PSYCHOLOGY 5352

PSYCHOLOGICAL THERAPIES

SPRING 2015

**Instructor:** Ollie J. Seay, Ph.D.

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**Class Time:** Wednesdays, 6:30 – 9:20 p.m., UAC Bldg., 206

**Office Hours:** Mondays & Wednesdays 2:30 – 5:00 p.m. or by appointment

**Textbook:** Corey, G. (2013). *Theory and Practice of Counseling and Psychotherapy,* (9th ed.), Belmont, CA: Brooks/Cole Cengage Learning. ISBN-13: 978-0-8400-2854-9; ISBN-10: 0-8400-2854-7

**Equipment:** Students will need to bring a flash drive to class

In this course, we will explore various methods of individual psychotherapy and discuss major theories, approaches and applications to various diagnoses and conditions. As time is available, we may employ some experiential exercises to provide students with an opportunity to try out skills in dyads or triads.

**COURSE LEARNING OBJECTIVES:**

The Department of Psychology has adopted expected student learning outcomes for the undergraduate major, the graduate major, and for PSY 1300, a general education course meeting a requirement for the social and behavioral science component. These expected student learning outcomes are available for your review at the following website:

<http://www.psych.txstate.edu/assessment/>

This course is intended to be an introduction to professional training in counseling and therapeutic techniques for graduate students. It is a safe place to explore new skills with an emphasis on analyzing your own styles and performance.

The primary learning objectives of this course are that, upon completion, students will 1.) demonstrate an understanding of concepts and theories of therapy by using theories to explain and predict behavior and mental processes, and 2.) demonstrate application of theories of psychotherapy. More specifically, students should be able to:

1. Identify clinical techniques used within a full session with a client.
2. Identify basic decision making in interviews and counseling.
3. Explore the unique nature of the therapeutic relationship.
4. Understand the interaction between the client and the social context.
5. Identify multicultural competence issues.

To keep track of your understanding of such issues, you will be expected to participate in discussions, keep a journal of your experiences in class and related to this course, and write a paper describing your learning experience and your own conception or theory about how you see the therapeutic process.

**GRADES FOR THE COURSE:**

Class Participation Questions (10%) = 50 points

Journal/Homework (20%) = 100 points

Mid-Term Paper (15%) = 75 points

3 exams (50 points each X 3 = 30%) = 150 points

 Final Paper (25%) = 125 points

 Total = 500 points

I grade on a curve, so your earned total number of points will be divided by the highest number of points earned by a student in the class to come up with a percentage. From there, 90 to 100% = A; 80 to 89 % = B; 70 to 79% = C; 60 to 69% = D; 59% and below = F. **Because TRACS does not allow me to discard 500 as the top score, I will adjust the ranges on TRACS to reflect the curve at the end of the semester. The percentages in TRACS will not agree with the percentages obtained through the method described above, so you should pay attention only to the letter grade assigned at the end of the course.**

**CLASS PARTICIPATION QUESTIONS:**

You will earn 5 points for up to 10 submissions of questions about the material for group discussion. Since there are 14 class sessions, you see that you do not have to submit a question for each class, but you must have 10 questions in total to get full credit. You may only submit one question each week. You will be expected to have read the material that is assigned for the date of the class and be ready to discuss your reactions and impressions.

As time is available, students will form dyads or triads in which they will practice the various clinical techniques. It these small groups, each student will have an opportunity to role-play “therapist,” “client” and “observer. Issues discussed by the “client” may be real or made-up, but students are cautioned to choose topics carefully so as not to reveal so much that they feel overexposed or vulnerable. “Therapists” likewise are cautioned to proceed with care when exploring issues that may appear too personal. Any student has the right to speak up if he or she feels the simulation is too uncomfortable. However, it is advised that students not “act” in ways that are too foreign to their usual ways of relating or they may not gain much in terms of developing their skills. You will have rating forms to complete as therapist, observer, and client.

