



UNIVERSITY OF THE INCARNATE WORD

COURSE OUTLINE

PSYC – 4332 THEORIES OF PSYCHOTHERAPY

Term/Year: Summer II 2014

Location: Online

Instructor: Juan M. González

Contact Information:

E-mail: jmgonza4@uiwtx.edu

Phone: 813-468-4639

Office Hours: by appointment

UIW Course Description:

This course is a survey of the various psychological techniques used to facilitate positive changes in an individual's personality, behavior, or adjustment. Group therapies will also be examined.

Prerequisites: PSYC 1301, PSYC 3331, and any 3-semester hours of psychology credit, or permission of instructor. (Offered as needed)

Course Overview:

This class will explore the various psychological techniques and evaluate their modern application, relevance and effectiveness. It will provide an overview of the different techniques and further your ability to differentiate between the therapies and determine the appropriate use of each.

Learning Outcomes:

Upon completion of this course, the successful learner will demonstrate the following competencies:

One: Define and discuss counseling theory.

Two: Apply the steps in using a counseling theory.

Three: Explain psychotherapy and its application to counseling.

Four: Summarize the major theorists and theories upon which psychotherapeutic techniques are derived.

Five: Differentiate among the various therapeutic techniques and determine the most appropriate application of each technique.

Six: Explain how the different therapeutic techniques view clients and define psychological health and dysfunction.

Course Outline:

Week One: Counseling Theory and Psychoanalysis.

This week will introduce counseling theory, psychotherapy and how these constructs relate to one another. We will also be discussing Freud and his theory of psychoanalysis.

Week Two: Neo-analytic Approaches and Individual psychology.

This week differentiates among the neo-analytic writers and explains the central constructs of this approach. We'll also review Adler's theory and how it differed from Freud's ideas.

Week Three: Person Centered Therapy and Existential Psychotherapy.

Rogers and the idea of unconditional positive regard will be discussed as it describes person centered therapy. Mixing philosophy into the course, we'll address how existentialism has influenced psychotherapy.

Week Four: Gestalt Psychology and Behavior Therapy.

You may be familiar with Gestalt principles as applied to perception. Now you will learn how it has been applied to therapy. We'll learn in greater detail how the concept of conditioning has been used in therapeutic settings.

Week Five: Rational Emotive Behavior Therapy and Cognitive Therapy.

This week covers REBT and its unique perspective. We'll also explore the varied components comprising cognitive therapy.

Week Six: Reality Therapy and Feminist Therapy.

Reality therapy asserts that we choose our own behavior. We'll explore how this philosophy guides subsequent therapy. We'll also cover feminist therapy and how this perspective has influenced the field of counseling.

Week Seven: Family Systems Theory and Solution Focused Therapy.

Family dysfunction may be a universal reality; however, in this chapter, we will identify how family systems therapy functions and under what conditions it should be used. Solution Focused Therapy differs from traditional therapy, we'll discuss its specific constructs this week.

Week Eight: Narrative Therapy and Conclusion.

We'll end the course by discussing narrative therapy and its philosophy as well as offering concluding remarks summarizing the major points discussed during the term.

Resources:

Required Text:

Murdock, N. L. (2009). Theories of counseling and psychotherapy: A case approach (2nd ed.). Upper Saddle River, NJ: Pearson

Supplemental Resources:

Manual:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Journals:

American Psychologist
Cultural Diversity & Ethnic Minority Psychology
Developmental Psychology
Journal of Consulting and Clinical Psychology
Journal of Educational Psychology
Journal of Educational Research
Journal of Personality and Social Psychology
Psychological Bulletin
Psychological Review

Websites:

American Psychological Association: <http://www.apa.org>.
Psych Web: <http://www.psychwww.com>
Global Psych Institute: <http://www.shef.ac.uk/uni/projects/ggp/index.html>.

For assistance with APA style reflecting the 6th edition:

American Psychological Association: <http://www.apastyle.org>.
Northern Michigan University:
http://library.nmu.edu/guides/userguides/style_apam.htm#newsletter.
Purdue University:
<http://owl.english.purdue.edu/owl/resource/560/01>.
University of the Incarnate Word Writing Assistance Center.

Course Requirements:

Evaluation Criteria:

Your final grade in this course will be based on participation in the weekly discussion questions, 8 reviews of journal articles, 7 reflective responses and 1 research paper. I want each student to send me an email using your UIW webmail account within the first week. This ensures that I have a way of contacting you should the need arise. Students who email me acknowledging they have read and understand this syllabus before the Friday of week one will receive an extra ten points. For our purposes, each class week will begin on Sunday and end on Saturday. Any work submitted after Saturdays will be considered late and not graded.

Discussion Questions: Participation is essential. It is one of the ways I measure your understanding of the concepts. Each week, you will be given 2 question sets or subjects to discuss. Each question set assigned will be worth 10 points. Participation points will be awarded

for each substantive response given to at least two other students' original postings; that is, students' answers to the questions. Total possible points you can earn per week are 30.

