Course Description
This course is intended to provide you with an overview of the theories and methods of psychotherapy, and to teach you to think critically about each of them. We will examine the major theoretical frameworks within psychotherapy and explore the relative strengths and drawbacks of each one, while learning the key intervention techniques they employ.

From the SJSU Catalog:
Survey of the theoretical background and practical application of various approaches to psychotherapy. Prerequisite: PSYC 139. Notes: MS program priority.

Learning Outcomes
Course Learning Outcomes (CLOs)
Upon successful completion of this course, students will:
1. CLO1: Understand the role of psychological theory in the selection and delivery of psychotherapy

2. CLO2: Learn to conceptualize clinical cases from a variety of theoretical perspectives, taking into consideration therapist and client contextual features (including age, sex, race, ethnicity, spirituality, sexual orientation, language, disability, and socioeconomic status) and current evidence of effectiveness.

3. CLO3: Understand and discriminate the etiology and mechanisms of change of the major paradigms of psychotherapy, and learn how to implement appropriate interventions from within those paradigms.

4. CLO4: Learn treatment planning within the principles of evidence-based practice.

**Program Learning Outcomes (PLO)**

Upon successful completion of the MS in Clinical Psychology:

PLO1.1 – Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention.

PLO1.2 – Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature.

PL02.1 – Students will demonstrate effective integration and communication of clinical case material.

PL02.2 – Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials.

PL02.3 – Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers.

PL02.4 – Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases.

PL03.1 – Student will demonstrate understanding of different assessment devices and strategies for assessing child outcome over the course of treatment including standardized nomothetic and idiographic approaches.

PL04.1 – Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery,
ethics, assessment, research methods, family therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical populations. Students will be able to apply this knowledge to clinical cases.

PL05.1 – Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

This course meets the following Program Learning Outcomes: 1.1, 1.2, 2.1, 2.2, 2.4, 4.1.

Licensure Learning Outcomes (LLO)

Licensing requirements for academic coursework toward the MFT and/or LPCC will be met for this course in the following way:

LLO1: For the LPCC requirements, this course is designed to fulfill category (A): Counseling and psychotherapeutic theories and techniques, including the counseling process in a multicultural society, an orientation to wellness and prevention, counseling theories to assist in selection of appropriate counseling interventions, models of counseling consistent with current professional research and practice, development of a personal model of counseling, and multidisciplinary responses to crises, emergencies, and disasters.

per BPC Section 4999.12

This course will also cover aspects of the additional LPCC requirements of: (d) sections (1) - (5) as follows: (1) The understanding of human behavior within the social context of socioeconomic status and other contextual issues affecting social position. (2) The understanding of human behavior within the social context of a representative variety of the cultures found within California. (3) Cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California. (4) An understanding of the effects of socioeconomic status on treatment and available resources. (5) Multicultural development and cross-cultural interaction, including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, and disability and their incorporation into the psychotherapeutic process.

1. LLO2: For the MFT requirements, this course includes instruction in evidence-based practices and promising mental health practices as evaluated in the mental health literature per the requirement that programs provide: Instruction in diagnosis, assessment, prognosis, and treatment of mental disorders (BPC Section 4980.36(d)(2)(A))

This course will also cover aspects of the general MFT requirements that programs:

(1) Integrate all of the following throughout its curriculum: (A) Marriage and
family therapy principles, (B) The principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments, among others, (C) An understanding of various cultures and the social and psychological implications of socioeconomic position, and an understanding of how poverty and social stress impact an individual’s mental health and recovery; (2) Allow for innovation and individuality in the education of marriage and family therapists; (3) Encourage students to develop the personal qualities that are intimately related to effective practice, including, but not limited to, integrity, sensitivity, flexibility, insight, compassion, and personal presence; and (4) Permit an emphasis or specialization that may address any one or more of the unique and complex array of human problems, symptoms, and needs of Californians served by marriage and family therapists.

**Required Texts/Readings**

**Books**

The following books are required for this class:


**Journal Articles and Book Chapters**

A copy of the required supplemental readings for this course is available on Canvas. 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.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at [http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). Information about late drop is available at [http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.
Attendance
As a graduate student, you should not be missing your classes. If you need to miss a class, please let me know by phone or email and I will likely tell you to get the notes from another student. This will be better than nothing, but there will be a lot happening during this class and notes from another student will not properly cover what happens.

Office Hours
The students who have historically done the best in this class are those who came and met with me in my office (DMH 317) when they got stuck, rather than just staying stuck. If you can’t make my office hours, email me (email is the most reliable way to contact me) and we can set up another time to meet. Ultimately, as a graduate student, it is your responsibility to get your needs met, but I will be as present and flexible as I can be to help you succeed. Take me up on it.

Classroom Protocol
- Please turn off your cell phone at the beginning of class and do not take calls or text during class unless there is an emergency (let me know ahead of time if you are expecting an urgent call).
- Please do not sleep.
- Be respectful and contribute to creating a space where people feel safe expressing their views and asking questions.
- Please do not use your computer during class for anything but note-taking.

Canvas and E-Campus
This course is now on the new learning system for the University, Canvas. To get there go to https://instructure.com. The login is your SJSUOne name and the password is your SJSUOne password. Easy peasy.

