CPSY 532: Advanced Theories of Psychotherapy

Fall, 2019

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:

**Recommended Texts that Include Required Readings:**


**Required Articles:**


**Recommended Texts:**


**Recommended Readings**


American Psychologist, 65, 73-84.


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 three 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.

• **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 (3): 60 pts.

EBP Paper and Presentation: 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 28 Introduction. INTRODUCTION TO EVIDENCE-BASED PRACTICE.**

**Wed, September 04: EVIDENCE-BASED PRACTICE.**

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](http://www.ebbp.org/systematic_review/start.htm)).

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


**Wed, September 11: Dialectical Behavior Therapy (DBT) I.**

**Wed, September 18: Dialectical Behavior Therapy (DBT) II.**

**Wed, September 25 : Acceptance and Commitment Therapy (ACT) I.**

Readings due: Article 7.

**Wed, October 02: Acceptance and Commitment Therapy (ACT) II.**

Readings due: Article 8. Due: DBT audio recording, transcript and reflection paper to Sakai.

**Wed, October 09: Dyadic Practice Labs**

**Wed, October 16: Solution Focus Brief Treatment I** (Readings Due: Course Handouts). Due: ACT audio recording, transcript and reflection paper to Sakai.

**Wed, October 23: Solution Focus Brief Treatment II**

**Wed, October 30: Dyadic Practice Labs**

**Wed, November 06: EBP PRESENTATION # 1, 2, 3, 4:**
NOTE: EBP FINAL PAPER DUE ON YOUR PRESENTATION DATE:

Wed November 13: EBP PRESENTATION # 5, 6, 7, 8:____________________________

Due: Solution Focus Brief Treatment audio recording, transcript and reflection paper to Sakai.

Wed, November 20: EBP PRESENTATION # 9, 10, 11, 12:________________________

Wed, November 27: No Class

Wed, December 04: Wrap up: The Future of Advanced Theories

EBP and Theoretical Impact Assignment due.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK
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 as empirically-based as possible.

DIVERSITY
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.

DISPOSITIONS
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

**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](http://www.luc.edu/education/syllabus-addendum/).

**Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://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*. 