

CPSY 532: Advanced Theories of Psychotherapy

Fall, 2016

Instructor: Christopher Rector, Ph.D.

Wednesdays, 04:15 p.m. – 06:45 p.m.

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Office Hours: by appointment

Course Description

This is a graduate level course designed to survey predominant psychotherapy theories, emphasizing evidence based practice. Throughout the course, students will focus on her finding and honing their own personal theoretical orientation which functions as the overarching framework tied to one's counseling practice.

Opportunities to practice advanced theories in this course through mock-interview situations are also included.

Course Objectives

The objectives of this course involve helping students to:

- Acquire an understanding of evidence-based practice, including historical and current perspectives;
- Identify the strengths and limitations of theories, including the usefulness with individuals and systems across developmental lifespan;
- Apply evidence-based practice in the development of case conceptualization and treatment planning skills with diverse populations;
- Further understand relationship between counseling theories and counseling practice;
- Locate and critically evaluate research supporting theoretical interventions; and
- Further refine one's personal theoretical orientation to guide one's practice.

At the completion of the course, you'll be asked to evaluate the courses following idea objective:

- Learning to apply course material to improve thinking, problem solving, and decisions.
- Developing specific skills, competencies, and points of view needed by professionals in the field

As such, this course is intended to promote your professional and personal development as a skilled practitioner, capable of applying the knowledge base of counseling psychology in a scientifically-based, theoretically-driven, ethical, and culturally-responsive manner. We will focus on all aspects of the preceding statement—the scientific and theoretical bases of counseling,

and ethical and culturally-responsive practice. Specifically, you will be introduced to the basic principles of evidence-based practice (EBP) and will learn to apply EBP in an ethical and culturally-responsive manner in your practicum setting.

Required texts, readings, and articles

Required Texts:

Goodheart, C. D., Kazdin, A. E., Sternberg, R. J. (Eds.) (2006). Evidence-Based Psychotherapy: Where Practice and Research Meet. Washington, DC: American psychological association. ISBN: 159 147 0 35

Marsha M. Linehan. (1993) Cognitive-Behavioral Treatment of Borderline Personality Disorder. The Guilford Press. ISBN 0-89862-183-6.

Steven C. Hayes, Kirk D. Strosahl, and Kelly G. Wilson (2011). Acceptance and Commitment Therapy: The Process and Practice of Mindful Change. Guilford Press, 2nd Ed. ISBN 978-1-60918-962-4.

William R. Miller and Stephen Rollnick. (2013) Motivational Interviewing, 3rd Ed. Guilford Press. ISBN 1-60918-227-4.

Required Articles:

- American psychological Association presidential task force on evidence-based practice (2006). Evidence based practice and psychology. American Psychologist, 61, 271-275.
- Chambless, D. L., Et al. 1998. Update on empirically validated therapies, II. The Clinical Psychologist, 51 (1), 3-15.
- Crowel, S.E., et al. (2009) A biosocial developmental model of borderline personality: elaborating and extending Linehan's theory. Psychological Bulletin 135 (3), 495-510.
- David, D, & Montgomery, G.H. (2011). The Scientific Status of Psychotherapies: A New Evaluative Framework for Evidence-Based Psychosocial Interventions. Clinical Psychology: Science and Practice, 18 (2).
- Falzer, P.R. & Garman, D.M. (2010). Contextual decision-making in the implementation of clinical guidelines: Example for mental health. Journal of academic medicine, 85 (3) , 548-555.
- Falzer, P.R., Moore, B.A. & Garman, D.M. (2008). Incorporating clinical guidelines Su clinical decision-making. Implementation science, 3 (13).
- Harris, R. (2006). Embracing your demons: An overview of acceptance and commitment therapy. Psychotherapy in Australia, 12, 2-8.
- Ost, L-G. (2008). Efficacy of the third wave of behavioral therapies: A systematic review and meta- analysis. Behaviour Research and Therapy 46, 296–321.

Recommended Texts:

Marsha M. Linehan. (2015) DBT Skills Training Manual, 2nd Ed. The Guilford Press. ISBN 978-1-4625-1699-5.

