



**Psychology 3120—Introduction to Therapeutic Intervention (CRN 21054)
Spring Semester 2015**

Location: James Baker University Center Room 424 (UC424)
Time: Wednesdays 8:00-9:15p
Instructor: Dr. Samuel Maddox
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Twitter: Follow me @professormaddox
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Desire 2 Learn: [D2L Link](#)

Phone: (678) 466-4835 **Fax:** (678) 466-4899
Office: LAB 116F (The Laboratory Annex Bldg.)
Physical Office Hours:

Mondays: By appointment only
Tuesdays: 10:30am-12:30 pm*
Wednesdays: 5-7:30 pm*
Thursdays: 1:00-3:00 pm*
Fridays: By appointment only
*additional times available by appointment

Basic Student Responsibilities

Be sure to read the list of the expectations and responsibilities that all students at CSU are expected to know. Review your CSU student handbook and other helpful information at the Office of Community Standards website, which can be found here:

[Office of Community Standards](#)

Pre-Requisites:

PSYC 1101: Intro to Psychology with a grade of D or better

Course Description and Goals:

Psychology 3120 is an exploration into the varied strategies used in therapeutic situations. By the end of the course, you should have a thorough grounding in the various theoretical orientations used in counseling and psychotherapy (e.g., psychodynamic, cognitive-behavioral, etc.), as well as an awareness of the significant issues involved in becoming a helping professional. In addition, you will have learned about some of the basic skills used in therapeutic communication, such as reflective listening. *Although you will not be qualified to do therapy after completing this course, you will be more knowledgeable about the theory and practice that guide the process of psychotherapy.* I also hope that you will develop additional insight into how your personal experiences, beliefs, and biases may impact you as a helping professional.

Learning Outcomes:

- Understand the major concepts and empirical findings of principles related to this course.
- Be able to apply the major theoretical perspectives (e.g., cognitive, psychoanalytic, etc.).
- Understand the research methods used in psychology, specifically in researching psychotherapy.
- Demonstrate critical thinking skills through interpreting/critiquing research in the popular media and scholarly journals.
- The ability to communicate effectively and professionally both orally and in writing, including the use of the Style Manual of the American Psychological Association.
- Understand and be able to apply the ethical standards set forth by the American Psychological Association.

Course Requirements

- **Texts:** *Theory and Practice of Counseling and Psychotherapy* (9th ed.) G. Corey, 2013 & *Becoming a Helper* (6th ed.), M.S. Corey and G. Corey, 2011
- **Desire 2 Learn (D2L):** Because this is a hybrid course, you will be required to access Desire 2 Learn (see address above) via the CSU website to view supplemental lectures and PowerPoint slides, take quizzes and exams, and complete other online assignments. You are responsible for any information that is on Desire 2 Learn, so check it often. **CHECKING ONLY ONCE A WEEK WILL NOT BE SUFFICIENT!**
- **E-mail Account:** Each student should have a CSU e-mail account, and they must use it for this class. There may be times when I will communicate to the class via CSU e-mail, and you will be responsible for that information. Also, information or assignments may be sent via CSU e-mail attachments. It is advisable to check your CSU email frequently throughout the week. In addition you may also contact me via D2L email and I can respond via the D2L email system.

The following software from Microsoft office is required in order to view course content and to participate in planned course activities.

- **PowerPoint (2007):** Each student will need to have PowerPoint on their machine in order to view the notes on the web, which are posted as PowerPoint files.
- **Microsoft Word (2007):** Written work should be prepared using Word.
- **Respondus Lockdown Browser:** All exams and quizzes will require Respondus lockdown browser to access the questions and check your grade once it is released.

 Respondus
LockDown
Browser™

In addition, the following software is necessary to access various course content. If you do not have this software currently loaded on your computer or are unsure, you can download the software for free by clicking on the following links:

[Adobe Reader](#)



[Flash Player](#)



Computer Requirement:

Each CSU student is **required** to have **ready access** throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to <http://itpchoice.clayton.edu/policy.htm>.

