Course Name: Psychotherapy
Course Number: PSY 482
Term Offered: Fall 2016
Credits: 4
Instructor name: Rachel Dilts, PhD
Instructor email: rachel.dilts@oregonstate.edu

Course Description
Survey of the theory, techniques and research on the major contemporary systems of psychotherapy. PREREQS: PSY 370 [D-] or PSY 380 [D-] or PSY 381 [D-] or PSY 481 [D-]

Communication
I generally check my email on a daily basis, so most of the time you will get a response within 24 hours. There are times when I could be offline for 48 hours, so this would be the longest time frame in which you would need to wait for a response. Please plan for this, and do not leave your questions to the last minute.

Technical Assistance
If you experience any errors or problems while in your online course, contact 24-7 Canvas Support via chat, phone, or e-mail through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Learning Resources

Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll (OSU Bookstore Website or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Measurable Student Learning Outcomes
By the end of the course, students should be able to:
1. Demonstrate knowledge of psychotherapy theories and recognize key terms in two midterms which includes application problems.
2. Apply concepts in psychotherapy learned from readings to Case of Stan Videos through weekly video questions and summary reviews.
3. Discuss the differences, similarities and application of psychotherapy theories through discussion board participation.
4. Connect concepts and theories to real world issues and events through applying reading material to online discussions and final book presentation.

**Evaluation of Student Performance**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>18pts</td>
</tr>
<tr>
<td>Video Summary (2)</td>
<td>10pts</td>
</tr>
<tr>
<td>Video Questions</td>
<td>24pts</td>
</tr>
<tr>
<td>Mid-term #1</td>
<td>50pts</td>
</tr>
<tr>
<td>Mid-term #2</td>
<td>50pts</td>
</tr>
<tr>
<td>Book Presentation</td>
<td>50pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>202pts</strong></td>
</tr>
</tbody>
</table>

**Midterms**

Midterm #1 covers all material from Weeks 1-4, is 50 questions and set up in a multiple choice format. You have 110 minutes to complete it. You will need to make arrangements for exam proctoring, please set this up as soon as you are able to.

Midterm #2 covers all material from Weeks 6-10, is 50 questions and set up in a multiple choice format. You have 110 minutes to complete it. You will need to make arrangements for exam proctoring, please set this up as soon as you are able to.

**Case of Stan Video & Questions**

You will be watching videos on “The Case of Stan” through the publisher provided MindTap resource. Watch the entire chapter video and answer each multiple choice question. These are due by Sunday 11:59pm each week. **You have 10 attempts and only your highest score is recorded.**

**Video Techniques Summary (2)**

Choose two of the Video Resources posted in the classroom to view. Discuss what techniques from that theory were presented in the video which are discussed in your textbook. For example, you will want to review the Gestalt Chapter when pointing out which techniques were used in the Gestalt Role-Play video. Refer to your text for that chapter/topic and to identify which techniques are being used. Summarize these techniques and how they were used in 1-2 paragraphs.

The first video summary is due at the end of week 4. This role-play video should be from one of the following theories (Psychoanalytic, Adlerian, Existential, Person-Centered or Gestalt). The second video summary is due at the end of week 8. This role play video should be from one of the following theories (Behavior, REBT, Cognitive, Reality, Narrative, or Solution Focused). Note: Narrative or Solution-Focused are from the Post-Modern Chapter.

**Book Presentation**

Choose a book that focuses on a counseling theory/technique and present this in a PP Presentation during Week Ten.
Include the following:
Grading Criteria and Expectations:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td><strong>60 Percent</strong>/30</td>
</tr>
</tbody>
</table>

This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu    Email: ecampus@oregonstate.edu    Tel: 800-667-1465
- Book Title, Author, Date, Pages
- The background of the author (are they considered an expert in the field)
- The audience the book is intended for and why
- Brief summary of the book
- The counseling theory it best connects to from your text
- Select a minimum of three main points you learned from the book
  - For each main point describe what it is and why you consider it a main point in the book
- Whether you consider the book and its content to be valid/reliable and why/why not
- Whether you recommend the book and why/why not

