CPSY 532: Advanced Theories of Psychotherapy
Fall 2018
Mon 19:00 – 21:30
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LT 1142
Office hours: By appointment

Course Description
This is an advanced course in reading, understanding, and applying theories of counseling and psychotherapy. It was designed to stimulate four aspects of learning experiences: introduction to contemporary theories, review of empirical evidence, session role-play, and personal reflection of change. Through the course, students are expected to synthesize theoretical, empirical, practical, and personal information about change to further formulate their theoretical orientation. Therefore, this course has two learning goals, including: (1) gaining knowledge of counseling theories, and (2) learning to apply knowledge and experiences to formulate personal theoretical orientation.

Note: The two course objectives are the objectives that students will be asked to evaluate at the end of the semester via the IDEA on-line course evaluation system. In the IDEA system, these are labeled (1) gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories), and (2) learning to apply course material (to improve thinking, problem solving, and decisions). The addendum to this syllabus (see last page) explains more about the IDEA Course Evaluation System.

Course Requirements
Students are expected to have read all material for the course and engage in class discussion on the readings. Grading will be based on weekly comment paper and class participation (10%), group presentation (20%), mock session role-play (10%), mock session analysis (20%), personal change reflection (20%), and theoretical orientation (20%).

Weekly comment paper. At the end of the class, students will write a brief paper about any reflection, questions, or feedback related to the class material and turn it in. The comment paper should be at least two sentences, so the grading focus is on the completion of the paper instead of the length. The comment paper will serve as a tool to enhance students' reflection and interaction with the instructor. In the next class, the instructor will address typical or important questions selected from the last week.

Peer teaching/group presentation. Remember, teaching is the best learning. For this assignment, six small groups will be formed to present on each of the six topics identified on the course schedule (see course schedule for presentation topics and dates). Each group will give a 40-minute (for 2-member group)/50-minute (for 3-member group) presentation and then lead a 10-minute discussion. Each group will use a guideline provided by the instructor and the guideline will specify the content and structure of the presentation. The guideline will also divide the presentation into sections, so group members can discuss and each choose one section of interest. The grade will be based on group and individual performance (including informational

adequacy, critical thinking, organization of presentation, and interaction with audience). The instructor will potentially provide learning materials supplementing the student presentation.

Guideline for peer teaching. Each group is expected to present on areas listed below. This guideline has specified 2-3 roles for every presentation, and group members can discuss to decide their specific role. For each role, the guideline has specified the content domains the presenter should cover.

Presentation on treatment modalities
Presenter 1:
        Key concepts of the theory
        How does the theory explain mental health issues
Presenter 2:
        How to facilitate change based on the theory
        Therapeutic techniques and procedures
Presenter 3 (if any):
        Comparison to another theory of your choice
        Empirical evidence (at least two empirical studies)
        Summary and evaluation

Presentation on therapeutic relationships
Presenter 1: Real relationship
        Definition
        A summary of research findings (at least 6 empirical studies)
Presenter 2: Transference/Countertransference
        Definition
        A summary of research findings (at least 6 empirical studies)
Presenter 3 (if any): Working Alliance
        Definition
        A summary of research findings (at least 6 empirical studies)

Mock session role-play. Students will have an experiential learning opportunity to apply a theoretical framework of their choice to a given case scenario. Students will pair into a dyad and each student in the dyad will be provided with 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 videotaped mock session. Then the students will switch roles and conduct another 45-minute audiotaped mock session with a different client scenario. Students will discuss their videotape in a class-wide review session facilitated by the instructor.

Mock session analysis. Students also need to submit a 3-4 page (double spaced) APA style paper discussing their case conceptualization and self-critique of the session as the role-playing therapist. Case conceptualization (1 page) should include identified key issue(s) and a treatment plan for the assigned client. Self-critique (2-3 pages) includes your strength and weakness as the therapist in the video, what you wish to do differently if given a second chance, and whether your work fits your theoretical orientation. Your paper will be evaluated in terms of accuracy, critical thinking, and organization.

