

EPSY/PSYC 420: Theories of Psychotherapy

<http://www.psych.uiuc.edu/~lyubansk/Therapy/ptherapy.htm>

Spring, 2017: T, Th: 12:30 - 1:45 PM, Rm. 120 Architecture Building

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Required Texts (available in Illini Union Bookstore, under EPSY 420)

Capuzzi, D. & Stauffer, M. (2016). *Counseling and Psychotherapy: Theories and Interventions 6th Edition*. Alexandria, VA: American Counseling Association.

Axline, V. M. (1964). *Dibs in Search of Self*. New York: Ballantine Books.

There are also additional readings (see schedule at end of syllabus) available on electronic course reserve. See: <https://reserves.library.illinois.edu/ares/ares.dll>

Course Description:

Lectures, readings, films, class discussions, and experiential class exercises will be used to facilitate the exploration of the theories and techniques of major approaches to psychotherapy. The last portion of the course will then provide a critical examination of these theories from multicultural and feminist perspectives.

After successful completion of this course, students should have a basic knowledge of the theories and techniques of major psychotherapy approaches, an awareness of ethical issues associated with the field, an understanding of the different critiques that have been directed at mainstream therapeutic approaches, and a growing awareness of one's self and one's own therapeutic philosophy.

Office Hours

You are encouraged to visit both the teaching assistant and me during our office hours. If you have a brief question, you can also talk to us immediately before or after class. In general, I hope you take advantage of office hours and other opportunities for connection. I enjoy getting to know students and also believe that the majority of learning occurs *outside* the classroom walls.

Email

While there is no substitute for face-to-face contact, you should also feel free to contact us via email (though please check the syllabus and course website first!). This is often a good way to get a quick answer to a question, usually within 24 hours, though I do prefer to field questions on the course Facebook page (see below) as this allows others to track the answers and follow the discussion. Please note that I do receive a large volume of email. While answering student emails is a high priority, it is very helpful to me if you put “psyc420” in the subject header and follow-up if you don’t get a response within 36 hours.

Course Facebook Page

Originally created by students years ago, the course Facebook page (set up as a closed group for current students and course alumni only) is a place where students can get to know each other, discuss current events relating to the course with the instructor and classmates, and ask/answer questions about lectures and readings. Students also often support each other by collaborating on study guides and forming study groups. <https://www.facebook.com/groups/286446388131021/>

Electronic Devices

Laptops, tablets, and similar devices are not allowed in this course unless they are approved as a DRES accommodation. Please know that I did not make this decision lightly. Although I have been aware for several years that laptop use was interfering with student learning, I have always had a very strong value for personal choice and have previously chosen to tell students about the research findings, share my own preferences, and then let them make informed choices. However, I have become increasingly convinced that such choices also impact the learning and retention of others in the room, and the data are so compelling that I can no longer justify allowing laptops in the classroom. For those of you interested in the research findings, the data indicate that students who have access to their laptops spend a significant part of the class period focusing on activities not related to the class. Moreover, laboratory studies show that, even when the study is set up so that students are on-task the entire time, those who take notes on laptops do not retain information as well as those who hand-write their notes. Since you are paying to take this course and presumably are invested in learning the course content, I feel that it is my ethical responsibility to try to create the conditions that will maximize your learning. You can read more [here](#) and [here](#). In the same spirit, please do not use your phone in class for any reason. If there is a matter that requires your immediate attention, please leave the classroom and return when you are done.

Announcements

You are responsible for all announcements made in class. If you miss class, please contact a classmate or the T.A. to find out what you’ve missed. In addition, please check the course website and course Facebook page, as some announcements will be posted there. You may also use office hours to find out what you missed and (hopefully) get caught up with the content.

Special Considerations: Students with Disabilities

If you have a diagnosed condition or disability that causes difficulty with learning in the classroom, completing assignments as described, or taking examinations, please see me as soon as possible with the appropriate documentation from DRES. I will do my best to consider and accommodate your documented needs. According to UIUC policy, it is the student's responsibility to notify the instructor of special needs. All information and documentation of disability is strictly confidential.

