

PSYCHOLOGY 401 (SEC 1 & 2)—SPRING 2018
INTRODUCTION TO COUNSELING AND PSYCHOTHERAPY

Professor: Amy Herstein Gervasio, Ph.D. Office: Sci B-339, Telephone: 715-346-3954.
Meeting times Sec 1: T, Th (R) at 11:00-12:15, D223. Sec 1 Final Exam: Mon, 5/14/18, 2:45-4:45 pm.
Meeting times Sec 2: T, Th (R) at 2:00-3:15, D232. Sec 2 Final Exam: Thurs, 5/17/18, 8-10 am.

Tentative drop-in office hours (will decide on permanent hrs. by 2/20). M, 2-2:30; T, 1-1:30; W, Th 3:30-4 and other afternoon hours by appointment.

IF YOU AREN'T DOING WELL IN CLASS, DON'T WAIT UNTIL WEEK 9 RIGHT BEFORE YOU HAVE TO DROP THE CLASS TO COME TO OFFICE HOURS!

CLASS OBJECTIVES.

1. To increase knowledge of the general methods common to all schools of psychotherapy and counseling as well as to identify unique assumptions and methods of the major schools of psychotherapy and behavior therapy.
2. To familiarize students with specific counseling techniques used for particular psychological problems.
3. To develop competency in understanding research methods and techniques used to evaluate the effectiveness of psychotherapy.
4. To involve students in collaborative learning and enhancement of oral presentation skills especially in the application of specific theories of psychotherapy to cases.

Note: THIS CLASS IS NOT A SUBSTITUTE FOR PROFESSIONAL PSYCHOLOGICAL DIAGNOSIS OR PSYCHOTHERAPY. If you have attended therapy you may find that your experience is different from the information and case material discussed in class. While I try to be sensitive to personal issues, it is important for all students to realize that this is a *class* and that students are required to demonstrate understanding of therapeutic concepts even when these concepts may relate to their own past or may be uncomfortable to explore. If you find that the class content brings up certain emotional or familial issues for which psychotherapy might be useful, I suggest contacting the UWSP counseling center for help.

ATTENDANCE and SWITCHING SECTIONS IF YOU MISS A CLASS.

As the content of this class focuses on types of interpersonal interaction, I encourage students to participate fully and attend class. Although roll will not be taken formally every day, your class participation grade will reflect my impressions of your attendance and participation. See below for details.

The number of seats in D232 for Sec 2 (2-3:15) is very limited and cannot exceed the fire code, which is 20. Therefore, people in Sec 1 (11-12:15) cannot automatically attend the later section if they know they will miss a class. In the rare circumstance where you are in the Sec 2 class and know you will miss it, if you give me notice I may allow you to attend the earlier class in D223, which has more seats.

REQUIRED TEXT, VIDEO DISC and READINGS.

Sharf, R. S. (2016). *Theories of psychotherapy and counseling: Concepts and cases* (6th Ed). NY: Cengage Learning. Accompanied by the DVD "*Theories in Action*". You are responsible for the DVD. The text is designated by "Ch" on the syllabus. The videos on your disc are designated at "TIA" (Theories in Action). Watch them on your own! You will understand the therapies better and will be able to apply material on tests and papers better. We may have an

online drop box homework assignment where you will watch a TIA video on your own and answer questions about it.

Required Reserve Reading is designated by "e-R" and author on the syllabus. Readings are on **D2L under a module called "e-reserve"**; one paper copy is also on reserve behind the circulation desk in the library. The list of e-readings is based on their approximate order in the syllabus. If you have trouble accessing the articles through D2L you should be able to access them through PsychInfo or PubMed via our library using the citations on the syllabus.

Readings on commonalities in counseling.

1. Austad, C. S. (2009). Readings on the profession and ethics (pp. 37-50, but un-numbered in the PDF. There are approximately 17 pages in the file.) From *Counseling and psychotherapy today: Theory, practice, and research*. Boston: McGraw Hill Higher Education.
2. Gladding, S.T. (2007). "Personality and background of the counselor (pp. 34-38)". Selections from *Counseling: A comprehensive profession*. Cols, OH: Pearson/Merrill Prentice Hall.
3. Gladding, S. (2007). "Counseling across culture and ethnicity (pp. 86-98)". Selections from *Counseling: A comprehensive profession*. Cols, OH: Pearson/Merrill/Prentice Hall.

Readings on psychodynamic therapy for in-class discussion and points.