**JOURNAL:**

Each student is expected to keep a personal journal that reflects his or her thoughts and feelings about the readings and class activities. The book for this course includes a number of questions for reflection with each chapter. These questions will be assigned as homework along with other instructor assigned activities and should be included in the journal along with your reflections and responses about any other aspects of the class. Make sure you spend the time to explore these areas. Challenge yourself to grow! Go beyond the exercises in the book to do your journaling. Journals must be typewritten and posted as an attachment on the TRACS Assignment page. Be sure to note the chapter and number of the question that your response addresses. I will review journals 4 times during the semester. Up to 25 points will be awarded each time the journal is turned in depending on the amount of work and growth reflected in the written exercises and commentaries. You will need to use the information in your journal to write the Final Paper (see below).

**EXAMS:**

There will be 3 multiple-choice and short answer exams (10 to 20 questions each) over the reading materials. Each exam is worth 50 points.

**MID-TERM PAPER:**

Midway through the course, you will turn in a 6 to 7 page double-spaced paper reflecting on at least two (2) theories of therapy/counseling that have either been discussed in class or you have researched on your own. Discuss what you see as strengths and weaknesses of the theories, what groups or types of people might the therapies work best for, and what groups might benefit the least. Finally, discuss how comfortable you would be using the approaches. This is meant to be a personal paper, so APA format is not required except for references, and there should be at least four (4) references that are not just internet websites.

**FINAL PAPER:**

At the end of the course, in place of a final exam, you will turn in a 10 page double-spaced reflective paper describing how the theories reviewed in this course affected you. Use your journals to help with this. You should discuss the 3 therapies that appeal to you most and the 3 that appeal to you the least with reasons for your appraisals. In addition, you should include your own conception or theory about what you see as the ideal therapeutic process.

**MAKE-UP POLICY:**

It is generally NOT my policy to give make-up exams or to accept late assignments. I do, however, realize that sometimes circumstances are beyond a student’s control. In such cases you **MUST** contact me prior to missing the exam/assignment or as soon after missing it as possible. Except in extreme circumstances, the missed exam/assignment must be made up within one week of the missed date. All make-up exams/assignments will require an excuse with documentation.

**SPECIAL NEEDS:**

Any student who believes that he/she has a need for special accommodations should contact the Student Disabilities Office which is located in the Student Center. I will gladly comply with their recommendations regarding special accommodations for any student who may qualify.

**NOTE TAKING AND RECORDING POLICY:**

You are authorized to take notes for your own personal use, but you are not authorized to record my lectures or reproduce materials without my permission.

## ASSESSMENT STATEMENT:

The Department of Psychology has adopted expected student learning outcomes for the undergraduate major, the graduate major, and for PSY 1300, a general education course meeting a requirement for the social and behavioral science component. These expected student learning outcomes are available for your review at the following website:

[http://www.psych.txstate.edu/assessment/](https://synergy.txstate.edu/owa/redir.aspx?C=747475e80fb544219a115916ba6a0461&URL=http%3a%2f%2fwww.psych.txstate.edu%2fassessment%2f)

**ACADEMIC HONESTY STATEMENT:**

Learning and teaching take place best in an atmosphere of intellectual fair-minded openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of education.

Texas State Policy: “Violation of the ‘Honor Code’ includes but is not limited to, cheating on an examination or other work, plagiarism, collusion and the abuse of resource materials.” (UPPS 07.10.01)

Psychology Policy: The study of psychology is best done in an atmosphere of mutual trust and respect. Academic dishonesty, in any form, destroys this atmosphere. Academic dishonesty consists of any of a number of things that spoil a good student-teacher relationship. A list of academically dishonest behaviors include: (1) passing off others work as one’s own, (2) copying off another person during an examination, (3) signing another person’s name on an attendance sheet, (4) in written papers, paraphrasing from an outside source awhile failing to credit the source or copying more than four words in a sequence without quotation marks and appropriate citation. The Psychology Department faculty believe that appropriate penalties for academic dishonesty include an “F” in the course and/or prosecution through the Student Justice System.

