being asked to leave the classroom.

**Taking Notes:** Since a portion of the lectures will not come from the assigned readings, taking lecture notes is VERY IMPORTANT. Coming to class prepared (e.g., having thoroughly read the assigned material) and paying close attention to lecture will benefit the student. Preparation through reading the assigned material will help the student with taking notes during class as the student will recognize some of the material as coming from the readings and as a result will not need to take copious notes on that portion.

• **Unauthorized use of cell phones and laptops** will affect your grade severely (see above note regarding disrespectful behavior).
• Students tend think their instructor doesn't know what they are doing in class when they are not participating. They get a surprise when they see their final grade.

• Classroom discussions are encouraged and will affect your grade in a positive direction. In general, a fair involvement in the classroom will result in an increase in final grade (i.e., from C to C+). An extensive involvement in the classroom might affect your grade to a larger degree. You are not expected to participate in discussions as if you already were a forensic psychologist. You are predominately neophyte students of forensic psychology and, hence, expected to discuss the subject at a beginner’s level. Disagreements with the instructor based on common sense or actual knowledge are encouraged and indicates prefrontal brain activity and usually result in a higher grade.

Internet, WWW, & E-mail Access: This course involves use of the Internet for student research, homework, and assigned readings. All students are required to have access to the Internet via some means as well as an active/current e-mail address. If you do not have a computer or access to the Internet, you can use the computers in the computer lab on campus. Labs are typically open late on some evenings and also open on weekends.

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<thead>
<tr>
<th>IMPORTANT WEB ADDRESSES:</th>
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<tbody>
<tr>
<td>San Jose State University Web site</td>
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<td>Department of Psychology’s Web site</td>
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<td>American Psychological Association</td>
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<td>SJSU Library’s Psychology Website</td>
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<td>APA Diagnostic Classification DSM-IV</td>
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<td>Abnormal, Clinical, and Counseling Resources</td>
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• Syllabus Policy: The course syllabus presented in this document will be followed as closely as possible. However, the course syllabus, schedule, policies, and procedures are subject to change at the discretion of the instructor or in the event of extenuating circumstances. This includes the dates listed. Any changes will be announced in advance by the instructor as soon as possible. Since such announcements are typically made during class, it is the student’s responsibility to find out about any of these changes that may have been made when the student is absent. You are responsible for all of the material in the assigned readings. Some of the information in the readings will not be covered in class. Therefore, if there is material that is unclear to you it is highly recommended that you discuss this material with fellow classmates or with me at an appropriate time (e.g., during office hours). It is your responsibility to read the syllabus...
and ask questions about it so that you have a clear understanding of the expectations. If you are unclear about any of the requirements/expectations, then please set up a time to speak with me. I will be grading as though you have a clear understanding of the course requirements and material.

- **Professional Communication**: 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 that you might send. When sending email, I would encourage you to create an email account that includes your full name (e.g., Joe.Student@internet.com). If you do not create such an email, be certain to include your full name in the correspondence. Please be sure to follow the basic guidelines below 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, hungover, or whatever, please do not make requests based on those reasons.

6. Use a polite and respectful tone.

7. Use complete sentences and correct grammar and spelling in your message (no “How r u?”).

8. Do not use abbreviations for words that are often used in text messages.

9. 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.

10. 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)
**Grade Checks:** All grade check requests should be made by email with at least 24 hours advanced notice.

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

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

**Paper and Grading Policy**

**EXAMS & FINAL EXAM** (75 points each; 225 points total, 50% of grade)
There will be 2 midterm exams and a final exam. None of the exams are cumulative. Each exam will be worth 75 points. Each midterm exam will be given during class time, and you will have the class period to complete the exam. Students will not be allowed to use the restroom, talk to other students, or use their cell phone during an exam. Violation of these rules may result in a test review and/or referral to Student Conduct and Ethical Development and possibly a course grade of NC (no credit). Rescheduling an exam will only be allowed for documented medical reasons or mandatory school activities. Please contact me prior to the day of the exam if you need to reschedule.