Personal change reflection. Therapist's personal change often has a profound input into their theoretical orientation. To help students further clarify their theoretical orientation, you will reflect on one of the most significant personal change experiences and write a paper (3-4 page, double spaced, APA style) discussing several components: describe this change, describe the context of this change, describe what initially held you back from the change, describe what facilitates this change (e.g., internal and external factors), and describe the connection of your personal change to your theoretical orientation. Your paper will be evaluated in terms of reflection depth, critical thinking, and organization.

Theoretical orientation. Please describe your theoretical orientation and how this influences your approach to case conceptualization and intervention. You may use de-identified case material to illustrate your points if you choose. Your paper (max 500 words, double-spaced) will be evaluated in terms of accuracy, critical thinking, and organization.

Late Assignment Policy: <u>If you submit any assignment after the class start time of the due date, your assignment will be considered late</u>. You could receive 50% of the total points if you submit your assignment within one week after the due date. After one week since the due date, your assignment will not be accepted.

Grading
Final course grades will be assigned on the following basis:
90.0-100% = A
87.0-89.99% = B+
80.0-86.99% = B
77.0-79.99% = C+
70.0-76.99% = C
60.0-69.99% = D
<60% = F

Text & Readings
Required Readings:

1. **Interpersonal Process Therapy.** Teyber, E., & Teyber, F. (2010). *Interpersonal process in therapy: An integrative model, 7th Edition.* Cengage Learning. ISBN: 130527153X

Supplementary Readings:

2. **Accelerated Experiential Dynamic Psychotherapy.** Fosha, D. (2000). *The Transforming Power of Affect: A Model for Accelerated Change*. Basic Books.

3. **Emotion-Focused Therapy.** Greenberg, L. S. (2016). *Emotion-focused therapy*. American Psychological Association. ISBN: 1433826305

4. **Acceptance and Commitment Therapy.** Harris, R. (2009). *ACT Made Simple: An Easy-To-Read Primer on Acceptance and Commitment Therapy.* Oakland, CA: New Harbinger. ISBN: 1572247053

5. **Dialectical Behavioral Therapy.** Linehan, M. (2014). *DBT® Skills Training Manual, Second Edition*. Guilford Publications. ISBN: 1462516998

6. **Eye Movement Desensitization and Reprocessing.** Shapiro, F. (2017). *Eye Movement Desensitization and Reprocessing (EMDR) Therapy, Third Edition: Basic Principles, Protocols, and Procedures.* Guilford Press. ISBN: 1462532764

Recommended Readings:

Evidence based practice

APA Presidential Task Force on Evidence-Based Practice. (2006). Evidence-based practice in psychology. The American Psychologist, 61(4), 271-275.

Kazdin, A. E. (2008). Evidence-based treatment and practice: new opportunities to bridge clinical research and practice, enhance the knowledge base, and improve patient care. American psychologist, 63(3), 146-159.

AEDP

Fosha, D. (2002). The activation of affective change processes in accelerated experiential-dynamic psychotherapy (AEDP). Comprehensive handbook of psychotherapy, 1, 309-344.

Russell, E., & Fosha, D. (2008). Transformational affects and core state in AEDP: The emergence and consolidation of joy, hope, gratitude, and confidence in (the solid goodness of) the self. Journal of Psychotherapy Integration, 18(2), 167.

Emotion-Focused Therapy

Greenberg, L. S. (2004). Emotion–focused therapy. *Clinical Psychology & Psychotherapy: An International Journal of Theory & Practice*, *11*(1), 3-16.

Goldman, R. N., Greenberg, L. S., & Angus, L. (2006). The effects of adding emotion-focused interventions to the client-centered relationship conditions in the treatment of depression. *Psychotherapy Research*, *16*(5), 537-549.

ACT

Hayes, S. C., Luoma, J. B., Bond, F. W., Masuda, A., & Lillis, J. (2006). Acceptance and commitment therapy: Model, processes and outcomes. Behaviour research and therapy, 44(1), 1-25.

Hayes, S. C. (2004). Acceptance and commitment therapy, relational frame theory, and the third wave of behavioral and cognitive therapies. Behavior therapy, 35(4), 639-665.