Marsha M. Linehan. (2015) DBT Skills Training Handouts and Worksheets, 2nd Ed. The Guilford Press. ISBN 978-1-57230-781-0.

Recommended Readings

Barkham, M. & Mellor-Clark, J. (2003). Bridging evidence-based practice and practice-based evidence: Developing a rigorous and relevant knowledge for the psychological therapies. *Clinical Psychology and Psychotherapy*, 10, 319-327.

Barlow, D. H. (2008). *Clinical handbook of psychological disorders: A step by step treatment manual* (4th ed.). New York: Guilford.

Chambless, D. L. et al. (1998). Update on empirically-validated therapies, II. *The Clinical Psychologist*, 51(1), 3-15.

McHugh, R. K. & Barlow, D. A. (2010). The dissemination and implementation of evidence-based psychological treatments: A review of current efforts.

American Psychologist, 65, 73-84.

Nathan, P. E. & Gorman, J. M. (2007). *A guide to treatments that work* (3rd. ed.).

New York: Guildford.

Norcross, J. C., Hogan, T. P., & Koocher, G. B. (2008). *Clinician's guide to evidence-based practices*. Oxford: Oxford University Press.

Norcross, J. C., et al., (2006). *Evidence-based practice in mental health : Debate and dialogue on fundamental questions*. Washington, DC: American Psychological Association.

Sackett, D. L. (2000). *Evidence-based medicine: How to practice and teach EBM* (2nd ed.). London, England: Churchill Livingstone.

Wampold, B. E. et al. (2002). Principles of empirically supported interventions in counseling psychology. *The Counseling Psychologist*, 30, 197-217.

Websites

Cochrane Data Base of Systematic Reviews:

www.thecochranelibrary.com/

APA, Division 12 Empirically-Validated Treatments:

www.psychology.sunysb.edu/eklonsky-/division12/ or

www.div12.org/

Database of Abstracts of Reviews of Effects (DARE):

<http://www.crd.york.ac.uk/crdweb/>

National Registry:

www.nrepp.samhsa.gov/

National Institute for Health and Clinical Experiences (NICE):

<http://www.nice.org.uk/>

Course Requirements

The requirements for this course are as follows:

- **Attendance and Participation:** Students are expected to attend all class meetings, complete all assignments, and participate fully in all class activities.
- **Clinical mock-interviews.** There will be two mock interview assignments during the course of the semester. For each assignment students will pair into a dyad. Each student in the dyad will be provided a different mock-client scenario. Then, one student will role play the therapist, the other will role-play the “client.” This will contain a 45 minute audiotaped mock session in which the student role-playing the therapist will practice within the advanced therapy assigned. Then the students will switch roles and conduct another 45 minute audiotaped mock session with a different client scenario. Students will then submit the audiotape for instructor comments/evaluation, and also a 5 page APA style conceptualization and self-critique of the session as the role-playing therapist.
- **EBP Presentation and Paper:** Students will be expected identify a client problem/disorder and engage in an EBP analysis to develop treatment recommendations from two different theoretical perspectives. The analysis will be presented in class as an overhead presentation (copies to be distributed to the instructor and class members in class) and will culminate in a final paper. More detail about the presentation and paper will be presented in class.
- **Review of Research:** You will identify and critically examine (from an Evidence-based Practice point of view) one article and/or chapter for four out of seven of the following theory groups: systems models/theories, CBT theories, psychodynamic theories, interpersonal/relational theories, humanistic/existential theories, feminist theories, positive psychology theories. This includes a written summary (2 pages, APA Style) involving: a summarization of the article/chapter, including strengths/weaknesses; how this article informs/improves the practice of psychology and your individual orientation/practice. Deadline: October 12.
- **EBP and Theoretical Impact Assignment:** a written paper (8-10 pages, APA Style), discussing what and how your EBP has impacted your counseling theoretical orientation and future practice. This will include critical analysis of what may be useful and not useful in your future practice regarding implementing EBP and any of the theories discussed in this course.

Grading Policy

Grades will be determined by the satisfactory completion of all requirements. In addition, the student’s adherence to ethical and professional standards and ability to give feedback to others and use feedback provided by others will enter into determining the final grade for the course. Students are, therefore, expected to:

- be self-initiating
- be introspective and open and receptive to feedback
- demonstrate behavior consistent with the ethical standards of APA and of a caliber necessary to maintain effective professional relationships
- demonstrate the ability to integrate EBP into assignments.

