Goals:

To familiarize the student with:
1) the basic theoretical assumptions of each of the major psychotherapy models;
2) how change is viewed in each model; 
3) how each approach assesses its efficacy and verifies its tenets; 
4) the process of therapy in each model (i.e., stages of therapy); 
5) some of the more recent developments and refinements in each of these major models.

Required Text:


Student Responsibilities and Grading:

25% of grade based on first examination
25% of grade based on second examination
25% of grade based on third examination
25% of grade based on completion of written paper/project

Exams: Exams will be predominately brief concept identification questions and two essays.

Project:

Given different learning styles, there will be several options

1. Read original sources on one (or more) of the following topics and write a paper discussing the theoretical assumptions and specific techniques associated with the theory or theories. You could also apply these therapeutic models to a special population.

Art Therapy       Play Therapy
Music Therapy     Drama Therapy
Psychodrama     Dance Therapy
Logotherapy     Writing Therapy
Personal Construct Therapy Dialectical Behavior Therapy
Feminist Therapy Collaborative Therapy
Tele-Health Psychology of Men
Schema-focused Cognitive Behavior Therapy

2. Review the research on some key aspect of therapy or changes in psychological service delivery.

Working Alliance or Therapeutic Alliance
Self-Disclosure
Termination Issues
Short-term therapy
Influence of race and ethnicity on counseling relationship
Influence of emotional intelligence in a therapeutic setting
Transference and countertransference in psychoanalytic approaches to therapy
Psychological impact of exposure to violence
Prescription Privileges for Psychologists
Alternative Medications
School-based interventions

3. Write a research proposal on a key aspect of therapy. The proposal should briefly review the literature, state the problem and research question, and cover methods, design, and data analysis.

4. Make one videotape where you serve as a therapist and someone else as a client. The tape should represent an approach to therapy and should each be at least 45 minutes in length. Also include a paper critiquing your behavior.

5. Design a treatment strategy for a specific client problem. Describe how you would approach and treat the client; justify your choices with support from research treatment outcome studies.

Intervention planning for panic attacks
Interventions for Postpartum depression
Treatment of combat-related Post-traumatic Stress Disorder
Bereavement and death-therapy with children and adolescents
Dialectical Behavior Therapy for Borderline Personality Disorder
Behavioral treatment of Obsessive-Compulsive Disorder

6. Do a case study of one or two character(s) in a novel. Analyze the character’s personality and behavior from at least two theoretical perspectives. Cover the similarities and differences in how each perspective would conceptualize the etiology of the problem, how it is perpetuated, and how it would be treated. These books are just examples, you can propose another one if you like.
All papers should be 10 pages in length, should include at least 5 references, and must be written in APA style. By this, I mean that there should be a title page, abstract, and a reference page that adhere to APA style, these are included in the 10 pages.

PROJECT TOPIC: On or before October 3, 2018 a paragraph describing your project must be submitted for approval from the instructor. If you are doing Project Option # 1, 2, 3, or 5 you have to include several references with your description of your project. These references should be chapters in books or peer-reviewed journals. IF YOU ARE MAKING A VIDEO OR ANALYZING A CHARACTER IN A BOOK THESE REFERENCES ARE NOT REQUIRED. The final paper is due December 5, 2018.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
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<tbody>
<tr>
<td>August 22</td>
<td>Course Introduction/Theory/Psychoanalysis</td>
<td>Murdock Chapter 1</td>
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<td>August 29</td>
<td>Psychoanalysis (contd), Adler, Person-Centered</td>
<td>Murdock Chapter 2, 4, &amp; 5</td>
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<td>September 5</td>
<td>Sources of Strength</td>
<td>TBD</td>
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<td>September 5</td>
<td>Katie &amp; America guest lecture</td>
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<td>September 12</td>
<td>EXAM I</td>
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<td>September 19</td>
<td>Behavioral</td>
<td>Murdock Chapter 8</td>
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<td>September 26</td>
<td>Cognitive &amp; RET</td>
<td>Murdock Chapter 9 &amp; 10</td>
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<tr>
<td>October 10</td>
<td>Reality Therapy</td>
<td>Murdock Chapter 11</td>
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<td>October 17</td>
<td>EXAM II</td>
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<td>October 24</td>
<td>Couples &amp; Family Therapy</td>
<td>Barbato &amp; D’Avango (2008)</td>
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<td>Murdock Ch. 13</td>
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<td>Date</td>
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<td>October 31</td>
<td>Counseling and Psychotherapy with LGBTQ Clients</td>
<td>American Psychological Association (2015); American Psychological Association (2012)</td>
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<td>November 7</td>
<td>Counseling the Aging</td>
<td>Konnert et al. (2009)</td>
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<td>November 14</td>
<td>Trauma-informed Approaches</td>
<td>McInerney &amp; McKlindon (XXXX)</td>
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<td>November 28</td>
<td>Moral Reasoning</td>
<td>TBD</td>
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<tr>
<td>December 5</td>
<td>EXAM III</td>
<td>FINAL PAPER DUE</td>
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**MAKE UP POLICY:** There are no set times for makeup exams. However, if missed tests are accompanied with written verification for why the exam was missed (e.g., doctors note, religious holiday, death in the family), I will work with you to take the exam at a different time. Please consult the university guidelines for more information on the makeup policies: [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)

**CLASS ATTENDENCE:** Students will not be deducted any points for missing classes other than those required for tests.

**ACADEMIC INTEGRITY:** You are expected to be familiar with the University policy on academic dishonesty, as this policy applies to our class as well as to others. Failure to comply with academic integrity policies may result in failing the course and progression through standard university procedures.

**ACADEMIC ACCOMMODATIONS FOR PERSONS WITH UNIQUE NEEDS:** In compliance with the Americans With Disabilities Act (ADA), I will work with accommodations that are needed. If you have a documented disability and wish to discuss academic accommodations, please contact me. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.