Medical, Mental Health and Personal Emergencies

If you must miss assignments, exams, or multiple classes due to a medical or personal emergency, discuss your situation with me as soon as possible. Do not wait until the end of the semester or until the problem has been resolved. If you will need to miss more than five classes due to illness or some other set of events, I recommend you speak to me immediately to discuss whether or not it makes sense for you to remain in the course.

Guest Speakers

One or more practicing psychotherapists or other individuals with relevant expertise will make presentations to the class throughout the semester. These will be announced ahead of time. Material covered by guest presenters may also appear on exams. Attendance for guest speakers is strongly encouraged.

Academic Honesty

Cheating on exams or other class assignments violates my trust in you and undermines trust in the academic institutions. If you are having problems in class, please talk with me so that we can develop a plan for you to improve your performance in the course without cheating.

This course adheres to UIUC guidelines on academic integrity. Every direct quotation, even of a few consecutive words, must be identified by quotation marks or by appropriate indentation. Every paraphrase or quotation from published sources, the unpublished work of others, or the web must be cited with an exact reference. Cheating and plagiarism will be penalized in accord with the penalties and procedures indicated in the Code of Policies and Regulations Applying to All Students (http://admin.illinois.edu/policy/code/article3_part1_3-101.html). All students are responsible for being familiar with the Code's definition of infractions of academic integrity.

The following is the Department of Psychology policy on cheating:

- A student "suspected" by an instructor or a proctor of cheating in an examination is considered to have cheated. Students have a responsibility to avoid any behavior that, however innocent, may look suspicious to a reasonable observer.
- Cheating and all other forms of academic dishonesty, such as plagiarizing a paper, are considered by the Department of Psychology as grounds for expulsion from UIUC.

Classroom Environment

It is essential to me that our classroom be a place where people feel comfortable expressing their thoughts without fear of unduly critical or judgmental responses. I invite all of you to be sensitive and respectful of the widely varied experiences and backgrounds presented by classroom

members. It is my intention to approach each of you with the same respect and sensitivity and to do everything I can to create a culture of acceptance across all differences, including but not limited to ethnicity, sex, sexual orientation, physical ability, class, religion, and value system. In addition, there are certain to be students in class who are either dealing with their own psychological issues or who have a friend or a family member who is doing so. This is not a reason to avoid a topic or a relevant question, but please do keep this in mind as you publicly engage with the course material.

Course Requirements

Class participation:

Students are invited to attend and actively participate in class. Research has shown that students who attend class regularly tend to receive better grades than students with sporadic attendance. This is likely to be particularly true in this class, where class time will be spent looking at films and other activities that sometimes cannot be “made-up” outside of class. Although attendance will not be taken regularly, in order to provide a bit of incentive, it will be taken five times throughout the semester for five possible extra credit points (one point per attendance day).

Exams:

There will be three non-cumulative exams (final exam is last of 3) worth 100 points each. Each exam will be based on readings, lecture, and videos, with an emphasis on overlapping material. The exams will have an assortment of multiple-choice and/or matching questions, some short-answer/definition questions, and a short essay question. If there is a legitimate reason for why you cannot be in class on the day of an exam, it is your responsibility to arrange a make-up date with me, *prior to the date on the syllabus*. You will not be allowed to make-up any of the exams after they are given in class, unless there are compelling extenuating circumstances. Grading concerns should be brought to the instructor’s attention within a week of the scores being posted.

