

PSY 5333: Theory & Research in Psychotherapy I

Spring 2018

T/Th: 12:30p.m. - 2:00p.m.

PSC Classroom/Conference Room

Instructor: Dr. Craig Henderson

Office: CHSS 379

Office Hours: Monday 2:00-5:00pm; by appointment

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Course Description

This course is a comparative analysis of different systems and techniques of psychotherapy. The role of the therapist, client, and setting are examined along with ethical principles.

Course Objectives

1. Gain an appreciation for the historical foundations of current theories and techniques of psychotherapy.
2. Understand the process of researching psychotherapy, how to evaluate treatment research, and how research informs clinical practice.
3. Identify the basic tenets of the major theories of psychotherapy, the therapeutic techniques derived from these theories, and the evidence for the effectiveness for these approaches, or lack thereof.
4. Develop skill in conceptualizing clinical cases from different theoretical points of view.
5. Demonstrate knowledge of ethical principles for the practice of psychotherapy.
6. Appreciate cultural factors that influence and dictate the treatment process.

Primary Texts

Prochaska, J. O., & Norcross, J. C. (2014). *Systems of psychotherapy: A transtheoretical analysis (8th ed.)*. Belmont, CA: Brooks/Cole Cengage Learning.

Lilienfeld, S. O., & O'Donohue, W. T. (Eds.; 2012). *Great readings in clinical science: Essential selections for mental health professionals*. Boston, MA: Pearson.

Course Requirements and Grading

Case Conceptualizations: Students will prepare 3 written conceptualizations of cases and include treatment plans that flow logically from those conceptualizations. Students will be provided with a case study and asked to write a conceptualization of that case from a designated theoretical orientation. The purpose of these assignments is to demonstrate one's ability to think critically about clinical material and to do so within a coherent theoretical framework. Details on writing a case conceptualization and treatment plan will be provided in class.

Mock Therapy Self-Reflections: Each student is required to pair up with 1-2 other students a psychotherapy dyad/triad for the semester. For each of the therapies we discuss, beginning with psychodynamic therapies, you will be required to do a 15-20 minute mock therapy session in which you will make your best attempt at delivering therapy in the spirit of the therapy being studied that week. You will be required to videotape a "session" comprised of you mocking the role of both therapist and client. You will also be asked to submit a short self-reflection consisting of what you think you did well in the session, what you struggled with, and something you would need to learn to provide treatment from that particular perspective. I have additional resources you can use to develop your "therapy scripts." I may also ask you to show a portion of your work in class. You would not need to show the entire session but a portion of the tape you would like feedback from the class on—something you did well, struggled with, or are curious about.

Psychotherapy Development Plan: The psychotherapy development plan consists of a self-assessment of the entire semester including what you have learned over the semester regarding your psychotherapy competency (i.e., specific strength and growth areas); which treatments seem to gel the best with your personal style and why; which you hope your supervisor asks you to try and why; and a plan to develop your psychotherapy skills prior to taking the Capstone course. I would like for you to also submit a timeline of specific developmental steps you would like to take and dates by which you would like to submit them. This could consist of observing x number of hours of more advanced students conducting therapy, readings, etc. Although your following through with this plan is obviously not enforceable, it will give you the opportunity to develop a structured plan, and a certain amount of accountability is embedded in committing these goals, objectives, and deadlines to paper.

Participation/Attendance: Attendance will not be formally taken during the course; however, a significant amount of the material required for exams and assignments is covered in class and discussion will be a primary mode of instruction. It would be to your significant advantage to attend class regularly. In the event of borderline grades, attendance and participation in course discussions may be considered. In regard to the ethics of attending class, it is best to view graduate school as the beginning of your professional career, meaning classes are like appointments and assignments are akin to deadlines. If you do not attend class, it reflects on your professionalism. Plus, your partners are depending on you.

Grades will be 25% case conceptualizations, 25% self-reflections, 25% a psychotherapy development plan, and 25% class participation.

Special Accommodations

Students with a disability which affects their academic performance are expected to arrange a conference with the instructor as soon as possible. This is so that appropriate strategies can be considered to ensure participation and achievement opportunities are

not impaired since there will be no retroactive accommodation. Furthermore, accommodations will be made only to those people who have documented the disability with the Americans with Disabilities Act (ADA) Office in the Counseling Center. The number there is 294-1720.

