

PSYC 374: Clinical and Counseling Psychology
Fall 2018, Wednesdays 7:00-10:00pm, Olin Rice 352

Professor: Brian Rood, PhD, MPH **E-mail:** brood@macalester.edu
Office: Olin Rice 359D **Office hours:** Wednesdays 6-7pm

COURSE DESCRIPTION: This is an advanced psychology course about the major theories, interventions, and research in clinical and counseling psychology. The course is also designed to inform students about working with diverse clients and about evidence-based interventions. The list of topics in this course is not exhaustive, as there are MANY more approaches to therapy and counseling. Please let me know if there are other topics that you would like to discuss, and I'll do what I can to accommodate your interests. Class time will consist of didactic instruction, discussion, application activities, media presentations, and role playing.

COURSE GOALS: By the end of the semester, students will be able to critically evaluate and effectively communicate their ideas about: the role of the counselor/therapist in psychotherapy; ethical issues related to psychotherapy; basic tenets and specific techniques associated with various approaches to psychotherapy; and the importance of psychotherapy research. Students will also be offered opportunities to apply interventions to case examples, practice basic counseling skills, and start to identify their own approach to psychotherapy.

GRADED COURSE ACTIVITIES:

Note: Specific instructions, guidelines, and grading rubrics for all assignments will be posted on Moodle well in advance of due dates.

- Class Participation and In-Class Writing (15%)
 - At the start of each class, students will take approximately five minutes to summarize in writing the key topics, arguments, or questions raised by the readings. Thoughtful and accurate summaries will receive a check, whereas summaries that are superficial, inaccurate, or vague will receive a zero. Given that we only meet once weekly, students are allowed two absences over the course of the semester and the in-class writing summaries will not be graded on those days for the student (i.e., won't count against them). If a student misses three or more classes, this will result in a failing grade for participation. When in class, students are expected to engage in the discussions and activities.
- Midterm Essay (25%)
 - Roughly midway through the term, you will write a midterm essay (5-6 double-spaced pages). You will have at least a week to prepare your answers and submit a final version. The essay topic will be based on conversations, discussions, and questions that emerge from the first half of the course, i.e., your experience will help to determine the topic. The purpose of the midterm is to challenge you to think critically about the ideas that are emerging from the content of the course.
- Cultural Exploration Project (25%)
 - One of the most important and exciting issues in contemporary clinical psychology concerns the role of culture in the assessment and treatment of psychological distress. Understanding how a person's identities (e.g., race/ethnicity, class, dis/ability, religion, sexual orientation, gender, social class) relate to their wellbeing and to their experience in psychotherapy is vital for effective therapy. Myriad readings explore this topic, some dealing with general issues in cross-cultural/multicultural/culturally competent counseling and others dealing with specific populations. Because we cannot read all of these works during the semester, each of you will choose a particular population (defined by, e.g., ethnicity, class, disability, sexuality, religion, occupational "culture") and attempt to learn all you can about the counseling issues associated with that group. As part of your project, you will need to interview either someone who works with this population (e.g., teacher, therapist, doctor, researcher) or someone who is part of this population—and this individual needs to be someone outside of the Macalester community. You will share what you've learned by way of a presentation at the end of the semester. Because an interview is required, and could take time to schedule/coordinate, students will need to pick their population of interest in the first half of the semester.
- Evidence-Based Practice Paper (25%)
 - Students will conduct a literature review of peer-reviewed scholarly articles, and write a paper (8-10 double-spaced pages) in which they describe and critique published research specific to a therapeutic approach of choice and if/how it is effective in treating specific mental health concerns (alternatively, students can select two approaches and compare the two treatment approaches on specific mental health concerns). For example, students could choose to critically examine how Cognitive Behavioral Therapy is used to treat anxiety-related disorders; or how Psychodynamic Therapy is used to treat individuals who have experienced a traumatic life event. The paper is designed to answer the question: *How can we use research to know that a therapeutic approach is effective in treating certain mental health issues?* In other words: *How do we know it works?*
- Representations of Psychological Interventions in Mainstream Media (10%)
 - The practice of psychology is seen and heard in mainstream media (e.g., news articles, television, movies, podcasts); however, it is often the case that these representations are biased, distorted, or misrepresented—even if in arguably minimal ways. It is important, especially as students who study psychology, that you are critical consumers of psychological "science." For this assignment, you will write a brief paper (2-3 double-spaced pages) in which you critically examine a media representation of a psychological intervention. An intervention could include, for example, a type of therapy or healing practice that is shown to help with distress, an "approach" to doing or responding to something stressful, a representation of what happens in psychotherapy, or the "role" of a therapist and their approach. As part of your discussion, you will reference scholarly research articles that support and/or call in to question the accuracy of the representation.

POINT BREAK-DOWN:

Participation and In-Class Writing	30
Midterm Essay	50
Cultural Exploration Project	50
Evidence-Based Practice Paper	50
Media Paper	20
TOTAL	200

Week #	Date of Class	Topic	Graded Activities
1	9/5	Introduction	None
2	9/12	The Clinician	Reflection 1
3	9/19	Ethics	Reflection 2
4	9/26	Psychodynamic and Psychoanalytic Therapy	Reflection 3
5	10/3	Cognitive Behavioral Therapy	Reflection 4
6	10/10	TBD	TBD
7	10/17	Dialectical Behavior Therapy	Reflection 5 / Pick Cultural Pop.
8	10/24	Feminist and Post-Modern Approaches to Therapy	Reflection 6 / Midterm Essay Due
9	10/31	Group and Family Systems Therapy	Reflection 7
10	11/7	Motivational Interviewing	Reflection 8
11	11/14	Mindfulness and Acceptance-Based Therapy	Reflection 9 / Media Paper Due
12	11/21	Thanksgiving Break	None
13	11/28	Integrated Approaches to Therapy	Reflection 10
14	12/5	Cultural Exploration	Presentations
15	12/12	Cultural Exploration / Grad School and the Profession	Presentations
16	12/19	Finals Week	EBP Paper Due

ATTENDANCE/PARTICIPATION: Attendance is required and will count towards participation points. Students are expected to be prepared to discuss the required reading for each class meeting. Student questions and discussion are vital elements to a stimulating classroom environment, and will be strongly encouraged. Additionally, students are expected to participate in class activities, which are designed to apply the course material.

BREAKS: A 10-minute break is schedule for after the first hour (at approx. 8pm).

INCOMPLETES: Incompletes will be given only under extraordinary circumstances such as death of an immediate family member, an illness or injury accompanied by a physician's note, or a natural disaster. Being busy at the end of the term is not an extraordinary circumstance.

SUBMITTING WORK: All papers need to be submitted via email. I will not accept printed copies. Late assignments will not be accepted.

ACADEMIC INTEGRITY: It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. For this course, plagiarism is defined as using more than three words from any cited sentence without quotation marks, and as using ideas and themes without citation. Scholastic dishonesty includes, but is not limited to, plagiarism, cheating on assignments, and submitting the same or a substantially similar paper to meet more than one course's requirements without permission from all the instructors involved. These actions will result in the failure of the course and the Dean of Academic Programs will be notified. If you have any questions of how this policy applies to this course, please ask me.

STUDENT ACCOMODATIONS: I am eager for all students to thrive, and thus I am committed to providing reasonable accommodations to all students with documented disabilities. Please contact Disability Services as soon as possible to discuss your need for accommodations. They will send me a confidential letter detailing the appropriate accommodations for this course. Please plan to follow-up on this letter with me to confirm how we'll apply those accommodations within the course.