Class videos:

A variety of different videos will be shown in class (usually on Thursdays) throughout the semester in order to illustrate the application of various therapeutic approaches. These videos are an integral part of the course and will be heavily integrated into the examinations. Some videos may be available in the library, but many are borrowed, sometimes from other departments, so please make every effort to attend class when there is a video scheduled. When watching the videos, try to keep the following questions in mind:

1. What was the therapist trying to accomplish? What were the therapist’s goals?
2. How was the therapist trying to accomplish the goals (in #1 above)?
3. What was the theoretical basis for what the therapist was doing? What specifically did therapist do to apply the theory? Do you think the theory was applied skillfully? Consistently?
4. Do you think the therapy was helpful to the person? If so, what about it was helpful? If not, why do you think it wasn’t?
5. Was the therapy ethical? Why or why not?
6. If you were looking for a therapist, would you consider going to the one in the video? Why or why not? (this concept will not be tested)

Grading

The final grade for this course will be based on the total number of points the student earns on the three exams and the paper/project. All grades will be available to students via the compass website (<http://compass.illinois.edu>). There are 400 total possible points, with the breakdown below.

Exam 1	100 points
Exam 2	100 points
Exam 3 (final exam)	100 points
Written paper/project	100 points
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Total	400 points

The final letter grades will be assigned strictly according to the following 400-point scale. Since there are well over 100 students enrolled in this course, it is expected that there will be several students who will miss the next higher letter grade by one or two points. If we were to round up or otherwise lower the cutoffs by one or two points, there would then be a new group of students who will miss the new cutoff by one or two points. As frustrating as we know this is for students in this position, since this reality is unavoidable, we feel that the fairest approach is to announce the cutoffs at the beginning of the semester and stick to them when we assign grades at the end of the semester.

% of 400	Number of Points	Grade
93-100	372-400	A
90-92.99	360-371	A-
87-89.99	348-359	B+
83-86.99	332-347	B
80-82.99	320-331	B-
77-79.99	308-319	C+
73-76.99	292-307	C
70-72.99	280-291	C-
67-69.99	268-279	D+
63-66.99	252-267	D
60-62.99	240-251	D-
<60	<240	F

Paper/project (topic due March 17th, project due April 13th):

Given different interests and learning styles, there are several options (described in the following pages). Please note that all papers should be no more than 10 pages in length, including the title and reference pages (12 pt. font with 1" margins), should include at least 5 references, and must be written in APA style. Names should be written or typed at the bottom of the reference page only. Topics not on the syllabus may also be acceptable but must be approved in advance by the instructor. Specific grading criteria for each of the options below may be found on the course website. The instructor and the teaching assistants are available for consultation regarding all aspects of the assignment.

1. Read original sources on one (or more) of the following topics and write a paper discussing the theoretical assumptions and specific techniques associated with the theory or theories. If appropriate, explain how the therapeutic model is used to treat a special population (e.g., autistic children).

Art Therapy	Play Therapy	Tele-Health
Nonviolent Communication (NVC)	Drama Therapy	Psychodrama
Writing Therapy	Logotherapy	Music Therapy
Dialectical Behavior Therapy	Collaborative Therapy	Dance Therapy
Personal Construct Therapy	Schema-focused CBT	

2. Review the research on some key aspect of therapy or changes in service delivery.

- Therapeutic alliance or rapport
- Self-disclosure
- Termination
- Short-term therapy
- Racial issues in therapy (e.g., building rapport across racial lines, racial identity)
- Cultural issues in therapy (e.g., "loss of face" for Asian clients, traditional healing beliefs)
- Emotional intelligence in therapy
- Transference and countertransference in psychoanalytic approaches to therapy
- Prescription privileges for psychologists
- School-based interventions
- Ethical issues in psychotherapy (e.g., dual relationships, confidentiality)
- Psychotherapy with a specific population (e.g., elderly, people of color, LGBT, men, people with disabilities)
- Benefits of group therapy vs. individual psychotherapy
- Use of manualized treatment

3. Design a treatment strategy for a specific client problem. Describe how you would approach and treat the client; justify your choices with support from research treatment outcome studies.

