Course and Contact Information

Instructor: Simone Lundquist, Ph.D.
Office Location: DMH 310
Telephone: (408) 924 5634
Email: Simone.Lundquist@sjsu.edu * The fastest, safest, and best way to contact me is via email

Office Hours: Tuesdays & Thursdays, 12:00 – 1:00 pm
* By appointment only, via email *

Class Days/Time: Mondays & Wednesdays, 12:00 – 1:15 PM
Classroom: DMH 355
Prerequisites: PSYC 001

Course Description

From catalog: Major theories of behavioral change, with emphasis on counseling of persons with problems in occupational, social, family and individual adjustment.

This course examines the major theories of behavioral change with emphasis on counseling individuals, examination of research in psychotherapy and application of theory to case material.

Course Learning Outcomes (CLO)

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

CLO1 - Discuss the major theories of counseling including therapeutic goals, assessment, therapeutic relationships and therapy techniques

Assessment of CLO1: Quizzes, final exam, application papers

CLO2 - Compare and critique the major theories of counseling and psychotherapy, including Psychodynamic, Humanistic/Existential, and Behavior/Cognitive therapies, Family Systems.
Assessment of CLO2: Quizzes, final exam


Assessment of CLO3: Quizzes, final exam, group project

CLO4 – Discuss an integrative approach to psychotherapy and application of theory to case material.

Assessment of CLO4: final exam, application papers

CLO5 – Examine current research in psychotherapy methods and techniques.

Assessment of CLO5: Quizzes, group project, final exam

CLO6 – Develop beginning counseling skills.

Assessment of CLO6: Counseling skills papers

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

Required Texts/Readings

There are two sources of readings for this course. Both are required reading. The text can be purchased from the bookstore or on-line at your favorite used (or new) site. We will also be using a number of related articles which
could be found on Canvas. 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.

Textbook

*Required Text:*


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**Office Hours**

My office is room DMH 310. I will have regular office hours as posted at the top of this syllabus. If you cannot make one of these times, you can e-mail, or see me after class to set an appointment. I want to be available to you. If you email me, you can generally expect a response back in 48 hours during the week. If you 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. 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 run an extremely busy schedule, 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.

**Course Canvas site**

The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is **not** a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:

- Discussion Board (Course Announcements)
- Links to webpages that will be of use to you throughout the course
- Handouts and articles
• Assignment submission
• Rubrics
• Grade roster

Only some of the material of this course is on Canvas. All of the material shown on the PowerPoint during lectures will be available on Canvas. This will not be a sufficient substitute for coming to class, as these PowerPoints are simply outlines of the material in your text, and I will be elaborating during the lectures.

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 these materials, come and see me, we will figure it out together.

Check this site regularly for course announcements, articles, assignments, and other course materials.

Accessing Course Canvas site

To access the Canvas site go to http://www.sjsu.edu/at/ec/canvas/ and click on “Log in to Canvas”

Username = SJSU 9-digit ID

Password = your current SJSUOne password

For additional information or help with logging in:

Canvas Student Tutorial: http://www.sjsu.edu/at/ec/canvas/

Note: clearing your browsing history may help if you have trouble logging into the site.

Library Liaison

Librarian: Psychology
The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research:

Psychology Librarian: Christa Bailey
408.808.2422

Christa.Bailey@sjsu.edu

http://libguides.sjsu.edu/psychology
Course Requirements and Assignments

Quizzes

The “quizzes” are meant to stimulate your reading of the text and keep you ahead of the lecture material. All quizzes will be multiple-choice and will be based on the assigned readings.

The quizzes are completed in first 10-15 minutes of class. The quizzes will not be repeated so if you are not in class on the day that the quiz is given to you, you will miss 20 scores. Please keep track of your quiz schedule and the scores you receive.

Writing Assignments

The writing assignments are designed to have you interact with the material at more personal level. You will be required to write the first paper describing your own theory of psychotherapy. For the final writing assignment, you will be required to write about your own theory of therapy and to evaluate it using the criteria provided over the course. These assignments are explained in detail on Canvas.

