**Theories and Methods of Counseling and Psychotherapy**

**Psychology 435**

**Spring 2022**

**Monday and Wednesday, 1:45-3:30pm**

**Ramstad 205 or by Zoom (**[**https://plu-edu.zoom.us/j/93659836447**](https://plu-edu.zoom.us/j/93659836447)**)**

**Faculty:** Tiffany Artime, Ph.D.

**Office:** Ramstad 106B

**Email:**  [artimetm@plu.edu](mailto:artimetm@plu.edu)

**Phone:** 253-535-8745 (better to reach me by email)

**Office Hours:** Mondays 10am-12pm, Wed 12:30-1:45 or by appointment (book on gcal <https://goo.gl/z3b88g>)

For 1-1 Meetings over Zoom (<https://plu-edu.zoom.us/my/artimetm>)

**Course Description:** This course provides an overview of the major theoretical approaches to psychotherapy, specific interventions related to these approaches, and the role of the counselor in psychotherapy. The course will begin by introducing the counseling profession and examining a number of ethical and practical issues and controversies in the field. The remainder of the semester will focus on specific theories and techniques of psychotherapy.

**Special Considerations:**

1. This course does not qualify you to be a counselor or to provide psychotherapy as a professional. It will give you a foundation for understanding the major schools of therapy within Psychology and the techniques used by professionals. These interventions may be of personal use to yourself or friends/family in your life because they are, by their very nature, helpful to our well-being. However, to be qualified as a counselor, additional training (graduate or specialized) and licensure/certification is required. As an ethical student/citizen, you should not advertise yourself as a psychologist/therapist/counselor and should not attempt to provide psychotherapy to others outside of your competency.
2. At times in this class, students may share information that is personal or sensitive. This is not required; however, should someone feel comfortable to disclose such information during a role play or a discussion, other members of the class will respond sensitively and respectfully. Furthermore, personal information that is shared in this class will be confidential- you should not share identifying information about your peers outside of this class. Exception: if any student shares information that indicates that they are thinking about hurting themselves or another person; and/or if any student discloses information indicating that a minor might be at risk of abuse, Dr. Artime may contact necessary parties to keep the student and others safe.

**Texts:**

Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy*. (10th Edition). MA: Cengage.

Corey, G. (2017). *Student Manual for Theory and Practice of Counseling and Psychotherapy*. (10th Edition).

MA: Cengage.

**Course Requirements**

Reading: Readings will come primarily from the textbook, and you are expected to have read the assigned chapters for the weeks they are due. Other readings include any additional materials I will provide during the course. Lectures will be related to the readings but will not cover all of the text. Exam questions will be taken from both lectures and readings, including information that is not covered in class.

Student Manual Workbook (100 points, 50 for each collection): The companion text for this course is a student manual that will serve as a workbook to supplement your reading. This workbook contains self-inventories, exercises, case studies, review questions, and quizzes that you will complete along with your reading and course content. These workbooks will be collected twice during the semester on the dates specified in the schedule. The required workbook reading and exercises can be found in Appendix A below.

Exams (100 pts): There will be a take-home final exam.

**A**ttendance/Participation (30 points): This class will involve substantial participation including role plays and discussions. You are expected to come to class prepared and to participate in class discussions and activities. Each of you has a responsibility to your own learning and the learning of other members of the class. Your thoughts, questions, challenges, opinions, etc. are a welcome and important part of that learning. If you are active in class, you will receive full credit for participation.

Role Play and Tape Review (100 points): With a partner, you will video record a 10-15 minute role play of a therapy session. You will be the therapist and your partner will be the client. Using the theoretical approach of your choosing, you will assess the client’s problems and provide the appropriate intervention based on the theory you selected. You will then review the video recording and a write 4-5 page analysis of your use of the theoretical approach for the client’s problem. Your partner will write a 1-page analysis of your strengths and areas for growth in using the intervention effectively, establishing rapport, and providing a therapeutic environment. Your own analysis should include the following components:

1. What was your conceptualization of the client’s problem based on your theoretical approach?
2. What interventions did you use and how well did you use them?
3. What was the effect of the interventions? Were they helpful? How do you know?
4. What were the strengths and weaknesses of this specific theoretical approach for this client’s problem?
5. What did you do well and what could you have done differently?
6. What was your reaction to the experience? What did you enjoy? What was challenging? Anything else?

Your grade will be based on the following criteria:

1. Competent and professional use of the theoretical approach.
2. Critical and competent self analysis of the role play and video review.
3. Critical and competent analysis of your partner’s role play.