**GROUP PROJECT** (15%; 67.5 total points)
In groups of 4, students will work together to prepare a 15-20 minute presentation on 1 of the 11 therapy approaches covered in the textbook. No more than 2 groups can present on the same therapy approach. Once you have formed a group and chosen a therapy approach you should reserve it with me (if the maximum number of groups has already been assigned for that therapy approach then you will need to chose a different one). Your group will present on the last day that your selected therapy approach is scheduled to be covered in class (see the Course Schedule at the end of the syllabus for the corresponding dates). Please note, the skit can illustrate a successful, unsuccessful, or somewhat successful therapy session.

Student 1 will:
A) introduce the therapy approach and give a brief overview of the theory that includes information that was not covered in the textbook,
B) highlight and elaborate on at least 4 interesting pieces of information about the therapy approach or the founder of the therapy approach that are not discussed in the textbook,
C) introduce the characters of the skit and describe the characters’ identities and pertinent
information (e.g., ethnicity, age, gender, single/partnered, lives alone, etc. – this info is for the “characters” of the skit and not the actual identities of the students playing the characters),

D) describe the issue/problem that the “client” is seeking help for,
E) inform the class what session number it is and what happened the previous session(s).

Student 2 will:
A) inform the class where the characters are in the current session (e.g., beginning, middle, or end) and give any information to set the stage for the skit to begin,
B) pause/freeze the skit at different times to highlight what intervention is being used at the moment and describe how it is being used,

Once the skit is over, student 2 will:
C) discuss the ways in which the therapy session was successful, as well as the ways it was not successful (e.g., was there a strong therapeutic alliance, did the client feel understood, did the client leave the session in a better psychological state than he/she came in with, etc). You should highlight the evidence from the therapy session that shows how the session was successful/ unsuccessful in a particular way (e.g., “The strong therapeutic alliance was seen by how the therapist . . . . and how the client . . . ”).
D) discuss the ways in which specific interventions were successful or unsuccessful. Again, you should highlight evidence from the therapy session that shows how the particular interventions were successful/unsuccessful.
E) give a detailed explanation of at least 3 ways that the therapy session and interventions could be modified to be more successful (e.g., emphasizing/deemphasizing certain aspects, integrating interventions or ideas from other therapy approaches). Be sure to explain how you would change it and why the modification would be more successful.

Students 3 and 4 will:
A) act out the skit (one will play the therapist and one will play the client). While performing the skit you can have your script with you as an aid, but you should not be reading your lines. You are expected to have most of your skit memorized, and you should fully take on the role (e.g., act out the emotions and mannerisms/behaviors of the character).

At the end of the presentation, students 3 and 4 will each:
B) present a summary of a research article or chapter from book that focuses on the therapy approach.

The class is encouraged to ask questions throughout the group presentations. All members of the group are responsible for responding to the class’s questions.

**Grading for the Group Presentation:** For the first 45 points of the assignment members will be given the same grade as their fellow group members unless other members report disproportionate contributions by certain members. The last 22.5 points are evaluated on an individual basis. Each student will be separately evaluated on their knowledge of the topic and presentation style (e.g., clarity, content, eye contact with the class, engagement with class, energy, humor, etc). This assignment is worth 67.5 points.
WRITING ASSIGNMENT (15%; 67.5 points) submit to Turnitin.com before class on April 23rd. Late papers will lose 2 ½ percent for each day they are late. An assignment is considered late if it is not submitted before the start of the class it is due.

Your papers should be typewritten, double-spaced, with one-inch margins, using Times New Roman 12 point font. At the top of first page you should list your name, course, course number, section number, semester, year, due date, and professor’s name. You must include a reference page. List the corresponding number before your response to each item/question. For the writing assignment you are to choose a therapeutic approach (from the 11 covered in this course) that appeals to you and find 4 or more peer reviewed references that discuss or present findings on that approach. At least 2 of the references must be peer reviewed journal articles, preferably research studies. Other appropriate references include books or chapters from books. You can find references in the textbook at the end of each chapter. However, at least half of your references must be ones that are not found in the textbook (i.e., external references). Copies of the articles (or the abstracts or your reference page [in APA format]) are due before class on April 16th. Respond to each of the following items/questions:

1) Describe your personality and style as a future therapist.

