San José State University  
Psychology Department  
Psyc 165, Theories and Methods of Counseling,  
Section 1, Fall 2013

Instructor: Jennifer Gregg, Ph.D.

Class Days/Time: Tuesdays and Thursdays 1:30 – 2:45pm

Classroom: DMH 355

Prerequisites: PSYC 001

Office Location: DHM 317

Telephone: (408) 924-5621

Email: Jennifer.gregg@sjsu.edu

Office Hours: Tuesdays and Thursdays 8:00 – 9:00

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.

Learning Outcomes

There are 3 primary goals associated with this course: 1) to develop an understanding of the role of theory and critical thinking in understanding paradigms of psychotherapy; 2) learn the theoretical underpinnings of each of the major approaches to psychotherapy; and 3) to learn the key intervention strategies informed by those theoretical underpinnings.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. CLO1: Know the role of critical thinking in understanding theories of psychotherapy

2. CLO2: be familiar with the major theoretical paradigms in psychotherapy
3. CLO3: Be familiar with the key interventions and methods utilized by each theoretical perspective

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.

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 course will use the following textbook: Theory and Practice of Counseling and Psychotherapy, 9th Edition by Gerald Corey. ISBN: 978-0-8400-2854-9. This book is available in the bookstore

Definition of a Credit Hour
SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in http://www.sjsu.edu/senate/docs/S12-3.pdf

Classroom Protocol
This classroom is a professional environment for you, and should be treated that way. More importantly, we will be discussing things in this class from time to time that are sensitive or personally meaningful things for other students. Thus, how you behave in here matters. There is a lot of interaction in this class, both with the professor and with your fellow students in groups, so professionalism on your part is very important. Here are some basic rules

Put your phone on silent before class begins and never, ever take your phone out during class. If I see your phone I will shame you and ask you to leave immediately.
(Your tiny little desk does not hide your texting, in case you were wondering). If you need to take notes on your phone, you should find another section of this course immediately and give your spot to one of the students trying to add.

Please do not sleep in this class. I know there are special cases where something comes up and you must attend class when you’re not your best, but please do not disrespect me or your fellow students by sleeping here. If I catch you sleeping, you will be asked to leave.

**You may not use a laptop in this class unless you sign an Agreement of Proper Computer Use.** This agreement requires you to confirm your understanding of the penalty for using your computer for *anything* except taking notes in this class: immediate, non-negotiable failure of the course. Inappropriate computer use by other students is the number one complaint I receive, so please do not be tempted to assume that if you sit in the back of the room you will not be caught surfing the web in my class.

My office is room DMH 317. My phone number there is 924-5621. If I am not in my office, please leave a message for me at this number or, better yet, email me. 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. 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 be respectful of the thoughts, opinions, and experiences of others. Many of the topics in this class may have personal significance to some students. Please make a special effort to listen to one another – particularly while in the groups, since the temptation is there to socialize with other group members rather than listen to the person speaking.

**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](https://instructure.com). The login is your SJSUOne name and the password is your SJSUOne password. Easy peasy.

All of the material shown on the overheads in lectures will be available on Canvas after class. These materials are not meant to be a substitute for coming to class, and they will not be available until after the material is discussed in class. In that this an upper division course, my expectation is that you will be very engaged in the material as it is being discussed in class, and will use the notes as reference, either during or after class, and to prepare for examinations rather than a way to not be present physically or intellectually in class.

In addition to the notes, the Canvas page will have a copy of the course schedule, which I will try to update as we go along, as well as copies of the additional readings required for
this course. If you have trouble accessing the webpage or downloading any of the items there, come and talk to me.

**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](http://info.sjsu.edu/static/catalog/policies.html) section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/).

**Assignments and Grading Policy**

Grading is based on the sum of the following:

- 1 exam 50 questions, 100 points per exam, **100 total exam points**
- 10 Quizzes at 10 points per quiz **100 total Quiz points**
- 4 application papers 50 points per paper **200 total application paper points**

**400 points possible in the course**

**Grading Policy**

The grading policy for the course will be the following:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A+</td>
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<tr>
<td>A</td>
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<td>B</td>
<td>86-83%</td>
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<td>B-</td>
<td>82-80%</td>
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<td>C+</td>
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<td>D+</td>
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<td>D</td>
<td>66-63%</td>
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<td>D-</td>
<td>62-60%</td>
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<td>F</td>
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<td>Unsatisfactory</td>
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Application Papers

For each of the major four theoretical paradigms, you will be required to write a brief 2-3 page paper (not including references) addressing the curative factors for the case of Stan (provided in your textbook). You will be asked to approach key therapeutic issues for the same case throughout the semester while adopting different theoretical frameworks. This is an assignment that is intended to deepen your understanding of each theory, to apply your knowledge, and to develop your critical thinking and writing skills. This write up must be using language consistent and accurate within that particular theoretical approach.