\*Rubrics for this assignment can be found on Sakai

Evidence-Based Treatment Paper (75 points): You will choose one mental health problem and write a research paper on the current evidence-based treatments for the problem. The paper should be 6-8 pages in length and include at least 5 scholarly references. Dr. Artime has a number of resources available for identifying evidence-based treatments, so consult with her for research assistance. The paper should briefly explain the characteristics/DSM criteria for the mental health problem, describe the major evidence-based treatments for the problem, and provide a brief analysis of the outcome research for the treatments used for the problem. \*See the rubric on Sakai for grading criteria.

Conversation Partners (40 points): As an applied component of this course which will give you additional opportunity to practice the active listening and empathy skills that you learn, you will be required to participate in a community-building activity. You will be assigned a conversation partner who is a senior citizen volunteer at a local senior living community (Franke Tobey Jones- ) The administrator has recruited volunteers from the community who have been given information about our class and our learning goals, and they have agreed to serve as conversation partners for you. The seniors have also expressed that they will benefit from their participation by having an often much-needed opportunity to share their stories and enjoy social interaction. This project will include several components:

1. In order to prepare for visiting Franke Tobey Jones, you will complete two active listening conversations with two different people that you know (friend, roommate, family member, partner, etc). If you need help finding someone, feel free to let me know! These must be complete by 4/4. These people will fill out the same evaluation for you. (10 points)
2. You will meet with a resident at Franke Tobey Jones for a 30-60 minute conversation. During this conversation, you are expected to use the empathy and active listening skills you have learned in class. Your conversation partner will provide you with a very short feedback form to evaluate their experience of speaking with you. (15 points)
3. After your visit to Franke Tobey Jones, you will write a reflection paper responding to the following questions (15 points)
   1. How did it go? What did you do well in demonstrating empathy and active listening? What were areas of growth for you?
   2. What characteristics of the conversation and your Senior Partner helped you to listen actively and provide empathy? What characteristics of the conversation and your Senior Partner made it challenging to listen actively and provide empathy? What personal characteristics of your own contributed to what was easy or difficult?
   3. Discuss what you learned about active listening, empathy, and counseling theory and practice as a result of this assignment.
   4. How can actively listening and showing empathy help us to serve other and our communities?

**Grade Determination:**

Final Exam: 100 points

Student Manual Workbook: 100 points (50 for each collection)

Role Play and Tape Review: 100 points

Evidence-Based Treatment Paper: 75 points

Conversation Partners: 40 points

Participation: 30 points

Total: 470 points

A = 423-470 points, B = 376-422 points, C = 329-375 points, D = 282-328 points, F = 0-282 points

A = 93-100% B+ = 88-89% C+ = 78-79% D+ = 68-69% F = 59% or below

A-= 90-92% B = 83-87% C = 73-77% D = 63-67%

B- = 80-82% C- = 70-72% D- = 60-62%

**Class/Campus Policies**

**Class Conduct: Any successful learning experience requires the mutual respect of both the student and the instructor. No one should be subjected to behavior that is in any way disruptive or rude. Because we will also be discussing many things that may be upsetting and sensitive to some students, it is important to be considerate of statements that are hurtful or stigmatizing related to mental health problems. If you feel uncomfortable or concerned about something that was said in class, I urge you to speak to me. Cell phone use or other disruptive behavior will not be tolerated.**

**Health Directives:** All students and campus employees must follow university health directives. If those directives change during the term, I will be sure to share them with the class so we can discuss what the changes mean for our particular course. As we begin the term, university health directives are straightforward: **all campus community members are required to wear face masks in all indoor spaces, regardless of their vaccination status.** The requirement applies indoors when other people are present and in all public and common areas, including classrooms, dining areas (except when you are actively eating or drinking), meeting rooms, elevators, and shared vehicles. In crowded outdoor locations where physical distancing is not possible, masks are recommended for fully vaccinated people and required for those not currently vaccinated. Masks Per university directives, we’ll all be wearing masks (regardless of vaccination status) when inside campus buildings. If public health conditions change and the university-wide mask mandate is removed, I will let you know what the requirements are for our class moving forward. **Until you hear otherwise from me, plan on wearing a mask in our class.** Please be sure to wear a mask (not a bandana or scarf) that completely covers both your nose and mouth whenever you are in our classroom/lab or my office. I know that you want to experience a safe learning environment along with your peers. So, if masks are not being worn the way they should be, be an active bystander and speak up to remind each other to keep doing the things we need to do to be safe. (If you refuse to participate in these measures to create a safe learning environment, it will be a violation of the Student Code of Conduct, and I will need to take steps accordingly.)

