

Memorandum

Subject: Psychology Department Capstone Implementation
To: UGEC and UUAC
From: Department of Psychology
Submitted by: Richard Beck (Chair, Department of Psychology)

The learning outcomes for the Capstone experience are:

LO #1:

A required paper with a minimum length of 2000 words (approximately 7 pages) and worth a minimum of 10% of the assessment for the course in which it is included. This paper provides an opportunity for a summative assessment of the student's information literacy skills, including the proper citation of a minimum of 5 appropriate sources that support their research. Options to satisfy this prompt include, but are not limited to, a traditional research paper; a evaluative/reflective essay that accompanies a creative or scholarly work (such as a senior art show or recital), describing elements of the creative process; or a business plan that incorporates market research and analysis with the proposal of a specific entrepreneurial venture.

LO #2:

An assignment that demonstrates the student's ability to think critically about faith and vocation as it is expressed in a particular discipline met by a course or experience in the students' degree plan or major.

LO #3:

A comprehensive skills and accomplishments inventory reflecting the student's scholarship (research and creative activities), accomplishments, co-curricular activities, service, leadership, internships, integrative thinking, knowledge, etc.

In the Psychology BS Degree Plan the Capstone learning outcomes will be accomplished in the following courses (see attached syllabi, relevant assignments marked ***):

LO #1:

PSYC 493 History of Theories in Psychology: Essay Exams (Cumulative) (see Page 3)

LO #2:

PSYC 485 Introduction to Counseling: Vocational essay assignment (see Page 20)

LO #3:

PSYC 401 Psychology Seminar: Resume assignment (see Page 27)

History of Theories in Psychology (PSYC 493)

Syllabus and Semester Calendar, Spring 2014

Time: Tu-Thu, 9:30-10:50**Location:** Chambers 207**Professor:** David P. McAnulty, PhD**Office hours** (*best to set up meeting time***Offices:** 215 Chambers Hall; 3A McKinzie Hall

via email)

Phone: (Office) ext. 4824

Mon 1-4 pm

(Cell) 325-660-3066

Tu 3-5 pm

ACU BOX: 28011

Wed 8-11 am

Email: david.mcanulty@acu.edu

Fri 1-4 pm

RATIONALE AND OBJECTIVES

- The mission of Abilene Christian University College of Arts and Science is to educate students for Christian service and leadership throughout the world, through programs of study and other learning experiences that blend a liberal arts education with professional and career education.
- Course Description: History of Theories in Psychology provides a survey of major psychological theories and systems and an overview of the history of psychology with an emphasis on modern history. A writing-intensive course.
- Course Objectives:
 1. To introduce the historical, philosophical, and empirical foundations of the field of psychology and its applications.
 2. To provide an understanding of how history has helped to shape important contemporary psychological theories and issues.
 3. To develop critical analytical skills relative to the various approaches to the field of psychology.
 4. To encourage students to develop and to articulate their own ideas, critiques and conclusions relative to their study of Psychology.
 5. To foster critical thinking about how the Christian worldview encounters the psychological view of man, in its various forms.

COURSE FORMAT**REQUIRED TEXTS:**

- Hergenhahn, B.R., & Henley, T. (2013). *An Introduction to the History of Psychology* (7th ed.) Belmont, CA: Wadsworth. Available new & used in bookstore (ISBN: 978-1133958093)

ASSESSMENT & GRADES

1. **Quizzes:** the student's knowledge of basic factual information will be assessed through seven (7) quizzes covering the assigned reading. The format of quizzes will be multiple-choice, true/false, fill-in-the-blank and matching. In the case of class absences for any reason, make up quizzes will not be given until the final (see below). The format of the quizzes will vary, including matching, short answers, multiple-choice items. Study guides are posted in the course files. ***The quizzes are worth 25% of your grade.***

2. *****Essay Exams:** the student's ability to engage critically with the course material will be assessed through four (4) papers, each around 1000 words in length (approx 4-6 pages, double-spaced, typed, Times New Roman 12 pt, 1" margins). Grades will be assigned based on (see Appendix A)
 - (a) Critical thinking (e.g., strength of arguments, ability to connect ideas together, application to current issues),
 - (b) Personal reflections (i.e., it is important that your paper reflect your own reactions, opinions and ideas learned; merely regurgitating material from the text or lectures will result in a significantly reduced grade), and
 - (c) Writing style & organization (paper structure, grammar, spelling, APA style).

The topics for each essay are described below. ***Altogether the essays are worth 45% of your grade*** (see breakdown below). PLEASE NOTE THAT LATE ESSAY EXAMS ARE MARKED DOWN 10 POINTS PER DAY LATE. All essays must be submitted electronically through the dropbox (course files) and received by MIDNIGHT ON THE DUE DATE. ALL ESSAYS MUST BE TYPED IN APA STYLE, with title page, running head, double spacing, etc... EACH ESSAY WILL INCLUDED THREE SCHOLARY REFERENCES (no abstract is needed, though).

