



Department of Applied Psychology  
Graduate School of Applied and Professional Psychology (GSAPP)  
Rutgers University New Brunswick, New Jersey  
Spring 2025 18:844: 527 Foundations in Psychotherapy Theories  
Credits: 3 Class: Mondays 3:35-6:05 Smithers 219.  
Instructor: Jason Neely, Ph.D, LMFT  
[jason.neely@rutgers.edu](mailto:jason.neely@rutgers.edu)

**Rutgers University Land Acknowledgment:** We acknowledge that the land on which we stand is the ancestral territory of the Lenape People. We pay respect to Indigenous people throughout the Lenape diaspora – past, present, and future – and honor those who have been historically and systemically disenfranchised. We also acknowledge that Rutgers University, like New Jersey and the United States as a nation, was founded upon the exclusions and erasures of Indigenous peoples.

**Rutgers University Mission:** As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of

- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
- conducting cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two.

As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

**GSAPP Mission:** The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

**Core Values:** We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical and school psychology.
2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.

4. **Knowledge generation and dissemination** using contemporary research approaches.

**Applied Psychology Statement:** The Department of Applied Psychology embraces the mission of the school by offering instruction that has an emphasis on civic and global citizenship, social justice, and cultural diversity. Our programs provide students with knowledge needed to understand individual and collective behaviors; develop quantitative and qualitative statistical analysis and research design needed to analyze the corresponding physical and environmental contributors to human behavior; and a beginning understanding of the analysis and treatment of behavior problems and disorders.

Our programs prepare students with the requisite theoretical knowledge; critical thinking and problem-solving skills needed to successfully participate in employment or scholastic activities. Students will have opportunities to pursue scholarly activities that prepares them to successfully compete for admissions into doctoral level psychology and related academic programs and pursue Master level career pathways through available concentration and certificate. In general, students will acquire a knowledge base grounded in psychological theory and experiential learning (research or practicum) designed to further advance their personal and professional career development.

**Course Objectives:** This course introduces students to major psychotherapy theories and approaches (i.e. Psychoanalytic, Adlerian, Existential, Person-centered, Gestalt, Behavioral, Cognitive Behavioral, Choice/Reality, Feminist, Postmodern, Family Systems). By the end of this course, students should be able to recognize, understand and describe the different theories and apply them to beginning clinical practice.

**Course Description:** Through readings, lectures, discussions, and presentations students will study psychotherapy theories of therapy and how they inform and guide mental health services. Students will demonstrate an ability to evaluate psychotherapy theories and apply them to clinical case studies and beginning therapeutic interventions. Active participation is expected and required.

**Readings:**

1. Corey, G. (2024). Theory and Practice of Counseling and Psychotherapy 11<sup>th</sup> Edition Theory and Practice. US: Cengage
  - Register for MindTap content (see Canvas for further instructions)
2. Additional readings/articles may be posted to Canvas as needed. Please read prior to class noting that students are expected to be active and engaged participants.

**Methods of Evaluation: (100 point system)**

- **Class Participation: 25 points** (earned by evidence of participation, completion of in class assignments, informative contributions to class)
- **Knowledge Checks and Quizzes: 25 points** (14 checks and 11 quizzes; can miss one quiz)
- **Theory presentations: 50 points**

### **Guidelines for Presentations:**

*Remember to use your own voice/language. The goal is not right or wrong but to wrestle with trying to understand and find a theory (theories) that best fit with who you are as a blossoming therapist. You must use the Gwen video for the theory, as well as incorporate outside media to demonstrate the use of the theory. Have fun!*

- Theorist and brief summary of the person(s)
- What are the foundations of the theory?
  - Key concepts and theoretical assumptions
  - Goals for therapy
- Therapeutic process
  - Techniques used
    - What are some questions or activities you can engage in during session?
  - How to assess change or progress?
- Contemporary models
- Multicultural perspective
- Limitations and contraindications

### **Grading:**

<b>A</b>	<b>90-100</b>	<b>Outstanding</b>
<b>B+</b>	<b>87-89</b>	<b>Intermediate Grade</b>
<b>B</b>	<b>80-86</b>	<b>Good</b>
<b>C</b>	<b>70-79</b>	<b>Does not count towards graduation credits</b>
<b>F</b>	<b>0-69</b>	

**Program requirement:** All students in Applied Psychology courses must achieve a grade of B or higher and maintain a GPA of 3.0, or academic remediation will be enforced.