**Attendance & Participation**

Please do not come to an in-person class/lab/lesson if you are feeling ill, particularly if you are experiencing symptoms of COVID-19. Nothing we do in our class is worth risking your health, my health, or the health of your peers. You will still need to complete the tasks/assignments/projects/etc. necessary to meet our learning objectives, of course. It would be helpful to identify a “class buddy” to make sure that you can get notes or be updated about announcements you may have missed. Should your health or other circumstances change, negatively impacting your ability to succeed in our class, please notify me as soon as possible so that we can work together to connect you to support and work through possible options

**Student Hours:** My “student hours” are times that I have set aside for you. You are not “bugging” or interrupting me if you pop in or set up an appointment to meet with me during these hours. You are making good use of a resource to ask questions, review notes, brainstorm ideas, get career or class advice, etc. I know students can sometimes feel anxious or embarrassed to contact a professor individually for help, but I hope that you will trust that I am sincere when I say that I am so pleased to be available to listen, talk, and provide understanding. If you know you have a specific need and it would be helpful for me to be prepared, feel free to let me know you are coming and what you would like to discuss ahead of time.

**Delayed Grade Policy: Students are expected to complete all of the work for this course during this semester. If a student experiences a personal or medical event that interrupts her or his ability to participate in the class, contact the instructor as soon as possible.**

**Class Conduct:** The University holds as basic the integrity and well-being of every person in the community. I am committed to providing a living, learning and working environment that is fair, consistent, caring, and supportive of intellectual and personal growth. Further, PLU is committed to protecting the rights of its community members to engage in dialogue and express ideas in an environment that is free from harassment, discrimination, and exploitation. This freedom of expression does not, however, entail the freedom to threaten, stalk, intimidate, harass, or abuse. Students are therefore expected to treat every individual with respect. The University prohibits any activities that cause or threaten physical or mental harm, suffering or exhaustion, that demean the dignity of any individual, and/or that interfere with one’s academic progress, living environment, or employment responsibilities.

**Electronic Communication: PLU policy is to communicate regarding matters through PLU email addresses. All students are expected to activate their email addresses and use them in communicating with faculty. I will regularly send updates and information about the course to your PLU email address, and I expect that you will check it at least (and usually more than) once per day. Additionally, in your email communication with me, ensure that you use professionalism in your language, including a proper salutation and signing your name so that I know who you are.**

**Religious Accommodations:** I will make every effort to provide reasonable accommodations for all students who, because of religious observances, may have conflicts with scheduled exams, assignments, or required attendance in courses. Please review the course schedule at the beginning of the semester to determine any such potential conflicts and let me know about the need for religious accommodations. If you could do so at least three weeks in advance of the date when the conflict occurs, that would be ideal. While I am happy to provide such accommodations, I understand that asking a faculty member for assistance can be intimidating; if that’s the case, you can contact PLU’s University Pastor Jen Rude (rudejl@plu.edu or 253-535-7465) for support in making this request.

**University Academic Dishonesty policy:**

PLU’s expectation is that students will not cheat or plagiarize and that they will not condone these behaviors or assist others who plagiarize. Academic misconduct not only jeopardizes the career of the individual student involved but also undermines the scholastic achievements of all PLU students and fails to reflect the mission of this institution. Students are responsible to do their own work, thereby ensuring the integrity of their academic records.

The most common forms of dishonesty are cheating and plagiarism. Cheating includes, but is not limited to:

* Submitting material that is not yours as part of your course performance, such as copying from another student's exam, allowing another student to copy from your exam; or
* Using information or devices not allowed by the faculty; such as formulas or a computer program or data, or unauthorized materials, such as a copy of an examination before it is given; or
* Fabricating information, such as data for a lab report; or
* Violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; or
* Collaborating with others on assignments without the instructor's consent; or
* Cooperating with or helping another student to cheat; or
* Other forms of dishonest behavior, such as having another person take an exam for you, altering exam answers and requesting the exam be re-graded; or, communicating with anyone other than a proctor or instructor during an exam.

Plagiarism includes, but is not limited to:

* Directly quoting the words of others without using quotation marks or indented format to identify them; or
* Using altered wording, materials or ideas of others without properly identifying their source; or
* Representing an idea or strategy that is significant in one’s own work as one’s own when it comes from someone else.