Computer Skill Prerequisites:

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to use Microsoft Powerpoint™
- Able to send and receive e-mail using Outlook™ or Outlook Express™
- Able to attach and retrieve attached files via email
- Able to use a Web browser
- Able to navigate D2L including using email, discussion boards, uploading and downloading files/documents, viewing digital media and completing exams and quizzes.
- Able to remain professional in electronic interactions (netiquette)

If you experience computer difficulties or problems with D2L you should contact [The HUB](#) to help resolve the issue. The HUB will generate a ticket documenting your call and the problem (usually via email). **KEEP THIS TICKET AS DOCUMENTATION OF THE PROBLEM!**

Midterm Grades

A midterm grade will be given prior to the last day to withdraw without penalty, which occurs on **Friday March 6th**. So, the midterm grade will be entered into the DUCK *prior* to the 6th in order to help you make a decision about whether to consider withdrawing from the course. This grade will be comprised of your first exam only. Since many of the

points for this class occur toward the end, your midterm grade should be considered a general snapshot of your performance up to that point. If you have any concerns about whether or not to withdraw from the course, please consult me.

Exams & Quizzes

All exams and quizzes including the Final Exam will be administered online via D2L. Each exam will be opened from Friday at 8am until Wednesday at 5:00 pm. It is your responsibility to access D2L during the allotted time and take the exam. The allotted time for quizzes may vary in that some quizzes may be pop quizzes released for a period of 3 days while planned quizzes may be available for longer. You will be notified via D2L, email, and can follow on twitter in the event of a pop quiz. All exams and quizzes via D2L will be timed! You are allotted 60 minutes for exams (excluding the final exam which is 120 minutes) and 5-10 minutes for quizzes. **Failure to access D2L to take the exam/quiz during the allotted time will cause you to automatically receive a 0 for that exam or quiz. There will be no make-up for D2L tests or quizzes!** Because of the severe consequences on your grade for missing an online exam or quiz, I would not recommend waiting until the last minute to take it in D2L just in case technical difficulties arise. The exams and the final exam will cover both material in the reading and additional material provided through lectures that may not be in your reading. Exams generally include multiple choice, true/false, short answer, and several short essay questions. Because of issues with accuracy in the automatic grading of paragraph or short answer questions in D2L, I will have to grade these portions of your exams or quizzes manually. This may mean a slight delay between when you complete the exam or quiz online and when your grade is released.

I Need Help! Paper

A short paper examining characteristics of helpers will be due on **Wednesday February, 11th @ 5pm in D2L**. This assignment and thorough information on paper expectations will be posted in D2L and will be discussed in class.

SEE APPENDIX A

Theory Review Paper

A short paper reviewing a theory we presented in class will be due on **Wednesday April, 15th @ 5pm in D2L**. This assignment and thorough information on paper expectations and grading will be posted in D2L and will be discussed in class.

SEE APPENDIX B

About Reading

This class will cover a great deal of information, so it is imperative that you keep up with the reading and assignments! **When a chapter is listed on your schedule for a given day, you are to have read that chapter PRIOR to coming to class that day.** We will not always discuss every piece of information from your reading, but you are responsible for it nonetheless. I will be making the assumption that you will read the assigned text chapters and will ask questions about concepts that are unclear. Class time will be devoted to clarification and expanding upon information you have already read, not repeating all of what is in your texts. So, please remember that your responsibilities are to READ and ASK QUESTIONS! If you do not ask questions, I will assume that you have understood the material.

Academic Dishonesty

Academic dishonesty is a serious offense and will be dealt with in accordance with the CSU Handbook. This means that the minimum penalty issued will be a zero on the assignment for which academic dishonesty occurs even if it is a group project.

Plagiarism is one form of academic dishonesty. If you copy someone else's work and don't give them credit (e.g., if you use information from a book and don't properly cite the source) that is plagiarism, and it will be taken very seriously! In addition, APA style prohibits using extensive quotes in your paper. You should paraphrase the information from your sources and always cite to avoid committing plagiarism. If you have any questions about plagiarism, please ask – it is better to be safe than sorry! If you are suspected of committing academic dishonesty, your case may be referred to the CSU Office of Community Standards, and they will follow the judicial procedures described here:

[Disciplinary Procedures](#)

Course Participation Policy

This course is a hybrid course, which means we will meet one day per week. All other required contact with the course will be via electronic means. You are expected to actively participate in all aspects of the course. This includes class attendance, completion of assigned readings, homework assignments, and exams or quizzes and participation in online activities.