- i. ***ESSAY EXAM #1*** (15% of your grade) will be a paper on ONE of the topics listed in the 1st list in appendix B
 - ii. ***ESSAY EXAM #2*** (15% of your grade) will be a paper on ONE of the topics listed in the 2nd list in appendix B
 - iii. ***ESSAY EXAM #3*** (15% of your grade) will be a paper on ONE of the topics listed in the 3rd list in appendix B
 - iv. ***ESSAY EXAM #4*** (15% of your grade) will be a paper on ONE of the topics listed in the 4th list in appendix B

3. **Reading Journal:** Students will be required to select and read one primary source in the history of psychology throughout the semester. Each student will be responsible for keeping a reading journal in electronic format, consisting of the student's analysis of and reaction to the book, chapter by chapter. The reflections should be approximately 2 paragraphs or 1 page long and must be turned in, according to the schedule, every 2 weeks. Examples of appropriate books are in found in Appendix C ***The Reading Journal is worth 15% of your grade.***

4. **Movie paper:** students will write a critical analysis of one movie. The critique must come from the perspective of one leading school of psychology, one theory covered in the course or text, or one particular figure in the history of psychology. The critique should be approximately 3-4 pages long (double spaced, 12 point font). ***The paper is worth 15% of your grade.*** PLEASE NOTE THAT LATE PAPERS ARE MARKED DOWN 10 POINTS PER DAY LATE. The movie paper must be submitted electronically and be received by 8 am, May 10th (the day of the final). The paper must be in APA style (no abstract required, though). Examples of appropriate movies are found in Appendix D.

5. **Final:** All students must be present for the final; under no circumstances will a final exam be given early. Therefore, make your end of semester travel plans accordingly. On the final exam, students who missed a quiz during the semester or who wish to raise their grade on ONE quiz, may take an equivalent quiz over the same material. ONLY ONE QUIZ GRADE MAY BE MADE UP AT THE FINAL.

6. **Attendance:** students who attend all classes will receive a bonus, to be added to the total points earned in the class. Keep in mind that (a) since these are bonus points, *any* absence, whether excused or unexcused, counts as an absence, (b) sleeping in class and/or class disruptiveness (*e.g., excess talking or computer/cell phone use unrelated to class*) will result in a student being counted absent for that day, and, (c) while students are not penalized for absences, they must still comply with ACU attendance policies (*PLEASE NOTE that missing 20% of classes may result in being dropped from the class*).

The bonus points for attendance are awarded as follows:

0-1 absences	40 points bonus
2 absences	30 points bonus
3 absences	15 points bonus
4 or more absences	0 points bonus

7. **Summary of Course Evaluations:**

Quizzes	=	250 points (average quiz grade x 2.5)
Essays	=	450 points (average essay grade x 4.5)
Movie paper	=	150 points (paper grade x 1.5)
Reading Journal	=	150 points
Final grade	=	(Points earned + Attendance bonus) /1000 x 100

8. Final Grade Assignments:

A = 90 to 100%

B = 80 to 89%

C = 70 to 79%

D = 60 to 69 %

F = 0 to 59

ACADEMIC INTEGRITY

The majority of students are honest in their academic work. As a reminder, however, you have the responsibility, to yourself and your faith, as well as to your classmates and your professors, to comply with the basic principle of academic honesty as stated in the ACU policy. Anyone who engages in cheating, plagiarism or other misrepresentation of course work will, as a minimum consequence, receive a grade of "0" for the concerned assignment and a minimum reduction of the semester grade by one letter grade. He/she will also be reported to the appropriate university authorities.

Plagiarism is a particularly critical concern in a writing intensive class and will not be tolerated. When in doubt, carefully reference your sources; clearly designate quotes; give credit to original sources of ideas; consult the professor with any questions *before turning in a writing assignment*. Please note that excerpts of all electronic copies of essays & papers are submitted to an online plagiarism checker.

The full ACU policy on academic integrity can be found at:

http://www.acu.edu/campusoffices/studentlife/judicial/For%20Students/Academic_Integrity_P.html

STUDENTS WITH DISABILITIES

Students with disabilities who wish to receive accommodations in this course should contact the Alpha Scholars Program at 325-674-2667, *within the first week of classes*.

COURSE SCHEDULE

The following is a schedule for the course. Changes may be made during the semester; any such changes will be clearly communicated to the class.

WEEK	DATE	TOPIC	ASSIGNMENTS
Part I – Philosophical and Historical Background: Pre-Renaissance Psychological Thought			
1	01-14-14	<i>Syllabus + Introduction (Philosophy of Science)</i>	

	01-16-14	<i>Introduction: Evaluating theories (the good life)</i>	
2	01-21-14	<i>The Greek Philosophers: Socrates, Plato, Aristotle</i>	Quiz #1 Ch. 1,2,3
	01-23-14	<i>The Roman & Patristic Periods: Jesus, Augustine</i>	
3	01-28-14	<i>The Middle East philosophers: Ibn Rushd, Maimonides</i>	Book Selection Due
	01-30-14	<i>The Middle Ages: Aquinas & the Scholastics</i>	Quiz #2 Ch. 4,5,6,7
Part II – Philosophical and Historical Background: The Renaissance & the Beginning of the Modern Period			
4	02-04-14	<i>Humanism: Montaigne, Galileo...</i>	ESSAY #1 due
	02-06-14	<i>Rationalism: Descartes, Kant...</i>	
5	02-11-14	<i>Rationalism (Continued), Empiricism</i>	Book Journal Entry Due
	02-13-14	<i>Empiricism: Locke, Hume</i>	
Part III – The Beginning of Scientific Psychology: Biological Influences & Early Cognitive Theories			
6	02-18-14	<i>Romanticism, Existentialism</i>	Quiz #3 Ch. 8,9,10,18
	02-20-14	<i>Physiology, experimental psychology, evolution</i>	
7	02-25-14	<i>Psychobiology</i>	ESSAY #2 due Book Journal Entry Due
	02-27-14	<i>Biological Influences (Continued)</i>	
8	03-04-14	<i>Biological Influences (Continued)</i>	
	03-06-14	<i>Structuralism, the beginning of Psychology</i>	Quiz #4 Ch. 11,14,19
9	03-11-14	SPRING BREAK (no class)	
	03-13-14	SPRING BREAK (no class)	
10	03-18-14	<i>U.S. Psychology, James, Hall, Thorndike...</i>	Book Journal Entry Due