4. Dewald, P. (1972). "Psychoanalysis transcript for reflection homework". Transcript of several sessions from *The psychoanalytic process: A case illustration*. NY: Basic Books, Inc. [This article will be used Brief answers #2.]
5. Leichsenring F, Beutel M, Leibing E. (2007). Psychodynamic psychotherapy for social phobia: A treatment manual based on supportive-expressive therapy. *Bulletin of the Menninger Clinic*, 71, 56-83:[Read this to understand more about modern psychodynamic/object relations theory. It will also help you with the research article by Johansson et al.(2017) for Homework # 4 below.

Readings on methods in psychotherapy research and an outcome study.

6. Cooper, M. (2008). "The outcomes of counselling and psychotherapy (Ch 2 pp. 15-35)". Selections from *Essential research findings in counseling and psychotherapy: The facts are friendly*. London: Sage. NOTE THE USE OF BRITISH SPELLING IN THIS TEXT.
7. Johansson, R., Hesslow, T., Ljótsson, B., Jansson, A., Jonsson, L., Färdig, S., ... Andersson, G. (2017). Internet-based affect-focused psychodynamic therapy for social anxiety disorder: A randomized controlled trial with 2-year follow-up. *Psychotherapy*, 54, 351-360. doi:<http://dx.doi.org/10.1037/pst0000147> [Used for Hmwrk #4 on outcome.]

Readings for Case Conceptualization Paper on D2L

Several examples of case conceptualizations will be placed on e-reserve and/or D2L. The cases of Marianna and William are currently on D2L and will be used throughout the term. A different case will be presented for your last case conceptualization paper.

ASSIGNMENTS and GRADING.

Grades will be based on: a) class participation; b) written homework assignments and reflection essays along with "brief answers for points"; c) two tests; d) a short case conceptualization paper; e) video exercises; and f) the final exam. (I may substitute a take-home exam for a portion of the in-class final.)

Homework and Reflection Packet. Most students find that they must keep up with class readings in order to do well in this class—cramming doesn't work. Skimming the reading *before* class is better than not reading at all. To help you keep up, you will receive a homework and reflections packet with 7 assignments. These include typed answers to questions about readings, along with your own reflections. The points add up! Typically, your answers will serve as the basis for discussion on the day the homework is due. The reading/reflection packet will be available to you in an MSword file on D2L so that you can type on each page. (You must turn in hard copies unless otherwise noted.)

“Brief answers” are also in the homework packet. In order to receive points, you must turn in brief handwritten (or typed) answers for these items.

Note on applying information to yourself. Students tell me that they learn best by applying information to themselves. In some instances you will be asked to apply therapeutic concepts to yourself or to people you know well. You always have the option of using a pseudonym when describing the information and of writing in the third person if you do not wish to reveal yourself. When noted, instead of writing about yourself you may ask for permission to analyze a prepared case.

In-Class Video Exercises. Viewing a film of therapy after you have read about a therapy and familiarized yourself with its concepts is one of the best ways to understand the tenets of particular schools of therapy. You have a DVD with examples and commentary about different therapies. There will be several longer video exercises that are designed to help you learn about a therapy. You will earn points for these. Other times we may participate in role-plays of psychotherapy or watch very brief clips in class. You should read the assigned readings related to the exercises for points the day before a video exercise is due. **You must be in class to receive full credit for the video-for-point- exercises, since they involve group work.** In exceptional circumstances some videos will be available for make-up points for 2-hour check-out from the media section of the library. Not all videos are available outside of class because of copyright reasons. You cannot earn full credit for video make-ups, however (See late policy.) Collectively, your homework/reflections, “brief answers”, and video exercises constitute about 33% of your grade; if you do not turn these in, you will lose many points.

Case Conceptualization Paper. Your 3-4 page case conceptualization paper is due **for both sections on Fri, 5/4 by 1 pm in my department mailbox.** Instructions for the paper will be given on D2L in a separate handout. Basically, you will be given a case study and asked to integrate theories of psychotherapy to conceptualize the dynamics of the person and devise treatments for them. No late case conceptualization papers will be accepted unless there is a documented medical emergency.

See the section that follows on the late assignment policy.

Your participation grade is worth about 13 % of your final grade (almost as much as one test), so excellent participation can enhance your final grade. In rare cases lack of participation can hinder your final grade. It includes my estimation of your preparedness, your willingness to spontaneously apply your experience to readings, as well as asking questions of me or other students, answering questions posed by me or other students, responding with a good-faith effort when called upon, and volunteering for interviewing exercises and role plays, along with your general deportment.

