WESTERN SEMINARY - SACRAMENTO

Psychological Theory and Techniques
CNS 502M : 3 credit hours

Kim Fredrickson, M.S., M.F.T.
(916) 789-7082 x309
Kim@KimFredrickson.com
Syllabus – Spring 2010

COURSE SCHEDULE

Jan. 29 & 30; Feb. 26 & 27; Mar. 12 & 13; Apr. 17
(Fridays 5:00 – 9:00pm and Saturdays 8:45a.m. – 5 p.m.)

COURSE DESCRIPTION

Psychological Theory and Techniques. This course will cover the application and development of treatment strategies and interventions. Focus will be given to an eclectic approach to therapy.

COURSE CONTRIBUTION TO STATED DEGREE OUTCOMES

The objectives of this course are tied directly to the desired outcomes constructed specifically for the MFT degree for which this course is a requirement. Below are the formal degree outcomes which this class supports:

KNOW the major theories of counseling and personality development.

- the unique contributions of the major counseling theories.

KNOW HOW to think like an effective counselor, able to face new and unique situations with self-efficacy, personal integrity, and professional competence.

- awareness of the characteristics and practices of an effective counselor.

KNOW HOW to build an effective therapeutic relationship.

- mastery of the basic helping skills.

KNOW HOW to accurately diagnose the major mental disorders and KNOW HOW to establish and implement an effective treatment plan for each.

- familiarity with standard treatment approaches;
- ability to formulate and implement treatment goals and objectives.

COURSE GOALS/OBJECTIVES

Course Goals

The student will deepen his/her understanding of several schools of psychotherapy and learn how to apply procedures and techniques through experiential exercises, demonstration video, lecture and reading. The student will further develop his/her own unique style of doing psychotherapy.

Course Objectives

Cognitive:

- The student will be able to integrate key concepts, the therapeutic process and application of several major schools of psychotherapy.
- The student will be able to explain the theory of change behind the schools of psychotherapy.

Affective:

- The student will gain a deeper understanding of how his/her personhood and uniqueness is the major tool in doing psychotherapy.
- The student will acquire an appreciation and a natural leaning toward particular schools of thought and procedures according to his/her personality.
- The student will gain a sense of confidence in his/her own style and application of psychotherapy.

Conative:

- The student will learn how to apply and integrate the different models through case study and role-play.
- The student will begin to formulate and practice his/her own integration and personal philosophy of counseling.

TEXTBOOKS

Please support your seminary by using the following link for all your Amazon purchases – a minimum of 4% comes to Western Seminary. Click here to order texts and other products.

Required

- Teyber, Edward, *Interpersonal Process in Psychotherapy: An Integrative Model.* 5th ed, 2005**,** Wadsworth Publishers. (ISBN 0534515649)
- Teyber, Edward, *Interpersonal Process in Psychotherapy: 5th edition workbook.* 2005, Thomson Learning. (ISBN: 0534515657)
- Selected Articles provided by Professor Fredrickson (there may be up to a $20 fee collected for copies)
- http://psychotherapy.net/products/cecredits/documents/Suicide%20and%20Self-Harm%20Viewer%20Manual.pdf (Download and print this manual and bring to class)

COURSE REQUIREMENTS

Reading and Workbook

Complete all required reading **before each class session** so that you will be able to participate in and benefit from the class discussions. Reading should be done at a familiarity level (about 45 pages per hour) that assumes knowledge of the material assigned. Workbook pages should be done at a rate of 20 pages per hour.

Assignments

This course includes the following assignments to be further outlined in class:

- 2 Reflection Papers (1 = 1 page / 1 = 8 pages)
- Vignette Analysis and Treatment Plan

GRADING

A+	**A**	**A-**	**B+**	**B**	**B-**	**C+**	**C**	**C-**	**D+**	**D**	**D-**
99-100%	95-98%	93-94%	91-92%	88-90%	86-87%	84-85%	81-83%	79-80%	77-78%	74-76%	70-73%

Activity	**Percent of Final Grade**	**Estimated Time to Complete**
Reading	30%	30 hrs
Workbook (includes making copies of Parts II and IV of each chapter to turn in each Friday evening)	20%	20 hrs
Reflection Paper – Teyber text	15%	15 hrs
Vignette Analysis and Treatment Plan	25%	25 hrs
Class Participation	10%	See schedule
Total	**100%**	**90 hrs (outside of class time)**

STANDARDS FOR WRITTEN WORK (APA)

Papers must be written to near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level. Always include a strong introduction paragraph (declare what you intend to show the reader) and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.

This course employs the APA (American Psychological Association) publication manual style guide. You can find the APA 5th edition in the library reference section. You can also find a simple, straightforward presentation of the format at these online sites:

- http://owl.english.purdue.edu/owl/
- http://www.cws.illinois.edu/workshop/writers/citation/

A good website with footnote/bibliography entries is:
http://writing.wisc.edu/Handbook/Documentation.html

For assignments that require the use of non-course texts and include a bibliography, of the resources mentioned in the bibliography for your project/paper, two must be from a physical library. Note the physical location of each book as an addendum to each bibliographical entry.