2) Why do you think this approach is a good match for your personality and style as therapist? This response may include a description of how this approach resonates with your outlook or life experiences.

3) What issues (or mental disorders) and populations (e.g., children, adults, couples, families, groups, a specific ethnic community, immigrants, etc.) are you interested in working with? Has this approach been supported by research to be effective for treating these disorders/issues or populations? How is this approach a good fit (or not a good fit) for working the populations and/or disorders you are interested in working with?

*** In either the strengths or weaknesses response (#4 or #5), be sure to address the utility of this therapy approach to help individuals of diverse populations (e.g., ethnicity, sexual orientation, spiritual affiliations, socioeconomic status, age, gender, etc). Also, it may be helpful to compare the approach you chose to other approaches when highlighting its strengths and weaknesses. ***

4) Describe 2 strengths of this approach. Explain why/how these aspects of the approach are strengths.

5) Describe 2 weaknesses of this approach. Explain why/how these aspects of the approach are weaknesses.

6) No counseling method or theory is perfect. Describe 2 ways you would adapt and modify this therapeutic approach. Be sure to explain why you would change the approach in these ways. In this response you may describe how you might adapt it to better fit your style, or how you might modify it to be more effective in treating specific issues or populations, or how you’d make it more useful for diverse populations. Your response may describe the aspects or techniques from this approach that you would emphasize, de-emphasize, or leave out. Your response may describe aspects or techniques from other therapeutic approaches that you would incorporate into this approach. Synthesize what you learned from the references you gathered into your responses. I particularly expect to see citations for items 3, 4, and 5.
Information and ideas gathered from the textbook, articles, or other sources should be cited and referenced according to APA style as described in the *Publication Manual of the American Psychological Association, 6th Edition* (2010), which is available in the library, the campus bookstore, and on-line. Points will be deducted for citation and reference formatting errors, not having the minimum of at least 4 peer reviewed references, and grammatical errors. Plagiarism will result in a failing grade (i.e., F).

The writing assignment will be evaluated on the following areas: 1) clarity of responses to the items/questions listed above, 2) synthesis of references to support your points, 3) grammar, spelling, and composition, and 6) appropriate and correct use of citations and references in APA style.

**CLASS PARTICIPATION** (20%; 90 points)
Participation helps us all learn from one another. You will be assigned points based on your level of participation in class discussions and activities. Many classroom activities and discussions will supplement the reading and students are responsible for all material, assignments, and explanations given in class, even if they were absent. Class participation includes group activities performed during class, in-class writing assignments, pop quizzes, turning in homework assignments, participation in class discussions, and asking questions.

Class participation will contribute 20% toward your grade for the course. Students are expected to have read the assigned readings by the date listed in the Course Schedule. If you miss a group activity, in-class writing assignment, pop quiz, or homework assignment because you were absent from the class then you will receive a zero for the assignment. The lowest mark on these assignments will be dropped (i.e., not factored into your grade). Please notify me by email, roger.karlsson@sjsu.edu, of any class absences. If there is a legitimate cause for your absence and you notify me by email of the absence then you will have the opportunity to make up the missed assignment.

**Quizzes** To encourage everyone to keep current on the class readings, I grant myself the right to give you a number of 20-point quizzes given for the assigned chapters before the class starts. The time limit for each quiz will be exactly fifteen minutes. The scores on the quizzes will be factored into the class participation scoring. If you arrive too late to take the quiz, you will not be granted take the quiz later in the class or afterwards.

**Grading:**
Your grade will be calculated as follows:

- Exams: 3 exams, worth 75 points each = 225 points = 50%
- Writing Assignment: 67.5 points = 15%
- Group Project: 67.5 points = 15%
- Class Participation: 90 points = 20%
- Total: 450 points = 100%

Grades for the course will be computed tentatively as shown below.
University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires 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 Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

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. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 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 Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

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 inspire them to become independent learners. The Center’s tutors are trained and nationally certified by the College Reading and Learning
Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/.