*Online and in-person (hard copy) submissions

You must turn in your assignments in two ways: (1) in person, printed copy of the completed paper; and (2) 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. I assume that you have completed the plagiarism (tutorial available here: http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm) by the time you have taken this class. If not, please do so as it will help you avoid making costly mistakes.

You must also turn in hard (printed) copies the day each of the papers is due.

Please contact me with questions BEFORE the paper is due.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.
Final Examination or Evaluation

Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.

Grading Information

Grading is based on the following:

1. Writing assignment 1: Your Theory of Therapy (100 points)
2. Writing assignment 2: Evaluation of Your Theory of Therapy (100 points)
3. Sum of your in class quizzes (200 points) (each quiz 20 points)
4. Sum of your In-Class Assignments (50 points) (first 2 each 10 pts & last 2 each 15 pts)
5. Final Exam (50 points)
   * Possible Extra Credit in-class assignments (10 points)

Determination of Grades

The grading scheme for this course is determined as follows:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100-99%</td>
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<td>98-93%</td>
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<tr>
<td>C</td>
<td>76-73%</td>
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<td>C-</td>
<td>72-70%</td>
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<td>D+</td>
<td>69-67%</td>
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<td>D</td>
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<tr>
<td>F</td>
<td>59-0%</td>
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</tbody>
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Make-up Exams

No extensions or make-up exams will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. *If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.*

Late Assignments

Assignments are due at the start of class (turned in during class) on the day indicated on the course schedule. If due dates are changed, the new due date will be announced in lecture and posted on Canvas in a timely fashion. *No extensions will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.*
Extra Credit

Extra credit assignments are given at the instructor’s discretion. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2% of the total number of points available in the course.

Classroom Protocol

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 on time. If you are more than 10 minutes late, you will receive zero participation points for that day. During the semester once or twice of late arrival is understandable but allowing lateness to become a habit is unacceptable. If you are more than 15 minutes late, you should not come to class. This is particularly true for presentation days.

2. 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.

3. 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!)

4. 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.

5. Never bring out a cell phone during an examination period.

6. Do not text message during lecture.

7. You may not use a laptop in class. If you have a compelling reason for such an accommodation to take notes, please contact me and we will make an exception.

8. Attend to the lecture material. Do not work on any other course material during class, including studying for other exams.

9. Do not sleep during class.

10. A student displaying disrespectful or disruptive behavior will have 10 points deducted from their participation and be asked to leave the rest of that class session.

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.
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 practica. Other course structures will have equivalent workload expectations as described in the syllabus.

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.

Contacting Instructor

1. I will answer emails M - F, 9:00 - 5:00. If you email me at night or on the weekends, do not expect a response until the next weekday, at the earliest.

2. Through Canvas (Canvas) mail function. Best for private questions and comments.

3. Through Canvas (Canvas) discussion board. Best for questions about the course that need not remain private. Chances are others have the same questions you have.

4. Through regular email. simone.lundquist@sjsu.edu.

5. By phone. Best if you need to contact me quickly and cannot use email at the time.

6. Consider emails for this course as professional correspondence (see sample correspondence at the end of the syllabus).
   a. Subject Line should include your class and a brief description of the issue (e.g., Subject: Psych 154: absence on 10-10-11).
   b. Greetings should be formal and use your instructors title (e.g., Dear Dr. Lundquist or Professor Lundquist)
   c. Identify yourself and the course/section you are in.
   d. Issue or question should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.
   e. Expect replies within 1 - 3 days. Polite follow-ups are encouraged if you have not heard from me in a reasonable amount of time.

Example email correspondence

Subject: Psyc 165: Assignment due date question

Dear Professor Lundquist (or Dr. Lundquist),

My name is Miranda Jackson and I am in your 100W class that meets T/Th 16:30 - 17:45. I am not sure when the Response Journal assignment is due because of conflicting information. The syllabus schedule says Nov. 5, but the assignment sheet itself says Nov 9. Thank you for your attention to this matter.
Regular attendance is necessary to do well in the course.