Providing one sentence responses to my questions, answering the discussion questions at the last minute, and/or answering at the week's start and not returning to the discussion board will earn you minimal points. The discussion board is intended to ask questions, debate a theory's merit, and challenge one another's ideas in an effort to learn from one another. You must respond to discussion questions during their week of application to receive credit. In other words, if you answer Week 1's discussion questions during Week 2, you do not receive any credit for Week 1. For our purposes, **the week will begin on Sunday and end on Saturday.** You should respond to the week's discussion questions promptly and check one another's responses to generate discussion. I expect you to discuss and debate with your fellow students, not simply answer my discussion questions. You should visit the course a minimum of every 48 hours. **Discussion question answers will be submitted no later than 11:59 pm CST on Wednesdays** to give all students an opportunity to respond. **DQ answers posted after Wednesday will incur a 5 point deduction for each question.** Responses to students' original postings (their answers to the DQs) must be posted no later than 11:59 pm CST on Saturdays to receive credit.

Additionally, since this is a 4000 level course, I expect each of you to use journal articles to support your DQ responses. Therefore, you must have at least one journal article source per week to support your DQ answers. You can use the same article to support responses for both DQs in a given week. ***Failure to provide a journal article source will result in 5 points deducted from your weekly participation points. Furthermore, failure to properly cite your journal article source will result in another 5 point deduction from your weekly participation points.*** (240 points total)

Journal Article Review: Students are to find and critique a journal article related to this course. Each student is to find an article from a scholarly, peer-reviewed ***academic journal***, provide a pdf copy for peer review, and specify the article's relevance to this course. Points will be assigned based on student participation. Points are awarded by the following criteria: 5 points for providing a copy of your specific journal article, 5 points for how well you specify the article's relevance to the course, and 5 points for responding to at least two other students' articles. If you don't participate in the journal article review during the week it is assigned, you will not receive credit. Additionally, to ensure students have time to respond, all **articles must be submitted by 11:59 pm CST on Wednesdays; submitting after Wednesday incurs a 5 point deduction;** failing to adhere to the above conditions results in a deduction of points. **Note: Only journal articles will be accepted.** Do not use online articles drawn from non-library sources. Responses to students' articles must be posted no later than 11:59 pm CST Saturdays on the weeks assigned. *Be sure you properly cite your journal article – in the text of your response and in the reference list – in accordance to APA writing standards.* (15 points per article; 120 points total)

Reflective Response: The reflective response assignment provides you the opportunity to critically evaluate the previous week's concepts and peer' discussions. The **responses will be posted in the discussion board no later than 11:59 pm CST on Fridays** starting on week 2. Students are encouraged to review and comment on one another's responses. Responses submitted after Friday will not be graded. **(5 points per reflective response; 35 points total)**

Research Paper: By week 2, you are to email me your chosen topic with an outline of what you expect to cover. The topic must be applicable to a specific area regarding counseling and psychotherapy; preferably addressing one of the theories discussed in the text. The research paper is not intended to simply be a literature review in which you repeat and write about what has already been published regarding your topic. Instead, you should be researching and trying to answer a specific research question. For example, you could research to determine what role family systems therapy plays in counseling individuals suffering from domestic violence. Of course, to answer this question you obviously have to review and discuss already published research. But, you should be analyzing this data to determine what it tells us and what new questions need to be asked. Your paper should conclude with proposed ideas for future research on your topic.

Because this a 4000 level course, I expect every student to know and apply the APA style of writing. Therefore, the paper will be written in accordance with APA format and be between 12-15 pages in length, not counting the title page, abstract and reference list. You will have at least 8 sources, all properly cited; of these only two may be books. Wikipedia or some other encyclopedia or online source will not be accepted as a legitimate source. Instead, you must use legitimate, scholarly peer-reviewed, published research, i.e. articles taken from PsycArticles or comparable library databases. In other words, I expect you to use Journal Articles as your primary sources, not commentaries found on the internet. Papers that have ten or more APA format errors will have 15 points deducted.

Papers whose topics have not been approved will not be graded. **Because papers are due on the last day of class, papers submitted after the noon deadline will not be accepted or graded.** Papers will also be judged on the level of analysis (appropriate for college level), grammar, spelling, and adherence to these standards. You must submit a paper regardless of the points you have accrued. **Failure to submit a paper results in a 50 point deduction off your final grade.** (100 points)

Grading Scale:

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|-----------------------------|-------------------|
| • 8 Journal Article Reviews | 120 points |
| • 7 Reflective Responses | 35 points |
| • 1 Research Paper | 100 points |
| • Discussion questions | 240 points |

Total: 495 points

University of the Incarnate Word Grading Scale:

A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	70 – 76
No C-	
D+	67 – 69
D	63 – 66
D-	60 – 62
F	< 60

A and A- indicate a superior grasp of the subject matter of the course, initiative and originality in attacking problems, and ability to relate knowledge to new situations.

B+, B, and B- indicate better than average grasp of the subject matter of the course and ability to apply principles with intelligence.