**SJSU Writing Center**
The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/

**Peer Mentor Center**
The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/

**Student Success and Wellness**
Attending to your wellness is critical to your success at SJSU. I strongly encourage you to take advantage of the workshops and programs offered through various Student Affairs Departments on campus such as Counseling Services, the SJSU Student Health Center/Wellness & Health Promotion Dept., and Career Center. See http://www.sjsu.edu/wellness or http://www.sjsu.edu/counseling/Workshops/ for workshop/events schedule and links to many other services on campus that support your wellness! You may go to http://events.sjsu.edu to register for any one of the workshops. Counseling Services also provides individual, couples, and group counseling to students for free. Counseling Services is located in room 201 of the Administration Building.
**PSYC 165 Theory and Methods of Counseling, Spring 2013, Course Schedule**

**The schedule is subject to change with fair notice ahead of time through e-mail by your instructor and/or by announcement in class – If you are not in class you might miss the information**

The readings assigned for each class below is from Corey(2013).

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>01/24/13</td>
<td>Introduction, Class Business, and Syllabus Review</td>
</tr>
<tr>
<td>2</td>
<td>01/29/13</td>
<td>Chapter 1 – Introduction and Overview&lt;br&gt;Chapter 2 – The Counselor: Person and Professional</td>
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<tr>
<td>3</td>
<td>02/05/13</td>
<td>Chapter 3 – Ethical Issues in Counseling Practice&lt;br&gt;Chapter 4 – Psychoanalytic Therapy (1st half)</td>
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<tr>
<td>4</td>
<td>02/07/13</td>
<td>Chapter 4 – Psychoanalytic Therapy (2nd half)&lt;br&gt;Chapter 5 – Adlerian Therapy (1st half)</td>
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<tr>
<td>5</td>
<td>02/19/13</td>
<td>Chapter 5 – Adlerian Therapy (2nd half)&lt;br&gt;Chapter 6 – Existential Therapy (entire chapter)</td>
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<tr>
<td>6</td>
<td>02/26/13</td>
<td>Review for Exam&lt;br&gt;<strong>EXAM #1 on chapters 1-6</strong></td>
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<td>7</td>
<td>02/28/13</td>
<td>Chapter 7 – Person Centered Therapy (1st half)&lt;br&gt;Chapter 7 – Person Centered Therapy (2nd half)</td>
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<td>8</td>
<td>03/05/13</td>
<td>Chapter 8 – Gestalt Therapy (1st half)&lt;br&gt;Chapter 8 – Gestalt Therapy (2nd half)</td>
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<td>9</td>
<td>03/7/13</td>
<td>Chapter 9 – Behavior Therapy (1st half)&lt;br&gt;Chapter 9 – Behavior Therapy (2nd half)</td>
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<td>10</td>
<td>03/12/13</td>
<td><strong>SPRING BREAK</strong></td>
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<td>11</td>
<td>03/21/13</td>
<td>Chapter 10 – Cognitive Behavior Therapy (1st half)&lt;br&gt;Chapter 10 – Cognitive Behavior Therapy (2nd half)</td>
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<td>12</td>
<td>04/02/13</td>
<td>Review for Exam&lt;br&gt;<strong>EXAM #2 on chapters 7-10</strong></td>
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<td>13</td>
<td>04/04/13</td>
<td>Chapter 11 – Reality Therapy (1st half) (copies of research articles must be printed out and brought to class, write your name on the articles so I know who brought it in)&lt;br&gt;Chapter 11 – Reality Therapy (2nd half)</td>
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<td>14</td>
<td>04/16/13</td>
<td>Chapter 12 – Feminist Therapy (1st half) (paper due)&lt;br&gt;Chapter 12 – Feminist Therapy (2nd half)</td>
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<td>04/18/13</td>
<td>Chapter 13 – Postmodern Approaches (1st half)&lt;br&gt;Chapter 13 – Postmodern Approaches (2nd half)</td>
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<td>15</td>
<td>05/07/13</td>
<td>Chapter 14 – Family Systems Therapy</td>
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<td>05/09/13</td>
<td>Chapter 15 – An Integrative Perspective</td>
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