

Psychology 401 (Sec 1 & 2)—Fall 2016
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, Dec 19 at 2:45
[note that Sec 1 exam is later in exam week than Sec 2]

Meeting times Sec 2: T, Th (R) at 2:00-3:15, D232. Sec 2 Final Exam: Fri, Dec 16 at 10:15

Tentative drop-in office hours (will decide on hrs. by Oct 5). T, 3:30-4; W 1:30-2; Th 3:30-4, with other Fri 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 understand 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 pm) is very limited and cannot exceed the fire code, which is 20. Therefore, people in Sec 1 (11-12:15) cannot automatically attend the next section if they 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. A seat is not guaranteed if you drop-in on the class from the other section.

REQUIRED TEXT, VIDEO DISC and READINGS.

We are using a new text this term. The text is designated by "Ch" on the syllabus. The videos on your disc are designated at "TIA".

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. We will use it for several exercises.

Required Reserve Reading is designated by "e-R" and author on the syllabus. Readings are on **electronic** 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.

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

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 for in-class discussion for points on during week 4.]
5. Gregory, R. J. & Remen, A. L. (2008). A manual-based psychodynamic therapy for treatment-resistant borderline personality disorder. *Psychotherapy: Theory, Research, Practice, Training*, 45, 14–26. [Read this to understand more about the Core Conflictual Relationship form of modern psychodynamic/object relations theory.]

Readings on methods in psychotherapy research.

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. Leichsenring, F., Salzer, S., Beutel, M.E., Herpertz, S., Hiller, W., Hoyer, J. et al. (2013). Psychodynamic therapy and cognitive-behavioral therapy in social anxiety disorder: A multicenter randomized controlled trial. *American Journal of Psychiatry*, 170, 759–767. [Used for Hmwrk # 2.]

Readings for Case Conceptualization Paper on D2L

Several examples of case conceptualizations will be placed on e-reserve and/or D2L The cases of William and June are currently on D2L and will be used throughout the term. A new 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 "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 four assignments. These include written 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 sent to you in an MSword file on D2L so that you can type on each page. (You must turn in hard copies.)

Brief “answers for points”. In addition, periodically I may also post questions, via class, D2L or e-mail, to be discussed during the next class. In order to receive points, you must turn in brief handwritten answers for these items to show you read the material. No late brief answers for points will be accepted. (I do not mean that you will turn in your study notes; just turn in short answers.)

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. In some instances 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, “answers for points”, 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 **12/8 by 4 pm in my department mailbox.** Instructions for this 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 following on the late assignment policy.

Participation Grade. Psychotherapists make their living by talking. They have to “think on their feet”, while not being inhibited through shyness or by an over-concern about evaluation by peers. They have to learn to give support as well as constructive criticism while being empathic but sometimes confrontive and challenging. Oral participation is an essential part of a psychotherapy class, but this does not mean that you constantly cross boundaries between therapy and classroom by asking questions relating only to your own or your family's problems.

Your participation grade is worth about 14 % of your final grade (almost as much as one test), so excellent participation can enhance your final grade. In rare cases it 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 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 video exercise assignment, but no more**. Late assignments will only be accepted one class period (or day) 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 an assignment was due on a Thursday, it will not be accepted **after Friday, 11 am**. Regardless, late homework will still lose points such that you cannot earn more than a B (e.g. 8/10 or 13/15). E-mail files for homework **will not be accepted** unless I give you permission beforehand.

3) Late “answers for points” **will not be accepted**. 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.

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.)

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: 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.

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, handwritten homework with the same phrasing and unusual spelling errors.

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.

Date due	Assignment	Approx Pts.	Approx Total	
various	Answers for points total (4-5 assignments)	_____/30	90 pts. tot hmwrk & notes	30%
10/11	Hmwrk 1 Gender/PA reflection	_____/15		
10/13	Exam 1	_____/40	135 pts. tot 3 exams	45% t
10/20	Hmwrk 2 Outcome	_____/15		
Prob 11/8	Gestalt Video 1	_____/10	20 pts tot in-class videos	6%
11/10	Hmwrk 3 Humanistic reflection	_____/15		
11/17	Exam 2	_____/45		[14%]
12/1	Hmwrk 4 Cog Reflection	_____/15		
Prob 12/6	Cog Video 2	_____/10		
	Participation 1 st half	_____/20	40 pts. tot participation	13%
	Participation 2 nd half	_____/20		
12/8	Case Conceptualization	_____/25		8%
12/16	Final sec 2	_____/50		[16%]
12/19	Final sec 1			
	Your Total	/310	Grade ____/300 = ____%	

Syllabus- Psy 401

(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 sections on research although you will not be tested on them unless noted.)