Participation grades will be lowered if you "text" while in class, pass notes, talk with your friends while I'm lecturing or others are discussing, work on material not pertaining to the class, repeatedly come in late or fall asleep, or exhibit other inappropriate "high school" behavior like laughing at a fellow student or rolling your eyes when a student answers a question. While exact points are determined at the end of the semester, I usually post tentative participation grades for the first half of the semester around the 8th week of class. Typical participation grades are determined as follows:

A-/A: You have excellent attendance, are clearly prepared for class, spontaneously ask or answer questions during class, serve as leader in group discussion, volunteer for interviewing role-plays, and take active roles in the in-class exercises, yet do not "hog" the group discussions. You encourage others to participate. The person who receives a full "A" for participation would be seen by others as one who "carries the class". It is entirely possible for all students to receive A's for participation.

B: You have excellent attendance and deportment and occasionally spontaneously ask or answer questions during class. You respond in good faith when called upon by the instructor.

B-/C+: You have excellent attendance and deportment but rarely participate in discussion. You rarely ask or answer questions during class, rarely spontaneously volunteer for role-plays or homework discussion or bring information back to the class during video exercises. Your non-verbal behavior makes it clear that you do not want to be called upon.

C/D: You repeatedly miss class, regularly come into class late, rarely speak in class; you exhibit bad deportment such as passing notes, "texting" during class, playing with your hair while looking down at your lap for 50 minutes, or regularly fall asleep. You continually make excuses or ask for favors regarding due dates or make-up tests.

Occasionally there are students with extremely poor attendance who are clearly prepared for class when they do attend, and spontaneously ask or answer questions and participate in discussions during class. Participation grades for these students are at the professor's discretion; they might receive up to a B-/B for participation.

YOU WOULDN'T DISRESPECT A CLIENT BY TEXTING WHILE CONDUCTING A THERAPY SESSION, SO PLEASE DON'T TEXT OR VIEW MOBILE DEVICES DURING CLASS.

ABSENCE and LATE ASSIGNMENT POLICY.

1) There will be no make-up tests unless there is a dire, documented medical emergency. Make-up tests are at the discretion of the professor. Late assignments will not be accepted except for # 2 below.

2) Everyone is allowed to turn in **ONE** late homework assignment, OR brief answer, OR video exercise (but not both) in the term, NO QUESTIONS ASKED. If there is a **documented medical or family emergency, you are allowed a second late homework, or brief answer or video exercise assignment, but no more.** Late assignments will only be accepted one class period after it was due—in the same week. Put it in my mailbox in the psychology department. This means that if it was due on Tuesday, it will not be accepted after the Thursday class of the same week. If it was due on Thursday, it will not be accepted after Friday, 1 pm of the same week. (Beyond your one late assignment, is at the professor's discretion to accept late homework, brief answers or video exercises. If accepted, you will still lose points such that you cannot earn more than a B: e.g. 7/8, 8/10 or 13/15).

3) This is not an online or hybrid class. Therefore, if you do not attend class for a long period of time, regardless of the reason (e.g. a family member is ill, or your work hours conflict with class hours), you cannot make up in-class work or increase your participation grade simply by emailing assignments to me. Your grade will suffer if you do not come to class.

E-mail files for homework **will not be accepted** unless I give you permission beforehand.

4) Late case conceptualization papers will not be accepted unless there is a dire, documented emergency.

MEDICAL EMERGENCIES ARE UNDERSTANDABLE, ESPECIALLY DURING FLU SEASON. HOWEVER, HUNTING SEASON, PERSONAL OR FAMILY VACATIONS, TRIPS FOR VOLUNTEER WORK, INCREASED JOB HOURS, CAR TROUBLE, FAILURE TO SET YOUR ALARM and BEING ON A SPORTS TEAM DO NOT CONSTITUTE DIRE MEDICAL EMERGENCIES AND WILL NOT BE COUNTED AS EXCUSES FOR MISSING TESTS, ASSIGNMENTS, PAPERS, VIDEO EXERCISES, ETC. BEING ON A TEAM DOES NOT AUTOMATICALLY EXCUSE YOU FROM CLASS.

MILITARY DEPLOYMENTS ARE ACCOMODATED AS MUCH AS POSSIBLE.