Part IV – The Era of the Major Schools of Psychology			
	03-20-14	<i>Gestalt Psychology</i>	ESSAY #3 due
11	03-25-14	<i>Behaviorism</i>	Quiz #5 Ch. 12,13
	03-27-14	<i>Behaviorism</i>	
12	04-01-14	<i>Behaviorism</i>	Book Journal Entry Due
	04-03-14	<i>Psychoanalysis</i>	Quiz #6 Ch. 15-16
13	04-08-14	<i>Psychoanalysis</i>	
	04-10-14	<i>Psychodynamic Psychology</i>	
14	04-15-14	<i>Humanistic theories</i>	Quiz #7 Ch. 17 Book Journal Entry Due
	04-17-14	<i>Humanistic & Existential theories</i>	
15	04-22-14	<i>Humanistic & Existential theories</i>	ESSAY #4 due
Part IV – Contemporary Issues/presentations			
	04-24-14	<i>Contemporary topics</i>	
16	04-29-14	<i>Contemporary topics</i>	Book Journal Entry Due
	05-01-14	<i>Contemporary topics</i>	Movie Paper Due
May 9, 2014 FINAL Friday, 10-11:45 a.m.			

APPENDIX A: Essay rubric

Organization and Content (50%)	
This paper is a superior response to the assigned topic. The ideas are perceptive and fully developed. The thesis is clear, narrowed, and focused. The thesis is fully supported by the body paragraphs. Body paragraphs have excellent structure and supporting detail.	Excellent
This paper is an adequate to good response to the assigned topic. The ideas are somewhat insightful and moderately developed. The thesis is adequate and somewhat focused. Most paragraphs have a controlling idea, a clear paragraph structure, and adequate supporting detail.	Pass
This paper is an inadequate response to the assigned topic because of any of the following: a controlling idea is absent or unclear; the controlling idea is not sufficiently supported; ideas are confused or disconnected; the body paragraphs have serious structural problems.	Fail
Diction and Style (25%)	
The essay shows impressive stylistic control. The language is accurate, sophisticated, and impressive. The vocabulary expresses ideas with unusual precision. The varied sentence structure communicates complex ideas effectively.	Excellent
The essay has a moderately clear style, an adequate range of word choice, good tone, and some sentence variety.	Pass
The essay has an ineffective style, limited word choice, unclear tone, or poor sentence structure. Errors in diction may suggest illiteracy in	

English language.	Fail
Language Use and Mechanics (25%)	
The paper demonstrates complete command of standard English. There are few, if any, errors in grammar, punctuation, or usage.	Excellent
The paper demonstrates a moderate command of standard English. Errors in grammar, punctuation, or usage do not seriously interfere with a reader's understanding of the paper.	Pass
The paper demonstrates little command of standard English. Major errors or repeated minor errors in grammar, punctuation, or usage interfere with a reader's understanding of the paper.	Fail

APPENDIX B: Essay Questions**APPENDIX A: Essay Questions****ESSAY EXAM #1: Choose ONE of the following topics***

1. Plato famously described the Allegory of the Cave to describe man's relationship to Truth. Explain and affirm the allegory. Thinking of ideas that were later shown to be limited or false, use a few examples from the history of psychology studied so far to illustrate the truth of Plato's allegory. Be sure and include your own reactions to the relevance of the Allegory of the Cave. Feel free to use contemporary examples, too. The point of this question is to demonstrate that you understand how to apply the allegory.
2. Choose and discuss 2 significant extra-biblical (meaning not inherently Jewish or Christian) influences from the Greeks to the Renaissance period that had a definite impact on the progression of Christian "psychological" thought (for instance, about man, the soul, the body, faith, happiness, or any other such topics). You may choose influences that preceded and/or that followed the New Testament era. Be sure and include your personal evaluation as to whether the influence was positive or negative in its impact on Christianity. The point of this question is to reflect on the ways that various thoughts and ideas from early philosophy and science made their way into Christianity.
3. Defend the statement: "The Dark Ages were not so 'Dark' after all, with respect to the development of ideas germane to psychology". Be sure and use specific examples. The strength of your answer will be judged in part on your ability to connect your examples to subsequent (even modern) developments in psychological (loosely speaking) thought. Be sure and include personal reflections. This question is geared towards students with a particular interest in the oft-neglected medieval period.
4. Compare and contrast Greek, Christian and Middle Eastern ideas about what constitutes "the Good Life". Be sure and include at least one unique contribution from each perspective. Compare the 3 views drawing on similarities or areas of agreement; contrast them, bringing out incompatibilities or areas of divergence between the three. Be sure and include your personal reflections and reactions. The object is to recognize how early psychological ideas built on each other, as well as diverged from one another.