<table>
<thead>
<tr>
<th>Development 20 Percent</th>
<th>Points Earned /10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presentation is 10 to 15 slides not including a title or reference slide (which must be included).</td>
<td></td>
</tr>
<tr>
<td>The presentation uses visual and auditory aids appropriately and effectively.</td>
<td></td>
</tr>
<tr>
<td>The presentation effectively incorporates design elements, such as font, color, headings, and spacing, as this is a visual presentation of content and not a paper.</td>
<td></td>
</tr>
<tr>
<td>Includes speaker notes for each slide.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanics/Format 20 Percent</th>
<th>Points Earned /10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assignment file is presentable and functional; for example, the audio clips are audible, visual components are viewable, and links work appropriately.</td>
<td></td>
</tr>
<tr>
<td>Rules of grammar, usage, and punctuation are followed; spelling is correct throughout the presentation.</td>
<td></td>
</tr>
<tr>
<td>The presentation is consistent with APA guidelines.</td>
<td></td>
</tr>
<tr>
<td>A minimum use of your selected book and your textbook as references. These are referred to and cited appropriately in your presentation.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Total Earned /50</th>
</tr>
</thead>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93%-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90%-92.99%</td>
</tr>
<tr>
<td>B+</td>
<td>87%-89.99%</td>
</tr>
<tr>
<td>B</td>
<td>83%-86.99%</td>
</tr>
<tr>
<td>B-</td>
<td>80%-82.99%</td>
</tr>
<tr>
<td>C+</td>
<td>77%-79.99%</td>
</tr>
<tr>
<td>C</td>
<td>73%-76.99%</td>
</tr>
<tr>
<td>C-</td>
<td>70%-72.99%</td>
</tr>
<tr>
<td>D+</td>
<td>67%-69.99%</td>
</tr>
</tbody>
</table>

This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu  Email: ecampus@oregonstate.edu  Tel: 800-667-1465
Course Content
This course is designed to provide students with an understanding of the major historical and contemporary systems of psychotherapy, including their theoretical foundations, empirical/research support, and practical techniques.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the Course</td>
<td>Syllabus &amp; Ch 1, Case of Stan Ch.1</td>
</tr>
<tr>
<td>2</td>
<td>Counselor Issues, Psychoanalytic Therapy</td>
<td>Ch 2, 4, Case of Stan Ch. 4</td>
</tr>
<tr>
<td>3</td>
<td>Adlerian Therapy, Existential Therapy</td>
<td>Ch 5, 6, Case of Stan Ch. 5, 6</td>
</tr>
<tr>
<td>4</td>
<td>Person-Centered Therapy, Gestalt Therapy</td>
<td>Ch 7, 8, Case of Stan Ch. 7, 8 (Video Summary #1 Due)</td>
</tr>
<tr>
<td>5</td>
<td>None</td>
<td>Exam #1 (Ch. 1-2, 4-8)</td>
</tr>
<tr>
<td>6</td>
<td>Behavior Therapy, Cognitive Behavior Therapy</td>
<td>Ch 9, 10, Case of Stan Ch 9, 10</td>
</tr>
<tr>
<td>7</td>
<td>Reality Therapy, Feminist Therapy</td>
<td>Ch 11, 12, Case of Stan Ch.11, 12</td>
</tr>
<tr>
<td>8</td>
<td>Postmodern Approaches, Family Systems Therapy</td>
<td>Ch 13, 14, Case of Stan Ch.13, (Video Summary #2 Due)</td>
</tr>
<tr>
<td>9</td>
<td>Integrative Perspective</td>
<td>Ch 15, Case of Stan Ch.15</td>
</tr>
<tr>
<td>10</td>
<td>Ethical Issues</td>
<td>Ch 3 Book Presentation, Due by Wednesday!</td>
</tr>
<tr>
<td></td>
<td>Finals Week</td>
<td>Exam #2 (Ch 3, 9-15)</td>
</tr>
</tbody>
</table>