Student Absences on Religious Holidays

A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to the instructor a written statement concerning the religious holy day(s). The instructor will notify the student of a reasonable timeframe in which any missed assignments and/or examinations are to be completed.

Student Absences

If you must miss a class at a time when an exam is being given, please notify the instructor as soon as possible. Make-up exams will be offered, but the student may be required to present verification that the absence in question was for a legitimate reason.

Academic Dishonesty

The academic honesty policy of SHSU will be strictly enforced. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:
<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>.

Visitors in the Classroom

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

For more information on policies, please visit:

<http://www.shsu.edu/syllabus/>

Decorum in the Classroom

Please silence phones and keep texting to emergencies and essentials. Having side conversations via cell phone is distracting to your instructor and others in the class and makes your instructor cranky.

Additional Required Readings

- American Psychological Association (2006). Evidence-based practice in psychology. *American Psychologist*, *61*, 271-285.
- American Psychological Association (2015). Guidelines for psychological practice with transgender and gender nonconforming people. *American Psychologist*, *70*, 832-864.
- Becker, S. J., & Curry, J. F. (2008). Outpatient interventions for adolescent substance abuse: A quality of evidence review. *Journal of Consulting and Clinical Psychology*, *76*, 531-543.
- Czajkowski, S. M., Powell, L. H., Adler, N., Naar-King, S., Reynolds, K. D., Boyington, J. E. (2015). From ideas to efficacy: The ORBIT model for developing behavioral treatments for chronic diseases. *Health Psychology*, *34*, 971-982.
- Persons, J. B. (2008). *The case formulation approach to cognitive-behavior therapy*. New York: Guilford.
- Smith, M. L., & Glass, G. V. (1977). Meta-analysis of psychotherapy outcome studies. *American Psychologist*, *32*, 752-760.
- Whaley, A. L., & Davis, K. E. (2007). Cultural competence and evidence-based practice in mental health services: A complementary perspective. *American Psychologist*, *62*, 563-574.

Date	Topic	Assignment
1/18	Introduction to the Course	
1/23	What is Psychotherapy & Clinical Science	L & O Ch. 6, 14
1/25	Evidence-Based v. Traditional Practice	APA (2006); L & O Ch. 22
1/30	Researching Psychotherapy	Becker & Curry (2008); Czajkowski et al. (2015); Smith & Glass (1977)
2/1	Assessment, Case Conceptualization & Treatment Planning	L & O Ch. 8; Persons (2008) Ch. 1
2/6	Psychodynamic Therapies	P & N Ch. 3
2/8	Psychodynamic therapy practice	
2/13	Interpersonal Therapy	P & N Ch. 4
2/15	Interpersonal therapy practice	
2/20	Person-Centered	P & N Ch. 5 Conceptualization #1 Due (Psychodynamic or Interpersonal)
2/22	Person-centered therapy practice	
2/27	Motivational Interviewing	Miller and Rollnick Chs. 2, 5, 6
3/1	Motivational interviewing practice	
3/7	No Class. Instructor out of town.	
3/9	Multicultural Competence in Psychotherapy	L & O Ch. 23; Whaley & Davis (2007)
3/14 3/16	SPRING BREAK!!!	
3/20	Exposure Therapies	P & N Ch. 8
3/22	Exposure therapy practice	
3/27	Behavioral Theories & Therapy	P & N Ch. 9
3/29	Behavior therapy practice	Conceptualization #2 Due (Motivational Interviewing or Exposure)
4/3	Cognitive Therapies	P & N Ch. 10
4/5	Cognitive therapy practice	
4/10	Third Wave Therapies	P & N Ch. 11
4/12	Third wave therapy practice	
4/17	Systemic Therapies	P & N Ch. 12 Conceptualization #3 Due (Cognitive Behavioral or Third Wave)
4/19	Systemic therapy practice	
4/24	Working with LGBT Clients	APA (2015)
4/26	Integration vs. Eclecticism	P & N Ch. 16
5/1	Transtheoretical Theory	P & N Ch. 17
5/3		Psychotherapy Development Plan Due