ESSAY EXAM #2: Choose ONE of the following topics*

1. The Renaissance was a time of change, with regard to ideas, new discoveries or inventions, historical events, and general attitudes. Identify 2 significant persons from that period who characterize these dramatic changes. Be sure and choose 2 individuals who represent *relatively distinctive contributions* to change (rather than 2 individuals who essentially represent the same change or area of change; areas include philosophy, art, science, theology, etc...). Comment briefly on how these changes have fared in history since then; what has endured, what has not? Make your answer personal. The point of this question is to demonstrate an understanding of the significance of the changes that began during the Renaissance.
2. Biological psychology is one of the dominant schools of thought today. Trace the history of biological/physiological psychology from the Greeks through the Renaissance Period (i.e., the time periods covered so far in class). What were some of the prominent views during the Greek, Patristic, Medieval and Renaissance periods? Who do you think were significant persons and what noteworthy ideas and/or events stand out to you? Your answer does not need to be exhaustive, but the point is to demonstrate an awareness of the most significant events & people, as well as the progress (or lack thereof) of ideas during this period. Your answer should not simply be factual, but also critical/evaluative.
3. Understood as philosophical roots of psychology, Romanticism, Rationalism and Empiricism have each profoundly influenced our field. Write an essay outlining some of the key features of these movements (at least one feature per movement) that can be discerned in modern psychology, that is modern views of man/mental health. Be sure and provide a critique of the strengths and limitations of these influences. Conclude with a brief personal comment on which movement resonates most with you and why.
4. Compare and contrast (a) Kierkegaard's 3 stages of the individual towards personal freedom and (b) Auguste Comte's 3 stages of understanding that societies (and its members) go through. Your answer should include your personal reaction to each viewpoint. Be sure to comment briefly on factors that may have influenced each man's perspective (e.g., what might they be reacting "to"?). The idea is not so much to force a point-by-point comparison, as to demonstrate your understanding of (a) two radically divergent views of "progress", and (b) commonalities in how individuals from this period attempted to make sense of the changes in their day.

ESSAY EXAM #3: Choose ONE of the following topics*

1. Write a description and a critical analysis of evolutionary psychology as a model for understanding human behavior. Briefly review the progression of the concept; your review need not be comprehensive but simply illustrative. Minimally, mention one strength and one weakness of this model/theory. The point is to demonstrate critical thinking about a leading theory. The question is NOT about evolutionary theory (vs. creationism, intelligent design...), but about evolutionary PSYCHOLOGY. Your answer should demonstrate that you have engaged in careful reflection on this topic.
2. Defend the notion that William James is properly viewed as the quintessential **American** psychologist. Include in your response the following 3 elements: (a) aspects of James' psychological thinking/theories, (b) biographical information about James, and (c) your own reaction to James' views. The point of the question is not to summarize James' contributions, but to reflect on how he uniquely reflected and influenced the direction of American psychology, as distinctive from Continental psychology. You may use biographical information about James in your answer to the extent it helps support your argument.
3. The 17th to 19th Century saw the progressive development of biological psychology/physiological psychology. Provide an analysis of the development of the idea of "man as machine"; this part of the essay is mostly descriptive (be sure to selectively include key developments). In addition, provide a critique of the concept; is the idea of "man as machine" appropriate scientifically, philosophically, and/or theologically. Illustrate and defend your answer. The second part of the answer is primarily critical/evaluative.

ESSAY EXAM #4: Choose ONE of the following topics*

1. Compare and contrast E.L. Thorndike's theory of learning (*Functionalism-early Behaviorism*), based on animal experimentation, to Wolfgang Köhler's (*Gestalt Psychology*) theory of learning. Provide a brief personal analysis or critique as a conclusion to your answer.
2. Both J.B. Watson and Abraham Maslow believed that the environment was a powerful influence on the individual's development. Compare and contrast Watson's S-R psychology to Maslow's self-actualization psychology with regard to the impact of environmental factors. Be sure and include a personal critique.

3. Write a brief “Christian” critique of Carl Rogers’ client-centered theory. What aspects of his theory might fit a Christian perspective and which might differ? Be sure and include a personal opinion regarding the impact of Rogerian theory/therapy.
4. The 20th Century saw some of the world’s most horrific genocides (the Holocaust, the Killing Fields of Cambodia, Rwanda...). Write an essay about how one of the modern schools of psychology would attempt to explain these phenomena of mass violence. Your answer should outline specific psychological mechanisms associated with the school(s) of psychology you choose. Your answer may also rely on actual statements about these events made by specific psychologists associated with one of these schools, since many 20th century figures made comments about war and violence. Provide a brief personal reaction as a conclusion (perhaps from a Christian perspective).
5. Each of the leading schools of psychology (behaviorism, psychoanalysis, existentialism and biological psychology) has attempted to contribute to our understanding of mental illness. Choose 2 schools and for EACH school, use one example of a disorder that illustrates both the **merits** and the **limitations** of that school’s theory of abnormal behavior/mental illness. You may use the same example more than once, if you wish. Conclude with a personal statement about how the schools inform (or fail to inform) your own understanding.