Intervention planning for panic attacks	Treatment of war-caused PTSD
Interventions for Postpartum depression	Behavioral treatment of OCD
Bereavement/death-therapy with children, adolescents	Treatment for substance abuse

4. **Make one videotape where you serve as a therapist and someone else as a client. The tape should represent an approach to therapy and should be at least 45 minutes in length. Also include a paper critiquing your behavior. The critique should address relevant therapist behaviors that were both present (i.e., things the therapist did) and absent (i.e., things the therapist did not do). Please note that you are not, at this point in your professional development, expected to be skilled therapists. However, you are expected to be able to identify therapist behaviors that are consistent and inconsistent with a particular theory of therapy. To that end, although the video is a required and vital part of the project, the evaluation will focus mostly on your critique. Because this assignment raises ethical concerns not present in other options, individuals interested in this option MUST meet with me for about 5 minutes prior to doing the session.**

5. **Do a case study of one character in a novel or movie (books or films not on the list below require instructor approval). Analyze the character's personality and behavior from at least two theoretical perspectives. Cover the similarities and differences in how each perspective would conceptualize the etiology of the problem, how it is perpetuated, and how it would be treated.**

Allende, I. (1985). *The House of the Spirits*. New York: Random House.

Butterfield, F. (1995). *All God's children: The Bosket family and the American Tradition of Violence*. New York: Random House.

Chute, C. (1985). *The Beans of Egypt, Maine*. New York: Ticknor & Fields.

Dash, L. (1996). *Rosa Lee: A Mother and Her Family in Urban America*. New York: Basic Books

Danticat, E. (1994). *Breath, Eyes, Memory*. London: Soho.

Irving, J. (1989). *A Prayer for Owen Meany*. New York: Morrow.

Kotlowitz, A. (1991). *There are no Children Here*. New York: Doubleday.

Marquez, G.G. (1995). *Of Love and Other Demons*. New York: Random House.

Turow, S. (1990). *The Burden of Proof*. Farrar Straus Giroux.

Shaffer, P. (1973). *Equus: A Play*. London: Samuel French, LTD.

Wallace, D.F. (1987). *The Broom of the System*. New York: Penquin Books.

6. **In a group and as an in-class presentation, debate a controversial ethical issue that mental health professionals are often faced with in their daily work. Make sure you represent each side of the issue. Your debate should include information about laws, ethical guidelines, and specific cases if they are available. These debates will take place on April 13th and must be arranged at least one week prior to this date.**

Prescription privileges for psychologists

Repressed Memory Syndrome

Reporting of sexual abuse

Unethical conduct by colleague

Use of manualized treatments

Assisted suicide

Course Schedule

PART I: Theories of Psychotherapy

Week 1 Introduction to the Course/Field

1/17 Capuzzi & Gross: Chapters 1 and 2

1/19 Does Psychotherapy Work? (part 1)

Luborsky, L., Rosenthal, R., Diguier, L., Andrusyna, T. P., Berman, J. T., Levitt, J. T., Seligman, D. A., & Krause, E. D. (2002). The dodo bird verdict is alive and well—mostly. *Clinical Psychology: Science and Practice*, 9, 2-12.

Beutler, L. E. (2002). The dodo bird is extinct. *Clinical Psychology: Science and Practice*, 9, 30-34.

Week 2 Does Psychotherapy Work? (part 2)

1/24 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, 21-25.

Sparks, J., Duncan, B. L., & Miller, S. D. (2007). Common factors and the uncommon heroism of youth. *Psychotherapy in Australia*, 13(2), 34.

1/26 Ethics

Corey, G. (2012). Chapter 3: Ethical Issues in Counseling Practice. In *Theory and Practice of Counseling and Psychotherapy*, 9th Ed. Belmont, CA: Thomson Learning (Brooks/Cole).