Although the course has an online resource, this resource is not a substitute for attending lectures. Attendance is strongly recommended. I expect you to come to every class. If you do not attend classes, you will definitely miss material that will appear on the exams. Class is also the time to have any questions answered that you may have. Material not presented in class but which appears in assigned readings will also be included on the exams. So the exams will cover material from lectures, assigned articles and your textbook. While the lectures include some material from the text, it will also contain different material. If you see contradictions between the lecture and the material in the text, please do not hesitate to ask about this in class. There will be pop quizzes and writing assignments for this class which if you do not come to class, you will likely miss if you don’t come to class. These quizzes and assignments count toward your final grade. For all these reasons, it will not be advantageous to you, if you miss any classes.

Laptops

In-class laptop use (if deemed necessary by the professor) should be restricted to course-related activities (e.g., taking notes). Other activities (e.g., web surfing) distract both the instructor and students and will not be tolerated. You will be asked to turn off your laptop if you are engaged in non-class activities. You will be asked to refrain from laptop use for the duration of the course if this behavior continues.

Cellphones and other electronic devices

Please be certain to turn off or put in silent mode all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom.

Late arrivals

If you must arrive late or leave early, please do so quietly and with a minimum of distraction.

Be respectful of others

Respect differing points of view offered by students. Independent discussions should not be happening when someone is addressing the class.

I expect you to come to class prepared

“Prepared” means you have completed the readings and any assignment before class starts, and written down any questions you had from the assignment. You should be as prepared as you expect your professor to be.

Communication

Use email!! Use office hours! Talk to me!!
Check the course Canvas site regularly

If I become ill, I will inform you the night before that I will be absent. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.

Recording of Class Lectures & Sharing/Distribution of Course Content

Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s 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.

- If you wish to record lectures for your private, study purposes, please discuss this with the instructor. **Written permission** to record lectures will need to be granted for the whole semester or on a class-by-class basis.

- In classes where active participation of students or guests may be on the recording, permission of those students or guests should 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. **This policy extends to both content presented in the classroom and posted on the Canvas site.**

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/). Make sure to visit this page, review and be familiar with these university policies and resources.

Student Resources

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) 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.

ACCESS Success Center

The [ACCESS Success Center](http://www.sjsu.edu/at/asc/) is a resource for College of Social Sciences students, which includes psychology majors. This center provides mentoring, tutoring, and advising especially geared for social science majors. The
Center provides workshops and presentations on writing, statistics, graduate school applications, and so forth. Visit their webpage for more information, [http://www.sjsu.edu/access/](http://www.sjsu.edu/access/)

**SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at [http://peerconnections.sjsu.edu](http://peerconnections.sjsu.edu) for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at [http://www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services Website, at [sjsu.edu/counseling](http://sjsu.edu/counseling).
Psychology 165, Theory and Methods of Counseling, Spring 2020

This is a tentative timeline 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.