• *Additional question options may be added at a later date*

APPENDIX C: Examples of books for the reading journal

Abraham Maslow:

- *Toward a Psychology of Being,*
- *Religions, Values and Peak-experiences*

Aristotle

- *Nicomachean Ethics*

Augustine

- *Confessions*

B.F. Skinner

- *Beyond Freedom & Dignity*
- *Walden Two*

Carl Rogers

- *Client-centered Therapy: Its Current Practice, Implications and Theory*
- *On Becoming a Person: A Therapist's View of Psychotherapy*

Carl Jung

- *The Red Book*
- *Modern man in search of a soul*

David Hume

- *Selected Essays*

Desiderius Erasmus

- *Praise of Folly*

Friedrich Nietzsche

- *Thus spake Zarathustra*
- *Beyond Good & Evil*
- *The will to power*

Frieda Fromm-Reichmann

- *Principles of intensive psychotherapy*

Galen

- *Selected Works (Oxford Classics)*

Harry Harlow

- *Love at Goon Park: Harry Harlow and the Science of Affection (by Deborah Blum)*

Jean Jacques Rousseau

- *Emile, or On Education*

Michel de Montaigne

- *Essais*

Otto Rank

- *Psychology and the Soul: A Study of the Origin, Conceptual Evolution, and Nature of the Soul*

Paul Tournier

- *A place for you: Psychology & Religion*

Plato

- *Republic*

René Descartes

- *Discourse on the Method*

Rollo May

- *Man's Search for Himself*

- *The Courage to Create*

Sigmund Freud

- *Civilization and Its Discontents*
- *The Future of an Illusion*
- *Dream Psychology: Psychoanalysis for Beginners*
- *The Interpretation of Dreams*

William James

- *The Varieties of Religious Experience*
-

APPENDIX D: Examples of movies for the movie paper:

- “Bladerunner”: critique from the perspective of Plato or Descartes
- “All of Me”: critique from the perspective of biological psychology
- “American Beauty”: critique from a humanistic-existential perspective
- “Clockwork Orange”: critique from a behavioral perspective
- “Fight Club”: critique from a psychoanalytic perspective
- “Mary Reilly”: critique from a Jungian perspective
- “Vertigo” or “Psycho”: critique from a psychoanalytic perspective
- “The lives of others”: critique from an existential perspective
- “Alice in Wonderland”: critique from a Jungian perspective
- “What Dreams May Come”: critique from a Christian (psychological) perspective

Abilene Christian University
Introduction to Counseling
PSYC 485.01 SYLLABUS
Spring 2013 M and W 2:00 p.m.-3:20 p.m.
Chambers Hall 107

Professor: L.A. Norsworthy, Ph.D.

Office: Chambers Hall 210 B, 674-2282

E-mail: norsworthyl@acu.edu

Office Hours: M 1:00 p.m. - 2:00 p.m. and 3:30 p.m.- 5:30 p.m.

T 1:00 p.m. - 3:00 p.m.

W 10:00 a.m. - 11:00 a.m., 1:00 p.m. - 2:00 p.m., 3:30 p.m. - 5:30 p.m.

Texts: Corey, G. (2013). *Theory and practice of counseling & psychotherapy* (9th ed.). Belmont, CA: Thomson Brooks/Cole.

Corey, G. (2012). *Student manual for theory and practice of counseling and psychotherapy* (8th ed.). Belmont, CA: Thomson Brooks/Cole.

Haney, J. H., & Leibsohn J. (1999). *Basic counseling responses*. Pacific Grove, CA: Brooks/Cole.

Prochaska, J. O., Norcross, J. C., & DiClemente, C. C. (1994). *Changing for good*. New York: Avon Books, Inc.

Course Description: This four hour credit course is an introduction to theory and practice of counseling. The emphasis is on the development of essential attending, interviewing and influencing skills. The course requires a lab that meets two hours per week, Monday 3:30-5:20 p.m. in CH 205 or Thursday 3:30-5:20 p.m. in CH 205. The laboratory is graded and credited with the course.

Course Objectives:

- To provide the student with information about the therapeutic process and the practical elements of the counseling interaction
- To provide the student with an experiential laboratory to learn and practice listening and attending skills essential to the counseling process
- To expose the student to a variety of ethical and professional issues in counseling and to guide the student in developing a position on these issues
- To develop an interest in reading in the counseling field
- To develop self-evaluation skills, writing skills and critical thinking skills
- To encourage the student to integrate the theoretical and experiential learning in order to form a personal model of the counseling process
- To challenge the student to look at his or her own qualities that support and hinder their attempts at being therapeutic for others

Principles of Course:

- Active and cooperative learning: Several teaching styles will be presented and student involvement will be required to maximize learning. The activities utilized are designed to enhance the student knowledge and ability to use that knowledge. Thus, class attendance and preparation is imperative.
- Quality: Student work is expected to be on time and of good quality. An aspect of the quality of the work is being turned in on the due date of the assignment.
- Critical thinking: This principle is implemented with assignments that require organizing, applying and synthesizing ideals. The focus of this course is to increase student ability to think and reflect on the ideas and facts that are presented.
- Fulfillment of the University's Mission: This course will acknowledge and be guided by the incorporation of Biblical truths that are relevant to the objectives and principles of this course.

Course Requirements:

- Attendance & Participation: Regular attendance and participation is expected. Students are responsible for all work missed, regardless of the reason.
- Read and understand the textbook materials, chapters 1-11 and 14-16.
- Complete the exercises in *Student Manual*, chapters 1-11 and 14-16.
- Write a three-page essay.
- As a member of a group, present the case of Stan from an assigned therapeutic perspective.
- Participate in Inner Circle/Outer Circle Exercises
- Tests: Tests will be multiple-choice. There will be four tests, each covering three chapters and a final exam that will cover chapters the nine therapies covered.
- Complete all work in Lab including assignments from *Basic Counseling Responses* and *Changing for Good*.