If you are unsure about something that you want to do or the proper use of materials, then ask your instructor for clarification.

**Title IX Reporting:** The University has adopted the term Mandatory Reporter to describe the obligation that extends to all individuals “who a student could reasonably believe has the authority or responsibility” to address current or on-campus incidents of sexual harassment, abuse or assault; domestic violence or physical/emotional abuse or assault; or any ongoing cases of abuse or neglect of a minor. As such, the University requires me to report to the Title IX Officer any of the above incidents that are disclosed to me. What this means is that, although I welcome you to confide in me as a teacher, mentor and confidante, there are certain incidents that I am required to report to protect students’ safety and the University’s legal standing. That said, I want all students who are victims of abuse or assault to feel that they have agency over when and how their story is told -- if there is something you would like to disclose but do not want reported to the university officials, I can refer you to one of four university officials/offices that are confidential and exempt from mandatory reporting: Victim Advocates (<https://www.plu.edu/gender-equity/advocacy-services/>); the Health Center (<http://www.plu.edu/health-center/>); the Counseling Center (<https://www.plu.edu/counseling/>); and the University Pastor (<https://www.plu.edu/campus-ministry/staff/>). Should such a situation occur, you are welcome to tell me that you would like to find a confidential resource, and I can ensure that you are connected with the proper channels without having you disclose the details to me. You are welcome to confide in me as little or as much as you like, so long as you understand that certain incidents, should I be privy to details, may be subject to mandatory reporting. Please know that I care very much about your safety and the safety of other students and want to ensure you have everything you need.

**Student Resources**

[Accessibility and Accommodations](https://www.plu.edu/oaa/)**:** If you need course accommodations because of a documented disability, have emergency medical information to share with me, or need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. If you have questions concerning the services available for students who need accommodations, contact the Office of Accessibility and Accommodation at 253-538-6392 or oaa@plu.edu .

[Health and Wellness](https://www.plu.edu/chws/):We all may experience a range of mental health issues that can impact our life in all variety of ways. These might include anxiety, high levels of stress, alcohol/drug problems, strained relationships, feeling down, or loss of motivation. PLU’s Counseling Center is here to help you with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 253-535-7838, visiting <https://www.plu.edu/chws/> or emailing counseling@plu.edu. For urgent mental health support after business hours, including weekends and holidays, contact the Counseling Center Crisis Line at 253-535-7075. Help is always available. Additionally, [Lute Telehealth](http://www.plu.edu/lute-telehealth) is a resource for you that expands access to mental health and medical care by providing on-line or phone-based services 24/7/365 from licensed mental health providers and nurse practitioners. Finally, the [Couple and Family Therapy Center](https://www.plu.edu/mft/the-couple-and-family-center/) (part of PLU’s Marriage and Family Therapy program) offers affordable, high-quality care to individuals, couples, and families – including PLU students -- using the latest advances in the field.

Student Care Network:The Student Care Network (SCN) works with the PLU community to proactively connect with you and those who are invested in your wellbeing for a successful academic, social, and emotional experience at PLU.

● SCN will provide one outlet for faculty, staff, students, and parents/guardians to report

any concern (academic, emotional, physical, social) related to the well-being of a PLU

student.

● SCN will connect with the student of concern and provide resources, support, and assistance as appropriate.

If you would like additional information about the SCN or to submit a form, please go to

<https://www.plu.edu/srr/student-care-network/>

Supporting DACA and Undocumented Students: Our mission of care, rooted deeply in our Lutheran heritage, requires action and an unequivocal commitment to fight for social justice. [This page listing various resources for DACA and undocumented students](https://www.plu.edu/undocumented-students/) – including those related to housing, legal issues, financial aid, and study away – is just one aspect of PLU’s ongoing commitment to supporting our undocumented students.

Additional Resources:

[Center for Student Success](https://www.plu.edu/student-success/) (academic advising, tutoring, career planning, etc)

[Campus Ministry](https://www.plu.edu/campus-ministry/)

[Center for Military Support](https://www.plu.edu/military-affiliated-students/)

[Center for Gender Equity](https://www.plu.edu/gender-equity/)

[Diversity Center](https://www.plu.edu/diversity-center/)

Food Pantry (1st floor of AUC by Campus Ministry office, accessible by Lute Card)

PLU is on the traditional lands of the Nisqually, Puyallup, Squaxin Island and Steilacoom peoples; we acknowledge and respect the traditional caretakers of this land.