C+ and C indicate an acceptable grasp of the essentials of the course. Most learners fall in this region, or they should.

D+, D, and D- indicate less than average performance in the course.

F indicates failure to master the minimum essentials of the course. The course must then be repeated.

Class week: For our purposes, **the class week will run from Sunday to Saturday**. All assignments for a given week must be completed during these days.

Late penalty: **Any DQs or journal article review assignments submitted after Wednesdays will incur a 5 point penalty** for each DQ and journal article posting. Postings made after Saturdays for a given week will not be graded unless prior arrangements have been made.

A Universe of the Incarnate Word Extended Academics psychology course requires a time commitment of at least seven to nine hours per week in order to complete all reading and related assignments. Please take the time to become familiar with all of course requirements the course. Lack of familiarity with various instructions or assignments is not an acceptable excuse for late submissions.

Participation, Punctuality, and Attendance: Requirements and Expectations:

- Attendance: Abide by the UIW Attendance Policy as stated in the UIW Catalog, page 88.
- Copies of home works, tests, exams, and e-mail communication: Save for your records

Academic Honesty Statement:

The Academic Integrity Policy is located in the UIW Catalog on page 96.

University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms, which define an academic community. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at Incarnate Word. Forms of academic dishonesty include, but are not limited to:

- Cheating on tests, examinations, or other class or laboratory work.
- Plagiarism (appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit).
- Counterfeit Work – including turning in as one's own, work which was created, researched, or produced by someone else.
- Falsification of Academic Records – knowingly and improperly changing grades on transcripts, grade sheets, electronic data sheets, class reports, projects, or other academically related documents.
- Unauthorized Reuse of Work – the turning in of the same work to more than one class without consent of the instructor involved constitutes academic dishonesty.
- Theft – unauthorized use or circulation of tests or answer sheets specifically prepared for a given course and as yet not used or publicly released by the instructor of a course, or theft of completed tests.
- Collusion – Involvement in Collusion -unauthorized collaboration with another to violate a provision of the Code of Academic Integrity.
- Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another to violate a provision of the Academic Integrity Policy of the University.

Student Disabilities Statement

The University of the Incarnate Word is committed to providing a supportive, challenging, diverse and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act – Subpart E and Title III of the Americans with Disabilities Act (ADA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities.

For more information, contact the Student Disability Services Office:
Location Administration Building – Room 105
Phone (210) 829-3997
Fax (210) 829-6078
www.uiw.edu

IMPORTANT “DROP COURSE” INFORMATION:

It is the student's responsibility to drop their course within the 100% refund period to avoid assessment of tuition and fees. There will not be a university-initiated drop for non-participation.

If you do not plan to attend, you must drop your courses by Friday at 5 p.m.(CST) of the first week of the term to be within the 100% refund period. You may do so by emailing your request to virtual@uiwtx.edu. **A \$50 administrative fee is applied for all drops from courses offered through the Virtual University.**

ARMY Students must drop their course(s) through **GoArmyEd** and the drop fee will be waived.

PSYC 4332 Course Schedule

The number in parenthesis reflects the Alternative Learning Equivalencies which represents the minimum amount of time (hours) you will spend on each topic each week. Its primary purpose is for accreditation.

SESSION	DATE	TOPICS	READINGS	ASSIGNMENTS
Week 1	6/30 – 7/5	Introduction Psychoanalysis	Ch 1-2	Autobiography (0.5), General discussions (3), Article Review (1.5), Answering weekly DQs (1)
Week 2	7/6 – 7/12	Neoanalytic Approach Individual Psychology	Ch 3-4	Reflective Response (0.5), General discussions (3), Article Review (1.5), Answering weekly DQs (1) <i>Paper topics due to instructor</i>
Week 3	7/13 – 7/19	Person Centered Therapy Existential Therapy	Ch 5-6	Reflective Response (0.5), General discussions (3), Article Review (1.5), Answering weekly DQs (1)
Week 4	7/20 – 7/26	Gestalt Therapy Behavior Therapy	Ch 7-8	Reflective Response (0.5), General discussions (3), Article Review (1.5), Answering weekly DQs (1)
Week 5	7/27 – 8/2	Rational Emotive Behavior Therapy Cognitive Therapy	Ch 9-10	Reflective Response (0.5), General discussions (3), Article Review (1.5), Answering weekly DQs (1)
Week 6	8/3 – 8/9	Reality Therapy Feminist Therapy	Ch 11-12	Reflective Response (0.5), General discussions (3), Article Review (1.5), Answering weekly DQs (1)
Week 7	8/10 – 8/16	Family Systems Theory Solution Focused Therapy	Ch 13-14	Reflective Response (0.5), General discussions (3), Article Review (1.5), Answering weekly DQs (1)
Week 8	8/17 – 8/22	Narrative Therapy Conclusion	Ch 15-16	Reflective Response (0.5), General discussions (3), Article Review (1.5), Answering weekly DQs (1)

				Research Paper due
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