Academic Integrity: Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violation will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in protecting the integrity of learning, scholarship and research. The full Policy is available for review at the Provost's office site and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education and academic departments.

Counseling Laboratory: PSYC 485 requires the completion of a laboratory that meets either Monday 3:30 p.m. -5:20 p.m. (L1) in CH 205 or Thursday 3:30 p.m.-5:20 p.m. (L2) in CH 205. For more information about the laboratory requirements see the laboratory syllabus.

Evaluations:

• Tests	Chapters	Tentative date	Point value
o Test I	1-3	January 30 th	100 points
o Test II	4-6	February 25 th	100 points
o Test III	7-9	April 1 st	100 points
o Test IV	10, 11 & 14	May 1 st	100 points
• Final Exam, chapters 4-11 and 14,	May 10 th		100 points
• Paper	February 11 th		50 points
• Case of Stan Group Project, (see tentative schedule)			100 points
• Inner Circle/Outer Circle Exercises (see tentative schedule) test curves			
• Laboratory L 1 Monday 3:30 -5:20 p.m. or			
L 2 Thursday 3:30 -5:20 p.m.			250 points

Grading Scale:	Letter Grade	Point Range
	92-100 A =	824-900
	82- 91 B =	734-823
	72- 81 C =	644-733
	61- 71 D =	554-643
	< 61 F =	≤ 553

*****Paper:** Two one and a half page essays make up the paper that is due by the beginning of the class, February 11th and will not be accepted after that time. You are to write a total of three pages on two of the following questions. You are required to write a response to the first question and may choose between #2 and #3 for the second question:

1. Discuss the personal needs and motivations for your wanting to seek a career in counseling and/or the helping professions. How has your faith commitments affected your choice of vocation in the counseling and/or the helping professions?
2. The textbook deals with common issues and concerns facing beginning counselors. The challenge of staying alive as a person and as a professional, and the topic of becoming a multiculturally skilled counselor. Take one specific topic among these subjects and write a position paper on the question. The issue you select should be a personal reflection paper. Be sure to select a specific theme and then develop this theme as it applies to you both personally and professionally.
3. Select what you consider to be the major ethical issue in the practice of counseling and address this particular issue. Be sure to take a specific issue or question and then write a position paper on this subject. Develop your thoughts on the central theme that you select.

The paper will not be accepted and the grade of an F will be put in the grade book if the paper does not conform to APA writing style. The paper must have a cover page, running head, page numbers, title, and headings. Do not include an abstract or reference page.

Case of Stan Group Project: As a member of a group, present the case of Stan from the assigned therapeutic perspective. Present to the class how a therapist from the assigned therapeutic perspective would conceptualize the case of Stan and the therapeutic process including: goals, therapist's function and role, Stan's experience in therapy, relationship between therapist and Stan, and techniques and procedures. The main focus on the presentation is not to summarize the assigned therapeutic approach, rather an application specifically to the case of Stan.

The chapters to select therapeutic approaches from are chapters 4 through 11. Generally groups will be composed of 4 members. The members of the group must be in the same Lab; therefore the group will be assigned by Lab Instructor.

You should provide (electronic) handouts to the class on the material presented. A hard copy of the handout should be given to the professor the day of the presentation. If your group plans to use any form of technology in the presentation, make sure you reserve the equipment and allow enough time to set up the equipment so that it is operational at the beginning of the class time.

Inner Circle – Outer Circle Exercise: The class members will be placed in one of four groups (Three groups of 7 and one group of 6). Each group will participate as the “Inner Circle” group to discuss two chapters. On the day chapters 4-11 are first introduced, as listed in the Tentative Schedule, the Inner Circle – Outer Circled exercise will take place. The first group will be the Inner Circle Discussion Group (ICDG) for chapters 4 and 8. Group Two will be the ICDG for chapters 5 and 9. The ICDG Three will discuss chapters 6 and 10 and ICDG Four will discuss chapters 7 and 11).

On the day your ICDG is to present, come prepared to present three main points from the chapter. The ICDG is NOT to express personal opinions but presents the theorist's main points as factually as possible. I will be part of the inner circle and will facilitate the discussion with you on the points you are presenting. The atmosphere is conversational rather than a formal presentation. In some cases a classmate may present one of the points you came prepared to discuss. After they have finished their materials it is appropriate to add what has been said.

After the ICDG has presented all of the points (approximately 45 minutes), the Outer Circle Group (OCG) (the rest of the class) will summarize, ask questions and express opinions. During this discussion time it is appropriate for the ICDG members to express their opinions.

Based on the ICDG member's participation, the percentage of curve points for each member for the next test will be determined. Another factor that affects the amount of curve points received is based on completing the Student Workbook and participation in the discussion of the materials.