All of the readings, assignments, and material for this class will be available on Canvas.
The Canvas page will also have a copy of the course schedule, which I will try to update as we go along. If you have trouble accessing the webpage or downloading any of the items there, come and talk to me.
Assignments and Grading Policy

Grades

Grading is based on a combination of several factors. The components of your grade are

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Theory Responses (10 @ 50 points each)</td>
<td>500</td>
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<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>550</td>
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</table>

Grades will be determined by the following scale:

- 100-97% = A+, 96-93% = A, 92-90% = A-
- 89-87% = B+, 86-83% = B, 82-80% = B-
- 79-77% = C+, 76-73% = C, 72-70% = C-
- 69-67% = D+, 66-63% = D, 62-60% = D-
- and 59.9% and less = F.

Theory Responses

Over the course of the semester, you will read about a variety of theories, and you will be required to do 2 things for each theory: 1) answer 10 specific theory-related questions, and 2) tie the theory to a specific case (Anna).

You must write out your answers and submit them via Canvas. Please use the number to denote where your answers to each question begin and end.

Theory-Related Questions

1. What are the historical underpinnings of the approach – what was the zeitgeist or context for its development? Who are some of the major contributors?
2. What is the mechanism of the problem – how do symptoms or problems develop? How are they maintained?
3. How important is diagnosis within this approach?
4. What are the major methods of assessment used in this approach?
5. What is the structure of sessions, what happens in the sessions? How active/directive is the therapist? How long is treatment? Is homework used?
6. What are the process goals for treatment?
7. How does the therapeutic relationship influence the outcome of treatment?
8. What clinical skills are most important?
9. What is the mechanism of change for this approach?
10. Is there empirical research to support this approach? If so, for whom?

Anna Questions

1. What were the important pieces of information in the Anna vignette from this approach’s perspective?
2. What is the mechanism of Anna’s difficulties according to this approach?
3. What would be important information to gather from Anna according to this approach?

4. What would be the mechanism of change for Anna from this approach (i.e. what process variable would we see change if the treatment had been implemented effectively)?

5. What would be the key features of therapy with Anna?

**Paper Policy**

The Theory Responses that are completed out of class are due to canvas on the day specified in the syllabus at the beginning of class. **You must also bring a paper or electronic copy of the paper that you can use for the class discussion on the day the theory is discussed.** Given that we will be going over the papers in the class period, I cannot accept any late papers. Period. Please don’t ask.

Your writing quality is graded in this class, and if I cannot understand your writing, you will be reduced points. If your grammar is difficult to understand you will be asked to seek additional assistance with your writing.

I expect you to reference at least your reading for this assignment. Whenever you reference something you have read, provide a complete, APA-style reference. **Never** reference a web site or web source, ever.

**Participation**

Participation in class discussions and in general is very important. The point value for this will be 50 points. An assessment of participation will be done informally during the semester. I would encourage you to seek me out to check on your level of participation. If you are not talking enough or are not evidencing that you have done the readings, you will receive feedback.

**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-](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/.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>8-28-14</td>
<td>Introduction to course</td>
<td>1. Course Syllabus</td>
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<tr>
<td>9-4-14</td>
<td>Theory and Evidence-Based Practice</td>
<td>1. Lillienfel et al article</td>
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<td>2. Spring et al article</td>
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<td>9-11-14</td>
<td>Case Conceptualization</td>
<td>1. Persons article</td>
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<td>2. Kendjelic &amp; Eells article</td>
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<td>9-18-14</td>
<td>Psychoanalytic Formulations</td>
<td>1. Wolitzky chapter</td>
<td>Paper 1 Due</td>
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<td>2. Safran Chapter 3 &amp; 4</td>
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<tr>
<td>9-25-14</td>
<td>Psychodynamic Formulations</td>
<td>1. Curtis &amp; Hirsch chapter</td>
<td>Paper 2 Due</td>
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<td>2. Levenson chapter</td>
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<tr>
<td>10-2-14</td>
<td>Humanistic Formulations Person-Centered</td>
<td>1. Bohart and Watson chapter</td>
<td>Paper 3 Due</td>
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<tr>
<td>10-9-14</td>
<td>Existential</td>
<td>1. Schneider chapter</td>
<td>Paper 4 Due</td>
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<td>10-16-14</td>
<td>Gestalt</td>
<td>1. Yontef &amp; Jacobs chapter</td>
<td>Paper 5 Due</td>
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<td>10-23-14</td>
<td>Behavioral Formulations</td>
<td>1. Antony and Roemer chapter</td>
<td>Paper 6 Due</td>
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<td>2. Antony &amp; Roemer chapters 3 &amp; 4</td>
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<tr>
<td>10-30-14</td>
<td>Contemporary Behavior Therapies</td>
<td>1. Follette and Callaghan chapter</td>
<td>Paper 7 Due</td>
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<tr>
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<td>Acceptance and Commitment Therapy</td>
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<td>Functional Analytic Psychotherapy</td>
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<td>2. Hayes, Pistorello, &amp; Levin article</td>
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<td>11-6-14</td>
<td>Cognitive Therapy Formulations</td>
<td>1. Dienes et al chapter</td>
<td>Paper 8 Due</td>
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<td></td>
<td>Cognitive Behavioral Formulations</td>
<td>2. Dobson Chapters 3 &amp; 4</td>
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<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
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| 11-13-14 | Femnist Approaches         | 1. Bankart (toward a Feminist Psychotherapy)  
2. Brown article                     | Paper 9 Due    |
| 11-20-14 | Narrative Approaches       | 1. Morgan article  
2. Harper & Spellman chapter         | Paper 10 Due    |
| 11-27-14 | Thanksgiving – no class     |                                                 |                 |
| 12-4-14  | Wrap Up and Integration    | 3. Ms. S Cases                                   |                 |
References on Canvas