DBT

Linehan, M. M., Comtois, K. A., Murray, A. M., Brown, M. Z., Gallop, R. J., Heard, H. L., ... & Lindenboim, N. (2006). Two-year randomized controlled trial and follow-up of

dialectical behavior therapy vs therapy by experts for suicidal behaviors and borderline personality disorder. Archives of general psychiatry, 63(7), 757-766.

Telch, C. F., Agras, W. S., & Linehan, M. M. (2001). Dialectical behavior therapy for binge eating disorder. Journal of consulting and clinical psychology, 69(6), 1061-1065.

EMDR
Davidson, P. R., & Parker, K. C. (2001). Eye movement desensitization and reprocessing (EMDR): a meta-analysis. Journal of consulting and clinical psychology, 69(2), 305-316.

Herbert, J. D., Lilienfeld, S. O., Lohr, J. M., Montgomery, R. W., T O'Donohue, W., Rosen, G. M., & Tolin, D. F. (2000). Science and pseudoscience in the development of eye movement desensitization and reprocessing: Implications for clinical psychology. Clinical Psychology Review, 20(8), 945-971.

Contextual Model of Psychotherapy
Messer, S. B., & Wampold, B. E. (2002). Let's face facts: Common factors are more potent than specific therapy ingredients. Clinical psychology: Science and practice, 9(1), 21-25.

Duncan, B. L., Miller, S. D., Wampold, B. E., & Hubble, M. A. (2010). The heart and soul of change: Delivering what works in therapy. American Psychological Association.

Wampold, B. E., & Budge, S. L. (2012). The 2011 Leona Tyler Award Address: The relationship—And its relationship to the common and specific factors of psychotherapy. The Counseling Psychologist, 40(4), 601-623.

Websites
Cochrane Data Base of Systematic Reviews: www.thecochranelibrary.com/

APA, Division 12 Empirically-Validated Treatments: www.div12.org/

See Reading Assignments on the attached course schedule. All, except where otherwise noted, can be downloaded from the University Library electronic data base. Those that are unavailable electronically will be posted on Sakai.

Course Schedule

Class	Content	Assignment
Aug 27	Introduction to course	
Sep 3	Labor Day	
Sep 10	Evidence based practice	APA Presidential Task Force on Evidence-Based Practice (2006) Kazdin (2008)
Sep 17	IPT I: Responding to clients	Reading 1, Chapter 2-5
Sep 24	IPT II: Conceptualizing clients	Reading 1, Chapter 6-8
Oct 1	IPT III: Resolution and change	Reading 1, Chapter 9-10 **Personal Change Reflection due**
Oct 8	Fall break	
Oct 15	**Group presentation:** AEDP EFT	 Reading 2 Reading 3
Oct 22	**Group presentation:** ACT DBT	 Reading 4 Reading 5
Oct 29	**Group presentation:** EMDR Therapeutic relationships	 Reading 6
Nov 5	Review of mock sessions I	**Mock Session Analysis due for this week's presenters**
Nov 12	Review of mock sessions II	**Mock Session Analysis due for this week's presenters**
Nov 19	Review of mock sessions III	**Mock Session Analysis due for this week's presenters**
Nov 26	Contextual model of	Wampold & Budge (2012)

psychotherapy

Dec 3	Theoretical orientation and course summary	**Theoretical Orientation Paper due**
Dec 10	No class in the exam week	

<u>SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK</u>
Social Action through Education. As a counselor or counseling psychologist, you can be a vehicle of social justice in whatever setting you work and in whatever role you exercise in your career. This course will provide you with the knowledge that you need to assure that your professional efforts to alleviate suffering and promote self-development and self-determination are as empirically-based as possible.

<u>DIVERSITY</u>
Your programs are committed to issues of diversity, including, but not limited to, ability status, ethnicity, gender, race, sexual orientation, and social class. We will cover educational and career development issues with diverse populations to facilitate your work with diverse clients and communities.

<u>DISPOSITIONS</u>
Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of Professionalism, Inquiry, and Social Justice. The specific disposition that student should develop in this class is Professionalism. The descriptions of the expected behaviors for the listed disposition can be found on the rubric posted in LiveText for this course.

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, Inquiry, and Social Justice.* 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. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* 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.*