Summary of Course Requirements/Grading

Mock session role-play assignments (2): 40 pts.

EBP Paper and Presentation: 20 pts.

Review of Research: 20 pts.

EBP and Theoretical Impact Assignment: 20 pts.

Loyola University Chicago and school of education policies

Loyola University School of Education Conceptual framework

Professionalism in the service of social justice CF2: As a professional counselor, higher education professional, school psychologist or counseling psychologist you can be a vehicle for justice and whatever setting you work. Issues of oppression, privilege, access, opportunity, inclusion, explanation, discrimination and bypass occur throughout our society. He will be any unique position to apply the knowledge base of your profession and the skills that you will acquire in ethical and reflective manner that promotes to self development and self-determination of others. This course is designed to help you consider social justice as a critical aspect of your professional work.

Standards and Assessments:

Conceptual framework standard CF 1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate research in their field.

Technology

In this course she will used technology to aid you in communicating in locating resources, in addition to evaluating EBP resources and models. Loyola University Chicago e-mail will provide a convenient way first communicate with one another in between class meetings and key course material will be posted on blackboard. He will be able to locate journal articles elucidating course topics through the Library's PsychInfo search engine, along with other relevant electronic resources.

Diversity

Your program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, ability status. This class is designed to facilitate your development as a culturally competent professional, able to work effectively with diverse clients and communities.

Conceptual Framework

Professionalism in the Service of Social Justice: As a professional counseling psychologist, you can be a vehicle for social justice. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, and discrimination are present throughout society. You will be in a unique position as a practicing professional to apply your knowledge and skills in an evidence-based, ethical, and culturally-responsive manner to promote the self-development and self-

determination of your clients. This class is designed to help you consider social justice as a critical aspect of your professional work.

Technology

You will use technology by accessing the best available EBP websites to develop treatment plans.

Diversity

Your Program is committed to issues of diversity, including, but not limited to, ability status, ethnicity, gender, race, sexual orientation, and social class. This class is intended to facilitate your development as a multi-culturally competent professional who is able to work effectively with diverse clients and communities from an evidence-based perspective.

Course Schedule

Wed, August 31 Introduction. INTRODUCTION TO EVIDENCE-BASED PRACTICE.

Wed, September 07: EVIDENCE-BASED PRACTICE, Dialectical Behavior Therapy (DBT) I.

Readings due: Articles 1, 2, 4, 5, 6., Goodheart, chapters 1,2,5, 6, 9

Note: log on to the EBBP website and review rationale and basic evidence hierarchy (http://www.ebbp.org/systematic_review/start.htm).

Readings due: Linehan text chapters 1-3. Article 3.

Readings due: Linehan Skills Manual review. Article 8.

Wed, September 14: Dialectical Behavior Therapy (DBT) II.

Wed, September 21: Acceptance and Commitment Therapy (ACT) I.

Readings due: Article 7.

Wed, September 28 : Acceptance and Commitment Therapy (ACT) II.

Readings due: Article 8.

Wed, October 05: Dyadic Practice Labs

Wed, October 12: Motivational Interviewing I

Readings due: Rollnick chapters 1-3.

NOTE: All research reviews due.

Wed, October 19: Motivational Interviewing II

Wed, October 26: Review and Consultation on Theoretical Impact Assignment and EBP Presentation.

Wed, November 02: Theory and Practice Review: DBT, ACT, Motivational Interviewing

Wed, November 09: Dyadic Practice Labs

NOTE: EBP FINAL PAPER DUE ON YOUR PRESENTATION DATE:

Wed November 16: EBP PRESENTATION #1, 2, 3, 4:_____

Wed, November 23: No Class (Thanksgiving Holiday)

Wed, November 30: EBP PRESENTATION #5,6,7,8:_____

Wed, December 07: Wrap up: The Future of Advanced Theories

EBP and Theoretical Impact Assignment due.

Loyola University Chicago

School of Education

Syllabus Addendum

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Fairness, and the Belief that All Students Can Learn.** The instructor in your

course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.