Suggestions For Getting The Most From The Course:

1. Read the contents in this course outline and study guide. Any questions should be clarified during the first week.

2. DECIDE at the outset if you have the time and are willing to devote the time and effort needed to do a quality job for this important course in your major. As a rough estimate:
 - 40 hours are devoted to attending class meetings
 - 45 hours of class preparation (including reading and studying, as well as preparing for the tests)
 - 5 hours to write the paper
 - 25 hours for group project
 - 40 hours for lab
 - 155 hours = during the semester, or approximately 15 hours weekly. This is only an estimate, as students vary with respect to factors related to how much time/effort any course will require.
3. Don't allow yourself to get behind in your reading! The readings from both the *Theory and Practice of Counseling and Psychotherapy* and the *Student Manual* should be completed before class time. Come to class prepared to ask questions or raise issues based on the reading.
4. It is expected that you make full use of the *Student Manual for Theory and Practice of Counseling and Psychotherapy*. In addition to reading and studying the chapters in the textbook, this manual provides self-inventories for each therapy approach, discussion questions, a concise summary of the basic points of each theory, a glossary, practical exercises and activities, and case studies and other open-ended situations for you to consider. After you have thoroughly studied the textbook, take the self-tests in the manual and score them to determine your level of mastery of the material. These will be most helpful in reviewing for examinations.
5. Come to class with an open frame of mind and be willing to take some risks. This course is designed as a beginning survey of counseling theory and practice. Thus, as it is an introductory course, you are NOT expected to have counseling experience. Don't allow yourself to be intimidated. Hopefully, you will challenge your fears and push yourself to become an active and involved participant.
6. Each week, prior to reading the assigned material, carefully look over the study guide that contains focus questions for each week. We will be discussing these topics in class; so do come prepared to raise the questions that you'd most like to discuss. You are expected to think critically, to take positions on the issues explored, to learn how to develop your thoughts clearly and fully, and to express your thoughts/reactions verbally in class sessions. Ask yourself if the material can integrate into Christianity. Often Biblical perspectives will be considered to increase your opportunities to integrate therapy issues into Christianity.
7. RESPECT CONFIDENTIALITY! Being actively involved in the class sessions and the small groups entails some level of personal self-disclosure. Because of the nature of the vulnerability, trust and openness needed to learn about counseling. It is extremely important that confidentiality be maintained. Revealing personal information about others outside the classroom is a breach of confidentiality. If you wish to share with others outside the classroom, please reveal only your own reactions and understanding and avoid using names or identifying features of your classmates. It is expected that anyone

who participates in a demonstration of either an individual session or a group session in this course will have his or her confidentiality respected.

8. Make use of my office hours. I hope each of you will come in at some time(s) during the semester to discuss your progress and learning in the course, or for any other issues you want to talk over. I suggest you schedule a time in advance. And most of all--enjoy this course. My main hope is that you surprise yourself with how much you will challenge yourself and how much you'll learn.

The Disability Services Office: The Disability Services Offices facilitates disability accommodations in cooperation with instructors. In order to receive these accommodations, you must be registered with the Disability Services Office and you must complete a specific request of accommodation. To register with the Disability Services Office, you must provide current and complete documentation of your disability. To request specific accommodations, you should obtain separate Disability Accommodations Request forms for each class in which you will need accommodations at the beginning of each semester from the Disability Accommodations Coordinator. You must discuss your need with each professor, obtain his or her signature on the form, and return a copy of the form to the Disability Accommodations Coordinator. You will then be given specific directions as to how accommodations will be facilitated.

Tentative Course Schedule:

January	Mon. 14 th	Introduction, cover syllabus	Read chapter 1 and 2 in Textbook and Student Manual, fill out surveys in Student Manual, Paper due Feb. 11 th
	Wed. 16 th	Chapters 1 and 2, Surveys from Student Manual chapters 1 and 2	Read chapter 3 in Textbook and Student Manual, fill out survey in Student Manual, Selection for ICDG due Wed 23 rd No Class Monday 21 st Martin Luther King
	Wed. 23 rd	Assignments to ICDG, Chapter 3 and Student Manual Chapter 3	
	Mon. 28 th	Review for Test I, Chapters 1-3	Prepare for Test I
	Wed. 30 th	Test I , Chapters 1-3	Read chapter 4 in Textbook and Student Manual, Answer the 20 questions in Student Manual. Group One, Inner/Outer Circle Exercise
February	Mon. 4 th	Chapter 4- Group One Inner Circle discussion, Return Test I	Prepare for Case of Stan
	Wed. 6 th	Chapter 4, Psychoanalytic Therapy,	Complete Paper (due Monday

		Case of Stan and discuss Manual 20 questions	11 th) Read chapter 5 in Textbook and, Complete Paper due 2-11th . Group Two, Inner/Outer Circle Exercise
	Mon. 11 th	Chapter 5- Group Two Inner Circle discussion, Paper due	Read Chapter 5, Answer 20 questions in Student Manual
	Wed. 13 th	Chapter 5 Discuss Chapter 5 Manual 20 questions	Read chapter 6 in Textbook and Student Manual, Group Three, Inner/Outer Circle Exercise
	Mon. 18 th	Chapter 6- Group Three Inner Circle discussion on Existential Therapy	Prepare for Case of Stan, Existential Therapy, Answer 20 questions in Student Manual Chapter 6.
February	Wed. 20 th	Group Presentation Chapter 6, Case of Stan and Discuss Student Manual, Review for Test II	Prepare for Test II
	Mon. 25 th	Test II , Chapters 4-6	
	Wed. 27 th	Return Test II, Chapters 4-6, Video on Person Centered Therapy	Read chapter 7 in Textbook and Student Manual. Inner Circle discussion on Person Center Therapy
March	Mon. 4 th	Chapter 7- Inner Circle discussion	Case of Stan chapter 7, Answer 20 questions on Person Centered Therapy
	Wed. 6 th	Case of Stan on Person Centered Therapy and Discuss Student Manual	Inner Circle discussion on Gestalt Therapy, Chapter 8
	Mon. 11 th	Spring Break	
	Wed. 13 th	Spring Break	
	Mon. 18 th	Chapter 8, Video and Inner Circle discussion on Gestalt Therapy	Case of Stan for Gestalt Therapy and Answer Student Manual 20 question, Chapter 8
	Wed. 20 th	Chapter 8, Case of Stan and Discuss Student Manual	Inner Circle discussion on Behavior Therapy, Chapter 9