The questions you must address are below. Please use the terms in bold print as headers for each section. Be sure you answer all of the points. Also be sure to break your answers up into multiple paragraphs.

1. Theoretical Perspective: Origins of Pathology and Mechanisms of Change. [15 pts]
   a. Identify and name the specific theoretical perspective you are choosing from within each paradigm that you are using for this case write-up (i.e., for Humanistic Approaches, you may choose Existential, Person-Centered, etc.).
   b. State in general terms why you chose this approach for this case.
      (1) Why do you like this theory?
      (2) How does this theory fit Stan’s general issues?
   c. State the mechanism of the problem (using the language of the theory) as specified for this particular perspective as it would apply to all clients.
      (1) Do not go into the details of Stan here. Do that in section 2.
   d. Describe in specific terms (using the language of the theory) the mechanism of change from this perspective as it would apply to all clients.
      (1) Do not go into the details of Stan here. Do that in section 2.

2. Process of Stan’s therapy [20 pts]
   • All of these questions must be specific to the case of Stan. You must tie your answers to the specifics of this case. Use quotes and details from the case.
   • Do not use generic statements about the theory here unless you then tie those to this particular case.
   • You must give details to show concepts are understood.
   • Tie the theory of change to what you stated mechanisms of the problem and change you described above.
(1) Describe how Stan’s problems can be understood using the mechanism of the problem from this theory
   • Note that this is using specific examples of Stan’s problems and tying these to the theoretically posited origins
   • Select a few specific issues that Stan has.

(2) Specifically address how the mechanisms of change from this perspective will alter Stan’s behavior or alleviate his suffering.
   • Begin by tying your stated theoretical mechanisms of change from 1 above at a broader level to Stan’s problems as you have summarized them above.
   • Next use specific examples of how you will affect this change with Stan using techniques or strategies to accomplish the mechanism of change.
   • Be certain to use the terminology specific to this theoretical approach to understanding psychopathology.

3. Overall opinion [5 pts]
   a. What is your overall opinion using this approach to conceptualize this case?
   b. Do you think it is helpful for Stan?
   c. How likely would you be to use this orientation as a practicing therapist?

4. Writing and grammar. [10 pts]
   a. Specifically, you are graded on three components here:
      (1) clarity of your writing
      (2) coherence and consistency from within the chosen theoretical orientation.
      (3) grammar, spelling, and sentence construction.

Total points available for each Brief Case Write-up: 50

Online submissions

You must turn in your papers to the online upload on Canvas. This is a plagiarism detection and originality analysis system. You will receive feedback about the amount of copying you may have done in your paper before you turn in your final version. You can still correct any mistakes or plagiarism based on this feedback BEFORE you turn in your final paper by the deadline. Once the deadline has arrived, the last version uploaded will be your final paper. The following file types are compatible with the online process: MS
Word, WordPerfect, PostScript, Acrobat PDF, HTML, RTF, and Plain Text. If you plagiarize your paper it will be detected here. Plagiarism will result in a failure in the course and possible dismissal from the university.

**Quizzes**
There will be 11 online quizzes in this course, with the lowest quiz score dropped. Quizzes will be completed by midnight the night prior to each module on Canvas, and you will have 10 minutes to complete them. In order to do well on the quiz, you need to do the reading thoroughly before you attempt to take the quiz, rather than assuming that you will be able to look the answers up as you answer questions. This will ensure that you come to class prepared to discuss and integrate the information contained in the assigned reading. No late quizzes will be accepted.

**Exams**
There will be 1 final exam. The exam will cover both readings from the text and class lectures. The exams will be multiple-choice format and will have 50 questions. You will need a scantron (Form 882-E) for each exam. The exam will be given during the final exam period, and you will have 2 hours and 15 minutes to complete the exam.

You will be allowed to re-schedule the exam only for medical reasons or if you have a mandatory school activity. However, you must bring me a note to that effect from a doctor or from the school advisor of that activity (such as the coach). Please contact me prior to the day of the exam if you cannot make the exam time. The final will be cumulative.