Note 1: if you have a chronic illness or need surgery or treatment that makes it probable that you will repeatedly miss class, please inform both me and the Disability Service and Assistive Technology offices at 715-346-3365, in the LRC. DS is a great department that can inform your professors of a prolonged illness so that you will not have to discuss your health with each of your professors. Do this early in the term. **Don't miss more than a full week of class without informing your advisor or a professor of the problem.** If you need to withdraw from a class for medical reasons after the 10th week withdrawal deadline, contact **Enrollment Services** at 715-346-3300.

Note 2. NOT ALL FAMILY PROBLEMS OR PSYCHOLOGICAL PROBLEMS ARE TRUE EMERGENCIES; THESE DO NOT AUTOMATICALLY EXCUSE YOU FROM MISSING TESTS OR ALLOW YOU TO TURN IN LATE ASSIGNMENTS. (A therapist does not cancel a client session because he/she had an argument with a spouse the night before and feels too depressed to see a client.)

EMAIL POLICY. I will check email during normal business hours. I generally do not reply to email from students after 4:30 pm M-F or on weekends. I will announce in class my extended e-mail hours if I decide to read email in the evening prior to the test. Do not expect me to reply to any email you send at 10 pm or 2 am!

GRADING. I generally grade using typical percentages; i.e. 93% and above of the total points is an A. There are "built in" extra credit points, so that at the end of the term your percentage may be actually higher than you think and you may receive a higher grade. Typically the class average is 83% with 5/20 A's or A-'s. An A demonstrates outstanding work, a B is very good, and a C is proficient. To get an A- you will need 270/300 points.

A= 93%-100%	A- = 90%-92.9%	B+ = 88%-89.9%	B = 83%-87.9%
B- = 80%-82.9%	C+ = 78%-79.9%	C = 73%-77.9%	C- = 70%-72.9%
D = 65%-69.9%	F= ≤64.9%		

PLAGIARISM AND UNAUTHORIZED COLLABORATION.

Academic misconduct (i.e., cheating) will result in an automatic zero on that exam or assignment for all people involved. I will follow up on all cases in the manner described in "UWS/UWSP Chapter 14,

Student Academic Standards and Disciplinary Procedures”; see <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>).

Plagiarism includes but is not limited to the following situations.

1) Copying or paraphrasing the work of other students and passing it off as your own. This kind of plagiarism will result in an automatic “F” for the assignment. Example: Two students turn in identical, homework with the same phrasing and unusual spelling errors, and incorrect answers. THIS HAPPENED LAST YEAR!

2) Copying the information in published literature or on the internet verbatim, without quotes and without citation of sources, leading the reader to believe that the writing and ideas are your own. This kind of plagiarism will result in an automatic “F” for the assignment.

3) Littering your papers with closely paraphrased information in published literature (i.e. changing only one verb in a sentence, whether the source is cited or not), leading the reader to believe that the writing and ideas in that portion of the paper are your own, even if other portions of the paper are entirely yours. This kind of plagiarism will result in an automatic “D” for the assignment. Note: Using a template that I provide is not plagiarism, since I am your editor.

4) Unauthorized collaboration.

(I encourage students to study together for Exam #1 and #2. However, students may **not** work together if there is a take-home portion of the final exam.)

Unauthorized collaboration includes, but is not limited to, asking for or giving information to other students for tests, papers, projects, etc. when prohibited by the professor, and/or not explicitly stating that you asked for or received the information from someone else. Actual examples of unauthorized collaboration which I have encountered at UWSP follow.

Resource collaboration. Student A and Student B choose the same topic for their papers. Student A finds all the references and gives them to student B, who finds nothing of her own. Both list exactly the same references in the reference list. (If the professor suggests a resource to you, it is permissible to use it.)

Writing collaboration. Student C and Student D are in the same class. They choose the same case for their conceptualization paper. They each write separate first drafts, then trade them. In the final draft, Student C adds information from D and vice versa. They hand in very similar, but not exact, papers, complete with the same erroneous information. (I do encourage you to have a friend who is not in the class read your last paper to advise you on organization, argumentation, and grammar. If your friend reads a paper, please let me know. The Writing Center tutors in the IMC can also help you. Having someone read your paper for grammatical errors is not the same as collaboration.)

Take-home exam collaboration. Unless otherwise noted, there is to be no discussion with other students about a take-home exam. Example 1) Student E has trouble organizing a take-home final. E phones Student F who has completed it already. F, trying to be nice, "gives some ideas" to student E who takes notes while on the phone. E and F turn in very similar finals, complete with the same opening sentences and basic arguments. Example 2) Two questions for the final exam are given to the class prior to the exam. It is explicitly stated that students may not discuss the questions with each other. Four students get together in a group to discuss the answers.