	Mon. 25 th	Chapter 9- Inner Circle discussion on Behavior Therapy	Case of Stan, Behavior Therapy and Answer 20 questions, Student Manual, Chapter 9
	Wed. 27 th	Chapter 9- Case of Stan, Behavior Therapy, Discuss Student Manual, Review for Test III	Prepare of Test III , Chapters 7-9
April	Mon. 1 st	Test III , Chapters 7-9	Read Chapter 10
	Wed. 3 rd	Return Test III, Chapter 10, Cognitive Behavior Therapy video	
April	Mon. 8 th	Chapter 10, Inner Circle discussion on Cognitive Behavior Therapy	Case of Stan, Cognitive Behavior Therapy, Answer 20 questions in Student Manual, Chapter 10
	Wed. 10 th	Chapter 10 Group Presentation, Case of Stan, Discuss Student Manual	Prepare for Inner/Outer Circle discussion on Reality Therapy, Ch.11
	Mon. 15 th	Chapter 11, Inner/Outer Circle discussion on Reality Therapy	Prepare for Case of Stan, Reality Therapy, Answer 20 questions Chapter 11 Student Manual
	Wed. 17 th	Chapter 11, Group Presentation, Case of Stan, Discuss Student Manual	Read Chapter 14, Family Systems
	Mon. 22 nd	Chapter 14, Family Systems	
	Wed. 24 th	Review for Test IV, Chapters 10, 11 & 14	Prepare for Test IV
	Mon. 29 th	Review for Final Exam and <i>Course Evaluations</i>	Prepare for Test IV
May	Wed. 1 st	Test IV , Chapters 10, 11, & 14	
	Mon. 6 th	Dead Day, no class On Black Board, Test IV results , Chapters 10, 11 & 14	Prepare for Final Exam , Chapters 4-11 and 14.

	Friday. 10th	<i>Final Exam</i> will cover Chapters 4-11 & 14, Friday May 10 th noon -1:45 p.m.	

PSYC Seminar 401
PSYC 401
Fall 2012, Wednesday 12:00-12:50, Chambers 205
Abilene Christian University

Instructor: Jennifer W. Shewmaker, PhD., N.C.S.P., L.S.S.P.
Office: Chambers 210E Telephone: 674-2381
Office Hours: TBA E-mail: Jennifer.Shewmaker@acu.edu

The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

Required Books: Kuther, T. (2006). *The Psychology Major's Handbook*. Thomson & Wadsworth, Belmont, CA.

Lucado, M. (2005). *Cure for the Common Life: Living in your sweet spot*. W Publishing Group: Nashville, TN.

Rationale: To provide an introduction to the specific career opportunities, challenges, and graduate school options for psychology majors.

Course Format: Class will consist of guest speakers and class discussions. During some class periods, the class will be divided by area of interests to facilitate addressing specific academic concerns. We will also have assigned time to work on projects in locations other than the classroom.

Assessment:

- Attendance/Participation: This class includes meetings both inside and outside of the classroom. We will meet in the classroom a total of 10 times, while the other work will be conducted elsewhere. If you attend all scheduled sessions both in and out of the classroom, you will receive **50 points**. If you miss more than two schedule meetings, you will not receive any points.
- ***Activities: You will complete several activities across the semester in preparation for graduation and applying to jobs/graduate schools. For example, you will complete your resume, keep a journal exploring your ideas regarding what you want to do after you complete your degree in psychology, and complete the Discovery Guide Exercises in the Max Lucado book.
- Assignments should be turned in via the class dropbox. If for some reason you are unable to turn it in this way, please share it with me via Google Documents.

- Journal Prompts are provided on the class blog. 1-2 typewritten pages. You should turn your journal entries in the day they are due via the class dropbox or via sharing a Google Document.
- Other activities are indicated as due on specific dates on the syllabus. **(15 activities at 10 points each = 150 points total).**
- Application Plan: You will construct a plan for applying for jobs or graduate schooling during the semester. See the last page of the syllabus for details and due dates **(50 points).**
- Digital Story: As you work through the semester thinking about the career that will be the best fit for you, you will construct a digital story using a prompt focused on the Max Lucado book. The Learning Studio will be available to support you in this and we will share our stories at our last class meeting. **(50 points)**

Evaluation:Points:

Attendance/Participation	50 points
Completion of Activities	150 points
Planning Outline	50 points
Digital Story	50 points

TOTAL POSSIBLE POINTS	300 points
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Course Grades: A= 90-100% of total points , B= 80-89% of total points C= 70-79% of total points, D= 60-69% of total points, F< 60 points