**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.

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/.
## PSYC 165 / Psychology Capstone: Health Psychology, Fall 2013
### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>8-22-13</td>
<td>Overview of the Course</td>
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<tr>
<td>2</td>
<td>8-27-13</td>
<td>Overview, Theory, and Critical Thinking</td>
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<tr>
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<td>8-29-13</td>
<td>Overview, Theory, and Critical Thinking Continued</td>
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<td></td>
<td>8-29-13</td>
<td>Reading: Corey, Chapter 1 &amp; 2</td>
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<td><strong>Quiz 1 due 8/26/13 by midnight on Canvas</strong></td>
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<tr>
<td>3</td>
<td>9-3-13</td>
<td>Theory – Mechanism of Problem and Mechanism of Change</td>
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<td>9-5-13</td>
<td>Theory – Mechanism of Problem and Mechanism of Change Continued</td>
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<td>4</td>
<td>9-10-13</td>
<td>Ethical Issues</td>
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<td>9-12-13</td>
<td>Ethical Issues Cont.</td>
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<td>Reading: Corey, Chapter 3</td>
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<td><strong>Quiz 2 due 9/9/13 by midnight on Canvas</strong></td>
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<td>5</td>
<td>9-17-13</td>
<td>Psychodynamic and Psychoanalytic Approaches</td>
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<td>9-19-13</td>
<td>Psychodynamic approaches cont.</td>
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<td>Reading: Corey Chapter 4</td>
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<td><strong>Quiz 3 due 9/16/13 by midnight on Canvas</strong></td>
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<td>6</td>
<td>9-24-13</td>
<td>Adlerian approaches</td>
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<td>9-26-13</td>
<td>Adlerian approaches continued</td>
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<td>Reading: Corey Chapter 5</td>
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<td><strong>Quiz 4 due 9/23/13 by midnight on Canvas</strong></td>
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<td>Application paper 1 (Psychodynamic or Psychoanalytic)</td>
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<td>Due by class time on Canvas</td>
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<td>7</td>
<td>10-1-13</td>
<td>Person-Centered/Existential approaches</td>
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<td>Reading: Corey Chapter 7</td>
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| 10-3-13 | Quiz 5 due 9/30/13 by midnight on Canvas  
Person-Centered approaches cont. |
| 8 | 10-8-13 Person-Centered/Existential approaches  
Reading: Corey Chapter 6  
**Quiz 6 due 10/7/13 by midnight on Canvas**  
10-10-13 Existential approaches cont. |
| 9 | 10-15-13 Gestalt approaches  
Reading: Corey Chapter 8  
**Quiz 7 due 10/14/13 by midnight on Canvas**  
10-17-13 Gestalt approaches cont.  
**Application paper 2 (Humanistic/Existential/Gestalt)  
Due by class time on Canvas** |
| 10 | 10-22-13 Behavioral and Cognitive approaches  
Reading: Corey Chapter 9  
**Quiz 8 due 10/21/13 by midnight on Canvas**  
10-24-13 Behavioral approaches cont. |
| 11 | 10-29-13 Behavioral approaches cont.  
10-31-13 Behavioral approaches cont. |
| 12 | 11-5-13 Cognitive and Behavioral approaches  
Reading: Corey Chapter 10  
**Quiz 9 due 11/4/13 by midnight on Canvas**  
11-7-13 Cognitive approaches cont. |
| 13 | 11-12-13 Couples/Family Systems approaches  
Reading: Corey Chapter 14  
**Quiz 10 due 11/11/13 by midnight on Canvas**  
11-14-13 Family Systems continued  
**Application paper 3 (Behavioral/Cognitive)  
Due by class time on Canvas** |
| 14 | 11-19-13 Post-Modern and feminist approaches  
Reading: Corey Chapter 12-13 |
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<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>14</td>
<td>11-19-13</td>
<td>Post-Modern and feminist approaches</td>
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<td>Reading: Corey Chapter 12-13</td>
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<td>Quiz 11 due 11/18/13 by midnight on Canvas</td>
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<td>11-21-13</td>
<td>Post-Modern and feminist continued</td>
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<td>15</td>
<td>11-26-13</td>
<td>Wrap-Up: Comparison of Theories</td>
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<td>Application paper 4 (Couples/Family Systems)</td>
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<td>11-28-13</td>
<td>Thanksgiving</td>
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<td>16</td>
<td>12-3-13</td>
<td>Wrap-Up: Evaluation of Theories</td>
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<td></td>
<td>12-5-13</td>
<td>Wrap-Up: Evaluation of Theories</td>
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<tr>
<td>Final</td>
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<td>Thursday 12/12</td>
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