CPSY 532: Advanced Theories of Psychotherapy

Fall, 2021

Instructor: Corey Steele, Ph.D.

Tuesdays, 05:30 p.m. – 08:00 p.m.

Room: Online

(asynchronous class sessions may be offered during the term)

jsteell@luc.edu

Office Hours: by appointment & available by Zoom

*School of Education Commitment - COVID-19: Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola’s SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the COVID-19 Related Information Tab at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

*COVID-19 Required Personal Safety Practices: We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University’s campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola’s campuses, when in the presence of others,** in
classrooms, and in public settings where other social distancing measures are difficult to maintain. Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all LUC REQUIRED Safety Protocols.

*COVID-19 Reporting Protocol: In preparation for our upcoming semester, Loyola University Chicago’s Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.

Course Description

This is an advanced course in reading, understanding, and applying theories of counseling and psychotherapy. It was designed to stimulate multiple aspects of learning experiences: introduction to contemporary theories, review of empirical evidence, session role-play, and development of theoretical orientation. 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 class participation (10%), group presentation (20%), mock session role-play (20%), mock session analysis (30%), and theoretical orientation paper (20%).

Peer teaching/group presentation. Teaching can facilitate powerful learning opportunities. For this assignment, three small groups will be formed to present on a theoretical approach (see course schedule for presentation dates). Each group will give a 40-minute (for 2-member group)/50-minute (for 3-member group). Additionally, please allow for an additional 10 minute Q&A/discussion session at the end of your
presentation. Each group will use a guideline provided by the instructor and the guideline will specify the content and structure of the presentation.

Examples of theories/approaches that may be selected for your presentation:
Acceptance and Commitment Therapy, Dialectical Behavior Therapy, Motivational Interviewing, Relational Cultural Therapy, and Solution-Focused Brief Therapy

Guideline for peer teaching. Each group is expected to present on areas listed below:

- Key concepts of the theory
- How does the theory explain mental health issues
- How is change facilitated based on the theory
- What is this theory’s take on the therapeutic relationship/working alliance
- Therapeutic techniques and procedures
- How does the theory account for working with clients from diverse backgrounds
- Empirical evidence
- Group’s thoughts on strengths and limitations of the approach

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. 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 videotaped mock session with a different client scenario. Students will discuss their videotape in a class-wide review session facilitated by the instructor.

I will ask students to show the first five minutes of their videotapes. Additionally, I will ask students to pick another 10 minute segment of their videos to show in class. This 10 minute segment may feature a demonstration of specific techniques utilized, a particularly noteworthy interaction with the client, or serve as the backdrop for a consultation question or feedback.

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 impressions about treatment considerations. 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.

**Theoretical orientation.** Students will submit a 3-4 page (double spaced) paper, describing your theoretical orientation and how this orientation influences your approach to case conceptualization and intervention. Also, please address how your worldview, personal/professional values, etc., may have impacted your selection of theoretical orientation. You may use de-identified case material to illustrate your points if you choose.

**Late Assignment Policy:** If you submit any assignment after the class start time of the due date, your assignment will be considered late. 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

**Required texts & readings**

**Required Texts:**


**Required Readings:**


**Recommended Readings:**


**SOE Vision**

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

**School of Education Mission**

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

**Loyola University School of Education Conceptual framework**

Candidates critically evaluate current bodies of knowledge in their field CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate research in their field.
Candidates apply culturally responsive practices that engage diverse communities 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 bias occur throughout our society. You 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 the 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.

**Dispositions**

All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course: *Professionalism, Inquiry, and Social Justice*. Full transparency is critical to ensure that students are able to meet the expectations in this area. *Please be sure to state the disposition or dispositions that are assessed in the course and direct students to where they can locate the rubric on LiveText*. A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

**Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

**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* and Digication
All students, except those who are non-degree, may 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.

Digication is Loyola’s ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

Additional ONLINE Course Policies

*Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

*Synchronous Meetings

CPSY 532 is a virtual course and all class sessions will be synchronous, unless otherwise specified. This course may offer some asynchronous class sessions during the semester. These potential asynchronous dates will be discussed at the beginning of the semester. Zoom will be used to facilitate class sessions. Zoom links will be made available to prior to each class. I ask that you not share the Zoom links with others who are not registered for this class.

*Student Participation

While I understand that different needs may arise at points over the course of the semester, I’m going to request that you have your videos on as much as possible. I’d also like to request that students mute themselves when they are not speaking. Using the chat function to engage the class is acceptable, but please refrain from using the chat to engage in private conversations with other students.

*Class Conduct

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please
respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

*Student Support*

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (http://www.luc.edu/sac/).

*Center for Student Access and Assistance (CSAA)*

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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.

Syllabus Addendum Link

https://www.luc.edu/education/academics/syllabi/
# Course Schedule

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<thead>
<tr>
<th>Class</th>
<th>Content</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Aug 31</td>
<td>Intro to Course</td>
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<tr>
<td>Sept 7</td>
<td>Evidence Based Practice</td>
<td>APA Presidential Task Force on Evidence Based Practice (2006)</td>
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<td>Sept 14</td>
<td>Teyber &amp; Teyber (IPT)</td>
<td>Chapters 1 &amp; 2</td>
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<td>Sept 21</td>
<td>Teyber &amp; Teyber (IPT)</td>
<td>Chapters 3, 4, &amp; 5</td>
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<td>* Tentative: Guest Presenter (9/21)</td>
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<tr>
<td>Sept 28</td>
<td>Teyber &amp; Teyber (IPT)</td>
<td>Chapters 6, 7, &amp; 8</td>
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<td>Oct 5</td>
<td>Teyber &amp; Teyber (IPT)</td>
<td>Chapters 9 &amp; 10</td>
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<td><strong>Oct 12</strong></td>
<td><strong>No Class/Fall Break</strong></td>
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<tr>
<td>Oct 19</td>
<td>Group Presentations 1&amp;2</td>
<td>Readings: TBA</td>
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<tr>
<td>Oct 26</td>
<td>Group Presentations 3&amp;4</td>
<td>Readings: TBA</td>
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<td>Wampold &amp; Budge (2012)</td>
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<td><strong>Nov 9</strong></td>
<td><strong>Consultation Time</strong></td>
<td>Optional</td>
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<td>Nov 16</td>
<td>Review of Mock Sessions</td>
<td>Mock Session Analysis due for this week’s presenters</td>
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<tr>
<td>Nov 23</td>
<td>Review of Mock Sessions</td>
<td>Mock Session Analysis due for this week’s presenters</td>
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<td>Nov 30</td>
<td>TBA</td>
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<tr>
<td>Dec 7</td>
<td>Theoretical Orientation</td>
<td>Theoretical Orientation Paper Due</td>
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<tr>
<td></td>
<td>Course Summary</td>
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