**This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs.**

**Schedule**

|  |  |  |
| --- | --- | --- |
| **Week/Date** | **Class Content** | **Assignments (due on Sakai)** |
| **Week 1** | Monday 2/7 Introductions, syllabus review  Wednesday 2/9 Values/Expectations  *\*2/11, Last day to add a class* | Reading: Chapters 1  Assignment: Workbook Ch1 |
| **Week 2** | Monday 2/14 What is a counselor?  Wednesday 2/16 Ethical Issues in Counseling  *\*2/18, Last day to drop a class* | Reading: Chapter 2-3  Assignment: Workbook Ch 2-3 |
| **Week 3** | *Monday 2/21 No Class, Happy President’s Day*  Wednesday 2/23 Review of Diagnostic Systems | Reading: Peruse contents of DSM 5 (Library online or hardcopy) |
| **Week 4** | Monday 2/28 Empathy & Active Listening  Wednesday 3/2 Listening Partners | Reading: APA EBP Statement (sakai) |
| **Week 5** | Monday 3/7 Evidence-Based Practice  Wednesday 3/9 Evidence-Based Practice (con’t) | Reading: Elliot et al, 2011  **Due: Select problem for EBP paper (3/9)** |
| **Week 6** | Monday 3/14 Psychoanalytic Therapy  Wednesday 3/16 Psychoanalysis Applied | Reading: Chapter 4  Assignment: Workbook Ch 4 |
| **Week 7** | Monday 3/21: Existential Therapy  Wednesday 3/23: Existential Therapy Applied | Reading: Chapter 6  Assignment: Workbook Ch 6 |
| **Week 8** | *Mar 28-April 1: No Class, Happy Spring Break!* | **Finish 2 Acquaintance Conversations, upload rating forms by 4/4** |
| **Week 9** | Monday 4/4: Person-Centered Therapy  Wednesday 4/6: | Reading: Chapter 7  Assignment: Workbook Ch 7  **Due: Workbook Collection #1 (4/6)** |
| **Week 10** | Monday 4/11: Behavior Therapy  Wednesday 4/13: Behavior Therapy Applied | Reading: Chapter 9  Assignment: Workbook Ch 9 |
| **Week 11** | Monday 4/18: Behavior Therapy Applied (con’t)  Wednesday 4/20: Cognitive Behavior Therapy | Reading: Chapter 10  Assignment: Workbook Ch 10 |
| **Week 12** | Monday 4/25: Cognitive Behavior Therapy Applied  Wednesday 4/27: Visit to Franke Tobey Jones for Senior Conversation Partners | **Due: Evidence Based Treatment Paper (4/27)** |
| **Week 13** | Monday 5/2: Feminist Therapy  Wednesday 5/4: Feminist Therapy Applied  *\*5/6 Last day to withdraw* | Reading: Chapter 12  Assignment: Workbook Ch 12  **Due: Conversation Partner Reflection Paper (5/4)** |
| **Week 14** | Monday 5/9: Postmodern Approaches  Wednesday 5/11: Postmodern Applications | Reading: Chapter 13  Assign: Workbook Ch 13  **Due: Role Play Recording & Tape Review Materials (5/11)** |
| **Week 15** | Monday 5/16: Family Systems Therapy  Wednesday 5/18: Family Treatments Applied | Reading: Chapter 14  Assignment: Workbook Ch 14  **Due: Workbook Collection #2 (5/16)** |
| **Finals Week** | **Take-Home Final Due Wednesday 5/25 at 5pm on Sakai (Released on 5/18)** |  |

Appendix A

**Student Manual Assignments**

You must complete the following reading and workbook exercises for each chapter and turn them in with your workbook on the two collection days. If the exercise requires additional paper, please insert the papers into the relevant section of the workbook for me to review. For quizzes at the end of each section, the scoring guide can be found on page 257.

\*As a note, I am primarily reviewing these for completion and to ensure that you thought deeply and critically about the questions. Many of the activities are very personal in nature, and I will not be reading them closely enough to violate your privacy. I am not interested in the content of your responses, rather your active engagement in the exercise.