American Psychological Association (2002). Ethical principles of psychologists and code of conduct. Available on-line at <http://www.apa.org/ethics/code2002.html> (read introduction, preamble, general principles, and ethical sections 3, 4, 7, and 10)

Week 3**Psychoanalysis (Freud)**

1/31, 2/2

Capuzzi & Gross: Chapter 3

*** Class exercise: "Transference" ****** Class exercise: "Draw a person" *****Week 4****Adlerian Psychotherapy (Adler)**

2/7, 2/9

Capuzzi & Gross: Chapter 5

*** Class film: "Psychotherapy with the Experts: Adlerian therapy with Jon Carlson" *****Week 5****Person-centered therapy (Rogers)**

2/14, 2/16

Capuzzi & Gross: Chapter 7

*Axline: Dibs in Search of Self**** Class film: "Three Approaches to Psychotherapy I-a: Carl Rogers" *****Week 6****Existential Therapy (May)**

2/21, 2/23

Capuzzi & Gross: Chapter 6

******* EXAM 1 (2/23) *********Week 7****Gestalt Therapies (Perls)**

2/28, 3/2

Capuzzi & Gross: Chapter 8

*** Class film: "Three Approaches to Psychotherapy I-b: Fritz Perls" *****Week 8****Behavioral Therapy**

3/7, 3/9

Capuzzi & Gross: Chapter 9

*** Class film: "TBA" ***

Week 9 Cognitive Therapy (Beck) and Rational Emotive Therapy (Ellis)

3/14, 3/16 Capuzzi & Gross: Chapter 11

*** Class film: "Three Approaches to Psychotherapy I-c: Albert Ellis" ***

*** Class exercise: "The way I think" ***

*** Homework assignment: "Young Schema Questionnaire" ***

******* EXAM 2 (3/16) *******

*******Paper topic due (3/16) *******

Week 10

3/21, 3/23

******* SPRING BREAK *******

Week 11 Couples Therapy (Lazarus)

3/28, 3/30

Friedman, S. & Lipchik, E. (1999). Ch.13: Time-effective, solution-focused approach to couple therapy (pp. 325-359). In J.M. Donovan (Ed.) *Short-Term Couple Therapy*. New York: Guilford Press.

*** Class film: TBA ***

Week 12 Family Therapy (Minuchin, Bowen, Satir, Whitaker)

4/4, 4/6

Capuzzi & Gross: Chapter 13

Aponte, H. & Hoffman, L. (1973). The open door: A structural approach to a family with an anorectic child. *Family Process, 17*, 1-44.

Hanna, S.M. & Brown, J.H. (1995). Ch.1: Family Therapy: Field of diversity. *Practice of Family Therapy: Key Elements Across Models*. Wadsworth. (optional)

*** Class film: TBA ***

Week 13 Group Therapy

4/11, 4/13

Yalom, I.D. (1995). Chapter 1: The Therapeutic Factors. *The Theory and Practice of Group Psychotherapy, 4th ed.* New York: Harper Collins (Basic Books).

Yalom, I.D. (1995). Chapter 2: Interpersonal learning. *The Theory and Practice of Group Psychotherapy, 4th ed.* New York: Harper Collins (Basic Books).

Capuzzi & Gross, G. (1990). Ch. 8: Psychodrama (pp. 221-255). *Theory and Practice of Group Counseling.* Pacific Grove, CA: Brooks/Cole. (optional).

***** PAPER DUE (4/13) *****

Part II: Critical Perspectives

Week 14 Feminist and Multicultural Theories

4/18, 4/20

Capuzzi & Gross: Chapter 14

Fowers, B.J. & Richardson, F.C. (1996). Why is multiculturalism good? *American Psychologist, 51*, 609-621.

Sue, D.W. & Sue, D. (2003). Ch. 1: The superordinate nature of multicultural counseling/therapy (pp. 3-29). *Counseling the Culturally Diverse: Theory and Practice.* New York: Wiley.

Week 15 Current Controversies and Future Directions

4/25, 4/27

Newman, M. G., & Castonguay, L. G. (1999). Reflecting on current challenges and future directions in psychotherapy: What can be learned from dialogues between clinicians, researchers, and policy makers? *Journal of clinical psychology, 55*(11), 1407-1413.

Shean, G. D. (2013). Controversies in Psychotherapy Research: Epistemic Differences in Assumptions about Human Psychology. *American journal of psychotherapy, 67*(1), 73-87.

Week 16 Closing Activities

5/2

No additional readings

Final Exam: Date and Time TBA