

SYLLABUS FOR PSY-3310

Clinical Interventions and Disorders

COURSE DESCRIPTION

This course provides a comprehensive examination of psychological interventions spanning historical foundations to contemporary practices. Students will analyze major theoretical frameworks across various therapeutic disciplines, including clinical psychology and counseling, evaluate evidence-based treatments, and explore the application of various therapeutic approaches. The major topics include cognitive-behavioral, psychodynamic, humanistic, and third-wave therapies, as well as specialized and emerging interventions, including technological innovations in mental health care. Emphasis is placed on developing critical thinking skills in assessing treatment efficacy, understanding the role of cultural competence in therapy, and applying psychological principles to complex case scenarios. Through a combination of theoretical study and practical application, students will gain proficiency in case conceptualization, treatment planning, and the ethical considerations inherent in psychological practice. The course culminates in a comprehensive project synthesizing knowledge across all modules, preparing students for advanced study or practice in therapeutic settings.

COURSE TOPICS

- Historical and theoretical foundations of psychological treatments
- Major schools of thought in psychotherapy (e.g., cognitive-behavioral, psychodynamic, humanistic)
- Specific evidence-based interventions for common mental health issues
- Integration of biological and psychological approaches
- Emerging trends and innovative techniques in psychological interventions
- Ethical considerations and cultural competence in applying psychological treatments

COURSE OBJECTIVES

After completing this course, you should be able to:

- CO 1** Evaluate knowledge of theoretical concepts and historical trends in psychology.

- CO 2** Use the scientific method to examine psychological questions.
- CO 3** Articulate the importance of values, ethical standards, and diversity in psychology.
- CO 4** Apply psychological principles to personal, social, and organizational issues.
- CO 5** Apply theory to professional practice.
- CO 6** Explain the specific skills, techniques, and agencies to serve client populations.
- CO 7** Apply knowledge of the specific skills, techniques, and agencies to serve client populations.

COURSE MATERIALS

You will need the following materials to complete your coursework. Some course materials may be free, open source, or available from other providers. You can access free or open-source materials by clicking the links provided below or in the module details documents. To purchase course materials, please visit the [University's textbook supplier](#).

Required Textbook(s)

- Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). *Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques* (3rd ed.). John Wiley and Sons.
ISBN-13: 978-1119279136

COURSE STRUCTURE

Clinical Interventions and Disorders

Clinical Interventions and Disorders is a three-credit, online course consisting of six modules. Modules include an overview, topics, learning objectives, study materials, and activities. Module titles are listed below.

- **Module 1: Foundations of Psychological Interventions and Research Methods**
Course objectives covered in this module: CO 1, CO 2, CO 3, CO 5, CO 6

- **Module 2: Cognitive, Behavioral, and Biological Approaches**
Course objectives covered in this module: CO 1, CO 2, CO 5, CO 6, CO 7
- **Module 3: Psychoanalytic, Adlerian, and Existential Approaches**
Course objectives covered in this module: CO 1, CO 2, CO 4, CO 5, CO 6, CO 7
- **Module 4: Humanistic and Experiential Approaches: Person-Centered, Gestalt, and Reality Therapies**
Course objectives covered in this module: CO 1, CO 2, CO 5, CO 6, CO 7
- **Module 5: Specialized Interventions and Technological Innovations in Psychotherapy**
Course objectives covered in this module: CO 1, CO 2, CO 3, CO 6, CO 7
- **Module 6: Multicultural Competence and Integrative Approaches in Psychotherapy**
Course objectives covered in this module: CO 1, CO 2, CO 3, CO 5, CO 6, CO 7

ASSESSMENT METHODS

Consult the Course Calendar for due dates.

Promoting Originality—One or more of your course activities may utilize a tool designed to promote original work and evaluate your submissions for plagiarism. More information about this tool is available in [this document](#).



Discussion Forums

You are required to complete **six** discussion forums. The discussion forums allow you to share your learning with your classmates and apply concepts. There is also one ungraded but required Introductions Forum in Module 1.

Communication with your mentor and among fellow students is a critical component of online learning. Participation in online class discussions involves two distinct activities: an initial response to a discussion question and at least two subsequent comments on classmates' responses.

All of these responses must be substantial. Meaningful participation is relevant to the content, adds value, and advances the discussion. Comments such as "I agree" and "ditto" are not considered value-adding participation. Therefore, when you agree or disagree with a classmate or your mentor, state and support your position.

You will be evaluated on the quality and quantity of your participation, including your use of relevant course information to support your point of view, and your awareness of and responses to the postings of your classmates. Remember, these are discussions: responses and comments should be properly proofread and edited, mature, and respectful.