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Events/Assignments Due</b>
Week 1: 1/27/25-2/2/25	Introduction to Psychotherapy Theories	Syllabus	Introduction activity
Week 2: 2/3/25-2/9/25	Person-of-the-therapist	Chapters 1 & 2	Knowledge check
Week 3: 2/10/25-2/16/25	Person (cont.) & Ethics	Chapter 3	Knowledge check
Week 4: 2/17/25-2/23/25	Psychoanalysis	Chapter 4	Knowledge check, Ch3 quiz
Week 5: 2/24/25-3/2/25	Adlerian Therapy	Chapter 5	Knowledge check, Ch4 quiz, presentation
Week 6: 3/3/25-3/9/25	Humanistic/Existential Theories	Chapter 6	Knowledge check, Ch5 quiz, presentation

Week 7: 3/10/25-3/16/25	Person-Centered	Chapter 7	Knowledge check, Ch 6 quiz, presentation
Week 8: 3/17/25-3/23/25	Spring Break		
Week 9: 3/24/25-3/30/25	Gestalt	Chapter 8	Knowledge check, Ch7 quiz, presentation
Week 10: 3/31/25-4/6/25	Behavioral Theories	Chapter 9	Knowledge check, Ch8 quiz, presentation
Week 11: 4/7/25-4/13/25	CBT	Chapter 10	Knowledge check, Ch9 quiz, presentation
Week 12: 4/14/25-4/20/25	Choice Theory/Reality Therapy	Chapter 11	Knowledge check, Ch10 quiz, presentation
Week 13: 4/21/25-4/27/25	Feminist Therapy	Chapter 12	Knowledge check, Ch11 quiz, presentation
Week 14: 4/28/25-5/4/25	Post-modern theories	Chapter 13	Knowledge check, Ch12 quiz, presentation
Week 15: 5/5/25-5/11/25	Systems Theories, Wrap-up/feedback	Chapter 14	Knowledge check, Ch13 quiz, presentation

### **Additional Course Information:**

**Personal disclosures:** One of the main goals of this course is to introduce you to the theories that guide the practice of psychotherapy. Part of this introduction requires an exploration and discussion of topics related to the self-of-the-therapist and ethics. While I expect students to maintain confidentiality of all in-class discussions, and I encourage students to challenge themselves so they can grow personally and professionally, I also suggest that you *not* sharing any personal information you do not feel comfortable doing so in class. If anyone feels particularly distressed by anything discussed/assigned, I request that you make this known to me in private. You can call, email, or find a time to discuss in-person. If necessary, I can support you in finding additional services.

*If you are experiencing any emergency call 911 immediately!*

*If you are experiencing any mental health crisis call or text 988.*

For additional student health and counseling services see this page: <https://www.rutgers.edu/student-support#student-health-and-counseling>

1. **Email communication phone access:** Email is the best way to contact with me ([jason.neely@rutgers.edu](mailto:jason.neely@rutgers.edu)). Typically, I will respond to your emails within 48 hours (about 2 days) during the work week. If you did not receive a response within this period, please resend your message. **In cases of emergency only**, students can contact me by phone (978-254-3886). Calls will be returned as soon as possible. In addition, Canvas tools will be used for communication throughout the semester.

2. **Chosen name and identified pronouns:** All students should be referred to by the names and pronouns they use (e.g., she, he, they, ze). Please advise me of your chosen name and gender pronouns at any point in the semester and appropriate changes will be made to class documents.
3. **Reasonable Accommodation:** GSAPP is firmly committed to reasonable accommodation for disability-related needs. Students entitled to this accommodation are encouraged to request assistance from the Office of Disability Services, and to provide the department, and instructors, with paperwork and communication from that office. See <https://ods.rutgers.edu/>
4. **Academic Integrity and Student Code of Conduct:** All GSAPP students are responsible for knowing, and conforming to, principles of academic integrity, as well as the Rutgers University code of student conduct. Links to both policies can be found on this page: <https://nbacademicintegrity.rutgers.edu/document-library>
5. **Use of AI:** All GSAPP students are responsible for knowing, and conforming to, principles of academic integrity as denoted in #4 above. If using ChatGPT or any other AI tool, students notify the instructor they utilized an AI tool, and it must be cited as an outside source, and you must include a paragraph written by you that explains what you used the AI for and what prompt(s) you used to get your results.
6. **Writing Assistance:** The university provides resources for students who feel they need assistance in improving their writing. It is your responsibility to make use of this help, should you need it. You can contact: Shawn Taylor, Ed.D. College Avenue Learning Center Academic Building Room 1247 15 Seminary Place 848-932-1662 [sktaylor@rutgers.edu](mailto:sktaylor@rutgers.edu)
7. **Classroom Etiquette:** Please refrain from using electronic devices for non-class related activities. Scrolling, texting, and emailing is considered bad form and will impact your participation grade. What if your therapist was looking at their phone during session?

**Use of recording devices of any kind during class is prohibited!**

Should you need any accommodations to fully participate in class please see #3 above and contact <https://ods.rutgers.edu/>

\*\*Much like therapy (and life in general!), unexpected things may come up to where the syllabus may need to be modified.