Disruption of the Learning Environment

Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from the course. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF. A more detailed description of examples of disruptive behavior and appeal procedures is provided at:

[Student Code of Conduct](#)

Online Etiquette (Netiquette)

Discussion, chat, and e-mail spaces within this course are for class purposes only, unless otherwise stated. Please remember to conduct yourself collegially and professionally. Unlike in the classroom setting, what you say in the online environment is documented and not easily erased or forgotten.

The following guidelines apply:

- Avoid using ALL CAPS, sarcasm, and language that could come across as strong or offensive.
- Use proper punctuation, grammar and be sure to edit your contribution before posting.
- Read all postings before posting your responses to discussion topics so as to not unnecessarily repeat information.
- Keep chat comments brief and to the point.
- Focus on one topic at a time when chatting or posting to discussions.

- Remember that unlike in face-to-face learning environments what you say in discussions and chats is documented and available to be revisited. Choose your words and discussion topics carefully.
- E-mail should only be used for messages pertaining to the course. Please refrain from sending forwards, jokes, etc. within e-mail.

Disabilities

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center **255**, 678-466-5445, disabilityservices@clayton.edu. Website: <http://admins-services.clayton.edu/disability/>.

CSU Resources

College life represents a variety of challenges including stress, time demands and performance expectations in addition to these same issues present in everyday life. As a result, there are times during the semester in which we may feel overwhelmed or need assistance. There are a variety of resources on campus to assist you in navigating the college experience and preparing for your future. Below is a list of the services Clayton State offers that may be of benefit to you.

The Writers Studio: <http://www.clayton.edu/writersstudio>

Center for Academic Success: <http://admins-services.clayton.edu/cas/>

Counseling & Psychological Services: <http://admins-services.clayton.edu/counseling/>

Career Services: <http://admins-services.clayton.edu/career/>

Assignments/Grading

Exam 1	20%
Exam 2	20%
Exam 3	20%
Exam 4	20%
Final Exam	20%
Theory Comparison Paper	10%
Helper Paper	5%
Quizzes/HW/CW	5%

Grading Scale

Total Percentage	Letter Grade
100-90%	A
89-80%	B
79-70%	C
69-60%	D
<59%	F

Schedule for Spring Semester (May be amended or changed on website!)

January 14th

Introduction to Class, Syllabus & D2L

January 21st

Chapter 1 (*Helper*): Are the Helping Professions for You?

Chapter 4 (*Helper*): Common Concerns of Beginning Helpers

January 28th

Chapter 3 (*Helper*): Helper, Know Thyself

Chapter 7 (*Helper*): Understanding Diversity

Exam 1 Online in D2L (Chapters 1, 3, 4, 7 in *Helper*)

February 4th

Chapter 8: (*Helper*) Knowing Your Values

Chapter 9 (*Helper*): Ethical and Legal Issues Facing Helpers

February 11th

Chapter 11 (*Helper*): Working in the Community &

Introduction to Theory & Chapter 4 (*Theories*): Psychoanalytic Therapy

I Need Help! Paper due in D2L @ 5pm!

February 18th

Continue Chapter 4 (*Theories*)

Exam 2 Online in D2L (Chapters 8, 9, 11 in *Helper* & 4 in *Theories*)

February 25th

Chapter 7 (*Theories*): Person-Centered Therapy

March 4th

Chapter 9 (*Theories*): Behavior Therapy

Note: Midterm (last day to withdraw) is Friday March 6th

March 11th

SPRING BREAK!

March 18th

Continue Chapter 9 (*Theories*)

Exam 3 Online in D2L (Chapters 7 & 9 in *Theories*)

March 25th

Chapter 10 (*Theories*): Cognitive-Behavior Therapy

April 1st

Continue Chapter 10 (*Theories*)

April 8th

Chapter 5 (*Theories*): Adlerian Therapy

Exam 4 Online in D2L (Chapters 5 & 10 in *Theories*)

April 15th

Chapter 14 (*Theories*): Family Systems

Therapy Theories Paper due in D2L @ 5pm!