Scaffolding Assignments

You are required to complete **five** scaffolding assignments. Psychology scaffolding assignments are educational tools designed to support you in the learning process by breaking down complex concepts into manageable parts and providing structured guidance. The idea is to help you build your understanding incrementally, much like scaffolding supports a building during construction. Here's a detailed description of what these assignments might entail:

- Break down psychological theories, concepts, or research findings into smaller, more digestible pieces. For example, instead of presenting a full theory at once, introduce key components, one at a time.
- Provide exercises that allow you to apply concepts with prompts or partial solutions. For instance, identify key variables in a psychological study and discuss their potential relationships.
- Incorporate real-world case studies that illustrate psychological concepts. This helps you see the practical application of what you are learning.

Module Quizzes

You are required to complete **six** module quizzes. The quizzes are on a variety of topics associated with the course modules.

Final Project

You are required to complete a final project. You will create a 15-minute video presentation with accompanying slides analyzing effective therapeutic approaches for a specific marginalized population. The project will demonstrate your ability to integrate various therapeutic modalities, consider cultural factors, and apply ethical principles in developing a tailored approach for the chosen population.

GRADING AND EVALUATION

Your grade in the course will be determined as follows:

- Online discussions (6)—25%
- Scaffolding assignments (5)—40%
- Module quizzes (6)—10%
- Final project—25%

All activities will receive a numerical grade of 0–100. You will receive a score of 0 for any work not submitted. Your final grade in the course will be a letter grade. Letter grade equivalents for numerical grades are as follows:

A	= 93–100	C+	= 78–79
A–	= 90–92	C	= 73–77
B+	= 88–89	C–	= 70–72
B	= 83–87	D	= 60–69
B–	= 80–82	F	= Below 60

To receive credit for the course, you must earn a letter grade of C or better (for an area of study course) or D or better (for a course not in your area of study), based on the weighted average of all assigned course work (e.g., exams, assignments, discussion postings).

STRATEGIES FOR SUCCESS

First Steps to Success

To succeed in this course, take the following first steps:

- Read carefully the entire Syllabus, making sure that all aspects of the course are clear to you and that you have all the materials required for the course.
- Take time to read the entire Online Student Handbook. The Handbook answers many questions about how to proceed through the course and how to get the most from your educational experience at Thomas Edison State University.
- Familiarize yourself with the learning management systems environment—how to navigate it and what the various course areas contain. If you know what to expect as you navigate the course, you can better pace yourself and complete the work on time.
- If you are not familiar with web-based learning, be sure to review the processes for posting responses online and submitting assignments before class begins.

Study Tips

Consider the following study tips for success:

- To stay on track throughout the course, begin each week by consulting the Course Calendar. The Course Calendar provides an overview of the course and indicates due dates for submitting assignments, posting discussions, and submitting the final project.

- Check Announcements regularly for new course information.

Using AI Ethically: A Guide for TESU Students

TESU's [Academic Code of Conduct](#) permits student AI use in support of their writing and research process--not as a replacement for original writing. Document AI use with an acknowledgment statement at the end of each assignment, noting the tools and prompts used. Cite any AI-generated content on the References page. Please review [Using AI Ethically: A Guide for TESU Students](#) for more detailed information.

COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION

Thomas Edison State University recognizes, values, and relies upon the diversity of our community. We strive to provide equitable, inclusive learning experiences that embrace our students' backgrounds, identities, experiences, abilities, and expertise.

ACCESSIBILITY AND ACCOMMODATIONS

Thomas Edison State University adheres to the Americans with Disabilities Act (ADA, 1990; ADAAA, 2008) and Section 504 of the Rehabilitation Act of 1973. The Office of Student Accessibility Services (OSAS) oversees requests for academic accommodations related to disabilities; a student who is pregnant, postpartum, or a student parenting a newborn who is not the birth parent [as covered under NJSA18A]; and students requesting academic accommodation for a short-term/temporary illness and/or injury. Information can be found on the [Office of Student Accessibility Services](#) web page and questions can be sent to ADA@tesu.edu.

ACADEMIC POLICIES

To ensure success in all your academic endeavors and coursework at Thomas Edison State University, familiarize yourself with all administrative and academic policies including those related to academic integrity, course late submissions, course extensions, and grading policies.

For more, see:

- [University-wide policies](#)
- [Undergraduate academic policies](#)
- [Undergraduate course policies](#)
- [Graduate academic policies](#)
- [Graduate course policies](#)

- [Nursing student policies](#)
- [Nursing graduate student policies](#)
- [International student policies](#)
- [Academic code of conduct](#)