During an exam a student may be asked to change seats if I observe any problem. This does not mean that you are being accused of cheating; rather I am trying to prevent a potential problem from occurring.

**LECTURES & APPROXIMATE ASSIGNMENTS:**

**Complete assignments by the dates shown and be prepared to discuss in class.**

**Class 1 –** January 21 – Introductions and expectations

**Class 2 –** January 28 – Basic Issues in Therapy Practice

**Read:** Chapters 1, 2 & 3

**Homework for Journal**: **SPECIAL ATTENTION:** Without reading any of the assigned textbook, write 2 or 3 pages about what you think therapy is about – What is the therapist’s responsibility? How should he/she act in the session? Are there things that he/she should never do in session? What should be included in notes? Questions for Reflection: Under what circumstances, if any, would you share your diagnostic impressions with your client?

**Class 3 –** February 4 – Psychoanalytic Therapy

**Read**: Chapter 4

**Homework for Journal:** Answer questions on Follow-Up bullets 1, 2 & 3 on page 93

**Turn in journal 1 for review – chapters 1 – 4 (Up to 25 of the 100 points awarded)**

**Class 4 –** February 11 **–** Adlerian Therapy

**Read:** Chapter 5

**Homework for Journal:** Go out people watching one day in a public place. Spend a few minutes observing, without listening to conversations and make note of at least 2 people and how they express themselves. Try to guess what emotions they are expressing by how they hold their bodies, faces, hands, etc. Answer questions on Follow-Up bullets 2, 4 & 5 on page 126

**EXAM 1 over chapters 1-3 at the beginning of class**

**Class 5–** February 18 – Existential Therapy

**Read**: Chapter 6

**Homework for Journal:** In 2 or 3 interactions with friends or family this week, focus on how you encourage people to speak. Once you have a clear idea of how you do this, use restatements, paraphrasing, and reflections of feelings and discuss the effect these have on your conversations. Answer questions on Follow-Up bullets 1 & 2 on page 162

**Class 6 –** February 25 – Person-Centered Therapy

Read: Chapter 7

**Homework for Journal:** Answer questions on Follow-Up bullets 1 & 2 on page 197

**Class 7 –** March 4 – Gestalt Therapy

Read: Chapter 8

**Homework for Journal:** Answer questions on Follow-Up bullets 2 & 3 on page 235

**Turn in journal 2 for review – chapters 5 – 8 (Up to 25 of the 100 points awarded)**

**Class 8 –** March 11 – Behavior Therapy

Read: Chapter 9

**Homework for Journal:** Answer questions on Follow-Up bullets 1, 2 & 3 on page 277

**EXAM 2 over chapters 4 – 7 at the beginning of class**

**SPRING BREAK – MARCH 15 – 22**

**Class 9 –** March 25 – Cognitive Behavior Therapy

Read: Chapter 10

**Homework for Journal:** Answer questions on Follow-Up bullets 2, 3 & 5 on page 319

**Mid-Term Paper Due**

**Class 10 –** April 1 – Reality Therapy & Feminist Therapy

Read: Chapters 11 & 12

**Homework for Journal:** Answer questions on Follow-Up bullets 1 & 2 on page 353 and bullets 1 & 2 on page 384

**Turn in journal 3 for review – chapters 9 – 12 (Up to 25 of the 100 points awarded)**

**Class 11 –** April 8 – Postmodern Approaches

Read: Chapter 13

**Homework for Journal:** Answer questions on Follow-Up bullets 1 & 4 on page 423

**Class 12** **–** April 15 – Family Therapy

Read: Chapter 14

**Homework for Journal:** Answer questions on Follow-Up bullets 1 & 4 on page 455

Class 13 – April 22 – Integrative Approaches

**Read:** Chapters 15 & 16

**Turn in journal 4 for review – chapters 13 – 16 (Up to 25 of the 100 points awarded)**

**Class 14** – April 29 – **EXAM 3 over chapters 8 - 16**

**Final Papers Due Wednesday, May 6, (designated exam time) at 8:00 p.m.**