STUDENT'S RIGHTS AND RESPONSIBILITIES.

Understanding your rights and responsibilities as students is an important aspect of your education here at UWSP. Your instructor expects you to understand and adhere to these rights and responsibilities in accordance with UWSP policy. Accordingly, students are encouraged to visit the Community Rights and Responsibilities document on-line at the listed URL below:

<http://www.uwsp.edu/Admin/stuaffairs/rights/rightsChap14.pdf>

Course Withdrawal. Students must withdraw from class in a timely manner in accordance with published deadlines. Failure to do so could result in a failing grade or the loss of reimbursable tuition fees. The published deadlines can be found at:

<http://www.uwsp.edu/news/uwspcatalog/academic.htm#Drop/Add> and

<https://www.uwsp.edu/reg-rec/pdf/Leaving%20UWSP%20-%20withdrawal%20process.pdf>

REQUIRED ADDENDUM TO SYLLABUS REGARDING REPORT OF CRIMINAL ACTIVITY AND USE OF ELECTRONIC DEVICES.

Mandatory Reporting. Under several federal and state laws, and according to several university guidelines, I am required to report acts of a criminal or offensive nature. This includes acts of sexual harassment and assault, bias and hate crimes, illicit drug use, and acts of violence. Any disclosure or description of these incidents – both current and in the past – may be reported to the Dean of Students office (<http://www.uwsp.edu/dos/>) or the local authorities.

Using Electronic Devices. To maintain the integrity of in-class exams, the use of electronic devices will not be permitted during exams without prior documented approval from the Disability Services office or other pertinent offices on campus. This includes, but is not limited to, requests to use cellular or wireless network-enabled mobile devices for foreign language translation assistance. Students who are found using these devices will be dismissed and receive a zero for their exams. Other penalties will be considered under the misconduct policy. Moreover, students who arrive late to an exam will only be allowed to take it if they arrive before the first student finishes and leaves the room. After that point, requests to take exams will be declined unless they are consistent with the makeups policy.

Calculating your grade. Your grade will be out of 300 points even if there were more than 300 points available. That way there is “extra credit” built into your score.

Due	Assignment	Approx. Pts.	Approx. Total	%
various	Brief answers for points total (3 assignments)	_____/24	84 pts. tot hmwrk & notes	28%
3/1	Hmwrk 3 PA/PD reflection	_____/15		
3/8	Test 1	_____/40	130-135 pts. tot 3 exams	43%
3/15	Hmwrk 4 Outcome	_____/15		
4/10	Gestalt Video 1	_____/10	20 pts tot in-class videos	7%
4/12	Hmwrk 5 Humanistic reflect	_____/15		
4/17	Test 2	_____/45		
5/1	Hmwrk 7 RET/CBT reflect	_____/15		
5/3	Cog Video 2	_____/10		
	Participation 1 st half	_____/20	40 pts. tot participation	13%
	Participation 2 nd half	_____/20		
Fri 5/4	Case Conceptualization	_____/30		10%
	Final 5/14 or 5/17	_____/45-50		
	Total pts = ____ 304-309			
Your final grade= ____/ 300 = ____%				

Syllabus- Psy 401 Sec 1 & 2

(Topics and readings may change slightly; due dates will generally not change. Pages listed for the Sharf text indicate areas of focus; it is always a good idea to read the summary even if pages are not listed. You may also be interested in the text's sections on research although you will not be tested on them unless they are listed in the syllabus.) Ch = chapters and pages in the Sharf text; e-R = e-reserve module on D2L; TIA = Theories in Action videos on disc that came with the text and/or streamed via D2L TIA module.