Week	T, R	Topic	Readings for that day	Homework and in-class exercises/TIA Videos
General topic: Introduction to commonalities in psychotherapy				
1. 9/6	T	What is psychotherapy?	Ch 1	
	R	What is psychotherapy/Review of disorders	Ch 1 Disorders, pp. 13-17; Ch 16 Stages of change, pp. 674-678; Ch 17 Common factors pp. 708-711.	
2. 9/13	T	Ethics	e-R: Austad on ethics esp. pp 10-16; e-R: Gladding on personality of counselor	Discuss negative reasons for becoming a therapist
	R	Case conceptualization	D2L case of William; Start reading Ch 2 on psychoanalysis	
General topic: Psychoanalysis and its offshoots				
3. 9/20	T	Classic Psychoanalysis	Ch 2 Freud esp. pp. 34-40; Tx 48-56; Cases Katharina pp. 56-58; Start e-R: Dewald (see below)	TIA psychoanalysis
	R	Classic psychoanalysis continued	Ch 2 Gender & Culture pp. 71-74; e-R: Dewald transcript of psychoanalysis for points	Answers for points #1 due
Prof. Gervasio will most likely be away Week 4. There will guest facilitators and answers for points TBA. Note that for Week 4 the different sections may have different guests and different homework.				
4. 9/27	T	11 am Guest TBA	Meet a practitioner TBA; Answers for points #2 TBA, possibly online	
		2 pm Guest TBA	same	
	R	11 am Guest TBA	Meet a practitioner TBA; Answers for points #3 TBA, possibly online	
		2 pm Guest TBA	same	
5. 10/4	T	Obj 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	Film (not TIA); e-R Gregory & Remen manual
	R	Adler's Individual psychology	Ch 4 Adler pp. 126-152; Gender & Culture 156-157	TIA Adler
6. 10/11	T	Cultural diversity and gender/Review	Ch 13 Feminist therapy pp. 514-516; 521-531; 549-555; e-R: Gladding on cultural issues	Hmwrk #1 on Reflections, gender and culture due
10/13	R	Exam # 1	Use Ch 17 on comparisons to help you study	

General topic: Research on psychotherapy effectiveness				
7. 10/18	T	Intro to research methods	e-R: Cooper on research; (re-read Sharf pp. 22-23; Ch 17 pp.712-713)	
	R	Research/Catch up	*e-R: Leichsenring outcome study on PDT vs. CBT (Re-read Sharf pp. 64-66 to understand CCR used in study; skim Cognitive Ch 10.)	Hmwrk #2 on outcome due
General topic: Humanistic – Experiential therapies (Rogers, Gestalt, and Existential)				
8. 10/25	T	Humanistic/ Client-centered therapy	Interviewing handout; Start Ch 6, pp. 211-226;	Asking and reflecting
	R	Client centered	Ch 6 Cases 226-234; Gender & culture pp. 238-239	TIA Person-centered (Rogerian)
9. 11/1	T	Rogers film		Rogers answers for in-class points due
	R	Gestalt therapy	Ch 7 pp. 248-271; Cases 271-275; Gender & culture pp. 289-271; Group pp. 281-282	TIA Gestalt
10. 11/8	T	Gestalt		Gestalt video for in-class points
	R	Existential psychotherapy	Ch 5 pp. 164-190; Tx & Cases 190-195;	TIA Existential Hmwrk #3 reflect w/ humanistic case due
11. 11/15	T	IPT (Interpersonal psychotherapy)/Review	Ch 15 IPT pp. 634-642; Case 643-644.	
11/17	R	Exam # 2	Use Ch 17 on comparisons to help you study	
General topic: Behavior and Cognitive-behavioral therapies				
12. 11/22	T	Catch-up/Behavior therapy	Ch 8, pp. 290-303; 305-309; Cases 311-317 Claire and Jane only; DBT pp. 323-327	TIA plus other films
Thanksgiving				
13. 11/29	T	RET/Cognitive therapies	Ch 9 RET pp. 346-365; Cases pp. 365-370	TIA REBT
	R	Cognitive therapy	Ch 10 pp. 386-408 and Distortions handout from packet	TIA Cognitive; Hmwrk #4 on distortions due
14. 12/6	T	Cognitive therapy	Ch 10 Cases pp. 406-415	RET/CBT video for in-class points
General topic: Integration of therapies				
	R	Integration: multimodal and narrative therapies	Ch 16 Lazarus' MM pp. 679-687; Ch 12 Narrative therapy pp. 490-496	TIA Narrative Case conceptualization paper due
15. 12/13	T	Family therapy	Ch 14 Systems, Structural & Strategic therapies pp. 562-584; Gender & culture pp. 599-602	Possible answers for points due
	R	Review cases and Wrap-up	Re-read your case paper	Discuss cases in class
Sec 2 Final Exam: Fri, Dec 16 at 10:15		Sec 1 Final Exam: Mon, Dec 19 at 2:45		
Use Ch 17 on comparisons to help you study.				