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Quiz Due</th>
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<tbody>
<tr>
<td>WEEK 1 01-27</td>
<td>Introduction to course</td>
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<tr>
<td>WEEK 1 01-29</td>
<td></td>
<td>Corey: Chapter 1</td>
<td>In Class Assignment</td>
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<td>1. Positioning Oneself (Canvas)</td>
<td>(10 points)</td>
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<td>WEEK 2 02-03</td>
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<td>Corey: Chapter 1</td>
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<tr>
<td>WEEK 2 02-05</td>
<td>The Counselor: Person/ Professional</td>
<td>Corey: Chapters 2 &amp; 3</td>
<td>Quiz 1 (introduction &amp; the counselor &amp; Ethics)</td>
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<td></td>
<td>Ethical Issues</td>
<td>1. On Being Sane in Insane Places (Canvas)</td>
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<tr>
<td>WEEK 3 02-10</td>
<td>The Counselor: Person/ Professional</td>
<td>Corey: Chapters 2 &amp; 3</td>
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<td></td>
<td>Ethical Issues</td>
<td>1. On Being Sane in Insane Places (Canvas)</td>
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<td>WEEK 3 02-12</td>
<td>Psychoanalytic Theory</td>
<td>Corey: Chapter 4</td>
<td>Quiz 2 (Psychoanalytic Theory &amp; Article)</td>
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<td>1. Myth of Mental Illness (Canvas)</td>
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<td>2. Critical Thinking in Clinical Practice (Canvas)</td>
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<td>WEEK 4 02-17</td>
<td>Psychoanalytic Theory</td>
<td>Corey: Chapter 4</td>
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<td>WEEK 4 02-19</td>
<td>Adlerian Therapy</td>
<td>Corey: Chapter 5</td>
<td>Quiz 3 (Adlerian Therapy &amp; Article)</td>
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<td>1. Guidelines for Critical Thinking (Canvas)</td>
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<td>2. Search for the Meaning of Madness (Canvas)</td>
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<td>WEEK 5 02-24</td>
<td>Adlerian Therapy</td>
<td>Corey: Chapter 5</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings Due</td>
<td>Quiz Due</td>
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| WEEK 5 02-26 | Existential Therapy | Corey: Chapter 6  
1. Foucault on Madness  
(Canvas) | Quiz 4 (Existential Therapy  
& Article) |
| WEEK 6 03-02 | Existential Therapy | Corey: Chapter 6  
Continued… |                                     |
| WEEK 6 03-04 | Person-Centered Therapy | Corey: Chapter 7  
1. Young Women Struggling for Identity  
(Canvas) | Quiz 5 (Person-Centered Therapy & Article) |
| WEEK 7 03-09 | Person-Centered Therapy | Corey: Chapter 7  
Continued… |                                     |
| WEEK 7 03-11 | Gestalt Therapy | Corey: Chapter 8  
1. A Broader View of Trauma  
(Canvas) | Quiz 6 (Gestalt Therapy & Article) |
| WEEK 8 03-16 | Gestalt Therapy | Corey: Chapter 8  
Continued… |                                     |
| WEEK 8 03-18 | Behavior Therapy | Corey: Chapter 9  
1. Critique of the DSM  
(Canvas) | In Class Assignment  
(10 points) |
| WEEK 9 03-23 | Behavior Therapy | Corey: Chapter 9  
Continued… | **Writing Assignment 1  
Due on 03-23…….** |
<p>| 03-23     |                      |                                                  | <strong>Writing Assignment 1 due</strong>                  |
| WEEK 9 03-25 | Cognitive Behavior Therapy | Corey: Chapter 10 | Quiz 7 (Behavior &amp; Cognitive Behavior Therapies) |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Quiz Due</th>
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<tr>
<td>WEEK 10</td>
<td></td>
<td>SPRING BREAK</td>
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<td>03-30</td>
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<td>04-01</td>
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<tr>
<td>WEEK 11</td>
<td>Cognitive Behavior Therapy</td>
<td>Corey: Chapter 10 Continued…</td>
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<td>04-06</td>
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<tr>
<td>WEEK 11</td>
<td>Reality Therapy</td>
<td>Corey: Chapter 11 1. Narrative Therapy’s Relational Understanding of Identity (Canvas)</td>
<td>In Class Assignment (15 points)</td>
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<td>04-08</td>
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<tr>
<td>WEEK 12</td>
<td>Reality Therapy</td>
<td>Corey: Chapter 11 Continued…</td>
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<td>04-13</td>
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<tr>
<td>WEEK 12</td>
<td>Feminist Therapy</td>
<td>Corey: Chapter 12 1. Saying No (Canvas) 2. Thank a Feminist (Canvas)</td>
<td>Quiz 8 (Reality &amp; Feminist Therapies &amp; Articles)</td>
</tr>
<tr>
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