Week	T,R	Topic	Readings for that day	TIA Videos, Hmwrk, brief answers, in-class exercises
General topic: Introduction to commonalities in psychotherapy				
1. 1/23	T	What is psychotherapy?	Ch 1 pp. 1-12;17-27 [Skim before class]	
	R	What is psychotherapy/	See above; Ch 16 Stages of change, pp. 674-678; Ch 17 Common factors pp. 708-711.	
2. 1/30	T	Review of disorders	Ch 1 Disorders, pp. 13-17	
	R	Ethics	e-R: Gladding on personality of counselor; e-R: Austad on ethics esp. pp 10-16	Discuss readings-neg reasons for becoming a therapist
3. 2/6	T	Ethics continued/ Start case conceptualization	D2L handout on case conceptualization	
	R	Case conceptualization	Discuss case TBA	Brief answers # 1 on TBA case due
General topic: Psychoanalysis and its offshoots				
4. 2/13	T	Classic Psychoanalysis (PA)	Ch 2 Freud esp. pp. 34-40; Tx 48-56; Cases Katharina pp. 56-58; Start e-R: Dewald (see below)	
	R	Classic psychoanalysis continued		Discuss TIA film of psychoanalysis
5. 2/20	T	Classic psychoanalysis	e-R: Dewald transcript of psychoanalysis (PA) for points; Ch 2 Gender & Culture pp. 71-74;	Brief answers #2 on Dewald transcript due
	R	Object relations/ modern psychodynamic	Ch 2 Obj relations/Self psychology pp. 42-46; Cases Mr. R & Mr. J pp. 59-62; Luborsky's Core conflictual relationship pp. 64-66 with case	Various films in class & on D2L
6. 2/27	T	Obj relations	e-R Leichsenring manual for soc anxiety	J. Scharff film in class
3/1	R	Adler's Individual psychology	Ch 4 Adler pp. 126-152; Adler Gender & Culture 156-157	Hmwrk #3 on PA reflections due
7. 3/6	T	Therapy and gender/Review	Ch 13 Feminist therapy pp. 514-516; 521-531; 549-555; e-R: Gladding on cultural issues	Prepare own gender analysis pp. 526 for in-class discussion
3/8	R	Test # 1	Use Ch 17 on comparisons to help you study	

Week	T,R	Topic	Readings for that day	Videos, Hmwrk, brief answers, in-class exercises
General topic: Research on psychotherapy effectiveness				
8. 3/13	T	Research methods/	e-R: Cooper on research; (re-read Sharf pp. 22-23; Ch 17 pp. 712-713	
3/15	R	Research	e-R: Johansson (2017) outcome study on social anxiety using internet	Hmwrk # 4 on outcome due
General topic: Humanistic – Experiential therapies (Rogers, Gestalt, and Existential)				
9. 3/20	T	Humanistic/ Client-centered therapy	Interviewing handout; Start Ch 6, pp. 211-226;	Beginning skills in class
	R	Client centered	Ch 6 Cases 226-234; Gender & culture pp. 238-239	TIA film “person oriented/centered”
3/26-30 Vacation				
10. 4/3	T	Rogers film		Rogers film exercise in class
	R	Gestalt therapy	Ch 7 pp. 248-271; Cases 271-275; Gender & culture pp. 289-271; Group pp. 281-282	Discuss TIA film Gestalt
11. 4/10	T	Perls film		Gestalt Perls video for in-class points
4/12	R	Existential psychotherapy	Ch 5 pp. 164-190; Tx & Cases 190-195	Hmwrk # 5 reflect w/ TBA case due
12. 4/17	T	Test # 2	Use Ch 17 on comparisons to help you study	
	R	Catch up/Behavior therapy	Ch 8, pp. 290-303; 305-309; Cases 311-317 Claire and Jane only; DBT pp. 323-327	
General topic: Behavior and Cognitive-behavioral therapies				
13. 4/24	T	Behavior therapy	continued	Brief answers # 6 due on systematic desensit
	R	RET/Cognitive therapies	Ch 9 RET pp. 346-365; Cases pp. 365-370	Discuss TIA RET video
14. 5/1	T	Cognitive therapy	Ch 10 pp. 386-408 and Distortions handout from packet	Hmwrk #7 on ABCD's & distortions due
5/3	R	Cognitive therapy	Ch 10 Cases pp. 406-415	CT Beck video for in-class points
Case conceptualization paper due Fri 5/4 in my dept. mailbox by 1 pm for both sections.				
15. 5/8	T	Multimodal Therapy (& Poss family therapy)	Ch 16 Multimodal pp. 679-687 (& Poss fam therapy; Ch 14 Systems, Structural & Strategic therapies pp. 562-584; Gender & culture pp. 599-602)	(poss points)
	R	Integration of therapies and wrap up	Discuss eclecticism, family etc.	
<p>Sec 1 Final Exam: Mon, 5/14/18, 2:45-4:45 pm. D 223. Sec 2 Final Exam: Thurs, 5/17/18, 8-10 am, Room for final TBA.</p>				