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.

CLASS POLICIES

Cover Page: To safeguard confidentiality, provide a title page as a cover for all assignments. Include your student mailbox number in the upper right corner of the cover page.

Attendance and Late Assignments: Students are expected to attend all class meetings. Students who miss class are responsible for missed work. Unexcused absences and tardiness will impact a student's grade. Students who anticipate an absence should discuss it in advance with the instructor. Students who miss two or more classes will not pass the course **without arranging for additional work with the professor**. Assignments submitted after the due date and time constitutes a drop in the student's letter grade for that assignment.

Incompletes: Faculty members determine their own procedures and due dates for the completion of course assignments. The final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar and in the Sacramento class schedule. In the case of serious illness, family emergency, or similar extenuating circumstances, the instructor may, **if it is initiated by the student**, grant an extension. A 1-3 week extension is typical in all except the most extreme cases, and in all cases the standard decrease of a full letter grade for late work applies. Extensions desired by the student beyond 3 weeks, with prof support, must be approved by the Sacramento Academic Coordinator, with 5 weeks after the end of the course being the longest possible extension for work being due to the prof; for this semester that date is **Saturday, 5/29/10.** (This allows a 6th week for the grading of work and a grade change request to be

filed). A temporary notation of "I" (incomplete) is assigned until a final grade can be determined. Under no circumstances may the six-week period be extended except by petition and approval of the Administrative Committee in Portland.

Enrichment Students: Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.

Availability of Disability Services at Western Seminary: Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify themselves and the nature of the disability. Any student who has a disability should contact the seminary's Disability (Section 504) Coordinator, Ken Epp, at 503-517-1815/1-877-517-1800, ext. 1815. His office is at the Portland campus. Students at the northern California campuses may contact Carrie Priest (Student Services Coordinator – San José) or PJ Oswald (Director of Student Development – Sacramento), or they may contact Dr. Epp directly. Appropriate forms will be provided and must be submitted to the Disability Coordinator's office.

LIBRARY AND INTERNET RESEARCH- SACRAMENTO

All class assignments with a research element require library research annotated as such in the bibliography. A minimum of two resources must be from a physical library. Note the physical location of each resource as an addendum to each bibliographical entry.

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit www.westernseminary.edu/sacramento
- Click the link "Library Services" in the right navigation pane.

Reserve Collection

The library carries all required readings for this course.

Print Resources

Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit http://www.westernseminary.edu/Library/SAC .
- Click the link "Search the Library Collection Online".

Periodical & Research Databases
As you complete your assignments for this course, don't forget about the resources in the Western research databases. Remember to evaluate and cite your information too. To access the Western research databases:

- Visit http://www.westernseminary.edu/Library/SAC .
- Click the link "Research Databases" from the bottom menu.
- Click the link "Ebsco Host Research Databases".
- Log in. [**User ID:** westsem / **Password:** seminary]
- Click the link "EBSCOhost Web".
- Click the database(s) you wish to use. Start with *PsycARTICLES.*

To cite your information, consider the following APA composers:
http://www.noodletools.com and http://www.citationmachine.net

Course Packs (if applicable)
To access the course pack(s) for this course:

1. Go to the library homepage: http://www.westernseminary.edu/Library/SAC
2. Click the link 'Course Packs'.

Reference and Research Contact Information
David Holifield, M.A., M.L.S. / (916) 488-3720, ext. 7 /
dholifield@westernseminary.edu

COURSE OUTLINE AND SCHEDULE

Date	Reading Assignments	Other Assignments
January 29, 2009	Teyber, ch. 1-3; Workbook, ch. 1-3	• Teyber: Read the preface, and pages 3-6. Write a one-page summary of how you relate/ don't relate to what these pages are talking about. • Copies of Workbook pages (parts II & IV)
February 26, 2009	Teyber, ch. 4-6; Workbook, ch. 4-6	• Copies of Workbook pages (parts II & IV)
March 12, 2009	Teyber, ch 7-10 Workbook, ch 7-9 (You will need to read ch 10 to do the paper assignment, however you can wait until April 17th to turn in the workbook pages for ch 10)	• Copies of Workbook pages (parts II & IV) • Turn in an 8-page reaction paper for the Teyber textbook. This means reporting your "personal reactions" generated as you read this book. These may include feelings, memories, or recent experiences that come to mind. It may also include positive and/or negative reactions to the material in the book.
April 17, 2009	Workbook, ch. 10	• Using a vignette supplied in class, design a treatment plan utilizing a theory of your choice with specific interventions, as well as do a case formulation as described in Teyber's book. • Copies of Workbook pages (parts II & IV)