Course Policies
Submission of Work:
- A class week is defined as the period of time between Monday 12:01am (Pacific Time Zone) and Sunday at 11:59pm (Pacific Time Zone). Assignments scheduled for completion during a class week should be completed and successfully submitted by the posted due date. Late assignments are accepted at 10% per day deduction; up to 4 days only. Discussions cannot be accepted after the week they are due, because they are considered a didactic experience, which cannot be made up.
- Create a backup file of every piece of work you submit for grading. This will ensure that a computer glitch or a glitch in cyberspace won’t erase your efforts.
- When files are sent attached to an email or dropbox submission, the files should be in either Microsoft Word or PDF file formats.
Discussion Boards
Participation will be based on your contributions to the DISCUSSION BOARD. You will be rated on both
the frequency, and the quality of your contributions. You must make at least 1 post by mid-week defined
as Wed 11:59pm and all others by Sunday 11:59pm. These deadlines are put in place to make sure
discussions are taking place during the week, but also allows you to finish up work on the weekends
depending on your schedule. You need to post more than “I agree” to be counted as one of the minimum
post requirements. Generally, more than 2-3 sentences are needed to count as a substantive post but
the minimum is a 50-word count. Each week you need to answer both of the Discussion Questions and
post one response to another student to both Discussion Questions. This is how you meet the 4 posts
per week. If you miss deadlines, quantity or quality you will lose points for that week. No participation
takes place during week five or week eleven. Participation cannot be accepted past the week it is due
because this is a didactic component of the course. Discussions will not be accepted late for any reason.

Proctored Exams
For proctored examinations, your testing session must be supervised by an approved proctor; photo
identification is required at the time of the test. It will be your responsibility to arrange for a proctor; you
must then submit the proctor information to me for acceptance and approval. Visit this site for information
on acceptable proctors and proctor guidelines. Here is the proctor request form. If you have problems,
please email Ecampus Testing or call during business hours: 800-667-1465 or 541-737-9204.

- You must set up your proctor 2-3 weeks in advance - and must communicate with testing services at
  OSU.
- You will have 1 hour 50 minutes to complete the exam within the exam window.
- The proctor will insert the password (given them by OSU testing) and monitor you to be sure that you do
  not use books, notes or any materials.
- There are now two options for proctoring: on site (within your local area) and web cam proctoring.

Incompletes
Will not be given except in truly extreme cases which almost never occur.

Guidelines for a Productive and Effective Online Classroom
- Online threaded discussions are public messages, and all writings in this area will be viewable by
  the entire class or assigned group members. If you prefer that only the instructor sees your
  communication, send it to me by email, and be sure to identify yourself and the class.
- Posting of personal contact information is discouraged (e.g. telephone numbers, address,
  personal website address).
- Online Instructor Response Policy: I will check email frequently and will respond to course-related
  questions within 24-48 hours, and I may be offline on weekends; so ask questions early.
- Observation of “Netiquette”: All your online communications need to be composed with fairness,
  honesty and tact. Spelling and grammar are very important in an online course. What you put into
  an online course reflects on your level of professionalism. Here are a couple of references that
- Please check the Announcements area and the course syllabus before you ask general course
  “housekeeping” questions (i.e. how do I submit assignment 3?). If you don’t see your answer
  there, then please contact me.
- Guidelines for a productive and effective online classroom. The discussion board is your space
  to interact with your colleagues related to current topics or responses to your colleague’s
  statements. It is expected that each student will participate in a mature and respectful fashion.
  Participate actively in the discussions, having completed the readings and thought about the
issues. Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments. Think through and reread your comments before you post them. Assume the best of others in the class and expect the best from them. Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class. Disagree with ideas, but do not make personal attacks. Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim-blaming comments at all. Be open to be challenged or confronted on your ideas or prejudices.

- OSU Student Evaluation of Teaching — Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions by Ecampus. You will login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

- You are encouraged to ask questions. These questions may be about course material, assignments, and/or grades. I invite you to ask questions about course material and policies in the online office; please direct question about specific assignments and grades to me individually. I want you to learn the information and perform well; but most of this is up to you. Take active responsibility for your own performance.

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials

All materials used in this course are accessible [with the exception of two videos]. If you require accommodations please contact Disability Access Services (DAS). [If all items are accessible in your course, please delete the orange text in this section.]

Expectations for Student Conduct in this Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university’s regulations regarding civility. Student conduct is governed by the university’s policies, as explained in the Student Conduct Code.

Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:
a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated
information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:
   i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
   ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
   iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
   iv) TAMPERING - altering or interfering with evaluation instruments or documents.
   v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Tutoring
NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

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Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.