Due Wednesday 4/6: Chapters 1-4, 6-7 completed

Due Monday 5/16: Chapters 9-10, 12-14

Chapter 1

Survey of Attitudes and Values Related to Counseling and Psychotherapy (pp9-13)

Chapter 2

Survey of Your Attitudes and Beliefs about the Counselor as a Person and Professional (p14-16)

Read glossary definitions (p17)

Counselor Values and the Therapeutic Process p17-18

Dealing with Conflicts p18-19

Becoming an Effective Multicultural Counselor Competency Self-Examination (pp19-22)

Cultural Diversity in Counseling Practice (p22-23)

Personal Issues in Counseling and Psychotherapy (p23-24)

Take and score Quiz on the Counselor: Personal and professional (pp25-27)

Chapter 3

Read glossary definitions (p30)

Self-Inventory of Attitudes related to Ethics Issues (p30-32)

Read cases and reflect on subsequent questions (p33-35)- no writing required

Respond to questions on “additional cases to consider” (p35-36)

Review professional organization code of ethics list (p37-38)

Take and score the Quiz on ethical issues (p38-40)

Chapter 4

Pre-chapter self-inventory (p43-44)

Read overview, glossary, and expert’s perspective (p44-52)

Complete each part a-f of exercise #2 (p53)

Read cases “Ruth” and “Jonas” and reflect (no writing) on the follow-up questions (p54-58)

Take and score the quiz (p59-61)

Chapter 6

Pre-chapter self- inventory (p85-86)

Read overview, glossary, and expert’s perspective (p86-91)

Do the two suggested activities/exercises (p92-93)

Read the “Mahvesh” case and reflect (no writing) on the follow-up questions (p95-97)

Take and score the quiz (p97-99)

Chapter 7

Pre-chapter self-inventory (p100-101)

Read overview, glossary, and expert’s perspective (p101-107)

Complete the practical application exercise (p107-108)

Read case “Judith” and reflect (no writing) on follow-up questions (p111-112)

Take and score the quiz (p112-114)

Chapter 9

Pre-chapter self-inventory (p129-130)

Read overview, glossary, and expert’s perspective (p130-136)

Design a self-management plan and write a written response to the questions posed. Also include any

tracking tools you use for your self-monitoring. Spend at least ONE WEEK implementing your plan and tracking your progress. (p137)

Do the broad goal into specific goal exercise (p137-138)

Learning how to be concrete activity (p138)

Practice the relaxation training exercise at least one time (p138-140)

Read 2 cases “Lynn” and “Helen” and reflect (no writing) on the follow-up questions (143-148)

Take and score the quiz (p149-151)

Chapter 10

Pre-chapter self-inventory (p152-153)

Read overview, glossary, and expert’s perspective (154-162)

Write responses to personal application items #1-5 (p163-64)

Complete the practical application exercise (p164-65)

Read case “Brittany” and reflect (no writing) on the follow-up questions (p169-171)

Take and score the quiz (p171-173)

Chapter 12

Pre-chapter self-inventory (p192-193)

Read overview, glossary, and expert’s perspective (p193-99)

Read 2 cases “Brooklin” and “Marina” and reflect (no writing) on the follow-up questions (p202-207)

Take and score the quiz (p207-209)

Chapter 13

Pre-chapter self-inventory (p210-211)

Read overview, glossary, and expert’s perspectives (p211-221)

Respond to personal application questions (p222-224)

Read 2 cases “Keisha” and “Natasha” and reflect (no writing) on the follow-up questions (p228-233)

Take and score the quiz (p233-235)

Chapter 14

Pre-chapter self-inventory (p236-37)

Read the overview and glossary (p237-245)

Personal application exercise- (a) complete the imagery exercise “How your Past Influences Your Present”; (b) write some notes in response to the questions about your family structure, belongingness, rules, and developments. You do not need to write full sentences or anything formal- just some bullets or single words to show you reflected on the questions (p246-248)

Read case “Laura” and reflect (no writing) on the follow-up questions (p249-51)

Take and score the quiz (251-53)

Appendix B

Learning Objectives

The Psychology Department has adopted the American Psychological Association Guidelines for the Undergraduate Major 2.0 to describe our Learning Objectives. The following learning objectives will be included for all 400-level elective courses:

Will be Practiced:

1.1. Describe key concepts, principles, and overarching themes in psychology

1.2. Develop a working knowledge of psychology's content domains

1.3. Describe applications of psychology

2.2. Demonstrate psychology information literacy

2.5 Incorporate sociocultural factors in scientific inquiry

3.2 Build and enhance interpersonal relationships

4.1 Demonstrate effective writing for different purposes

5.1 Apply psychological content and skills to career goals

Will be Achieved:

2.1 Use scientific reasoning to interpret psychological phenomena

Additionally the following objectives will be PRACTICED in this course:

3.1 Apply ethical standards to evaluate psychological science and practice

3.3 Adopt values that build community at local, national, and global levels

4.3 Interact effectively with others