April 22nd

Thursday— Continue Chapter 14 (*Theories*)

April 29th

Thursday— Chapter 11 (*Theories*): Reality Therapy

Wednesday May 6th by 5:00pm

Final Exam ONLINE DUE in D2L (Chapters 11 & 14 in Theories)

APPENDIX A

I Need Some Help! Paper

This paper is an analysis of characteristics of helpers. Your job is to find three persons in any helping profession and find out the following information: 1.) What motivated them to enter the helping profession 2.) What challenges have they experienced in the helping profession and 3.) What rewards do they get from being in the helping profession? You will write a 2-3 page summary of the information from your helpers by describing what helping profession they work in, identifying common themes reported by the helpers and analyze how their experiences may be similar or different than your own path toward the helping profession.

Paper requirements:

Your paper must be:

- A minimum of 2 pages (not including the title page, abstract or references)
- Double-spaced, type-written pages in a common 12 point font (Arial or Times New Roman)
- Must be a Microsoft Word document
- Must be written using APA style
- Must contain at least 2 journal article or book references **not including the texts for this class.**

APPENDIX B

Theory Comparison Paper

This paper is a literature review of two theories that you would like to explore for possible use in your future career in psychology and human services. First you will choose two theories of therapeutic intervention based on information presented in class or chapters in your book (e.g. Feminist Therapy and Gestalt Therapy). Next you will find readings, *in addition to your texts*, discussing those interventions. You will then write a paper including a summary of each theory including 1.) Its origins and founder (if applicable) 2.) Its view of human behavior 3.) Its techniques and strategies for behavior change and 4.) Its empirical support in the literature and 5) The ways in which the two theories are alike the ways in which they are different.

Paper requirements:

Your article review must be:

- A minimum of 5 pages but no more than 7 pages (not including the title page, abstract or references)
- Double-spaced, type-written pages in a common 12 point font (Arial or Times New Roman)
- Must be a Microsoft Word document
- Must be written using APA style
- Must contain at least 6 references **not including the texts for this class.**
- At least 5 out of the 6 references must be from books (again not including the texts for this class), journal articles or reference materials.

The content of your paper must have the following sections:

- **Origins of Theories:** This section will focus on what events led to the development of the two theories.
- **Views of Human Behavior:** This section will focus on what the theories view as the cause of adaptive and maladaptive behavior
- **Techniques and Strategies:** In this section you will describe in detail what techniques and strategies are use by each theory including what behaviors are they most appropriate for and with what population does the theory work best.
- **Empirical Support:** This section focuses on research that has supported or refuted the effectiveness of each theory.
- **Commonalities and Distinctions:** This section focuses on ways in which the theories are alike and ways in which they differ in terms of the other sections of the paper (i.e. human behavior techniques and empirical support)

APPENDIX B

Theory Comparison Paper Written Assignment Criteria/Grading Rubric

Criterion One: Content (80 pts.)

- **Theory 1:**
 - Description of theory (30 pts.)
 - Name
 - Origins/Founder(s)
 - View of Human Behavior
 - Goals
 - Techniques or Strategies Used

- **Theory 2:**
 - Description of theory (30 pts.)
 - Name
 - Origins/Founder(s)
 - View of Human Behavior
 - Goals
 - Techniques or Strategies Used

- **Empirical Support for the Theories (10 pts.):**
 - Research Findings about the Utility and Efficacy of the Theories
 - Research Findings about the Limitation of the Theories
 - Comparison of Research Findings between the Theories

- **Comparison of the Theories (10 pts.):**
 - Commonalities
 - Distinctions

- **Extensiveness (-15 pts.):**
 - 5-7 pages double-spaced in 12 point font
 - Minimum of 6 references (not including the text or more than one internet sources)
 - Effective paraphrasing (minimal use of quotations and absence of plagiarized sentences)

Criterion Two: Mechanics (20 pts.)

- **Grammar (-10 pts.)**
 - Subject verb agreement
 - Complete coherent sentences (*absence of run-on, fragments or unclear sentences*)
 - Word choice (*absence of spelling, word substitution, missing word, plural/singular, possessive and word tense errors*)
 - Correct punctuation
- **Organization (10pts.)**
 - The paper flows well from one section to another
- **APA Style (10 pts.)**
 - Title Page (*page headers, running head, title, name and university present*)
 - Citations within text (*author and year provided and consistent with reference page*)
 - Reference Page

COMMENTS:

Content pts. out of 80 _____
Mechanics pts. out of 20 + _____
Total pts. out of 100 = _____