

PRINCIPLES OF PSYCHOTHERAPY

Psychology 420

Dr. Karen Suyemoto, x-6339, Email: karen.suyemoto@umb.edu

This course is designed to introduce you to the major principles and some of the more historically influential models of psychotherapy. We will examine what psychotherapy is, how it is practiced and the differences and similarities between various theories and techniques. Specific goals include:

1. To provide a contemporary view of psychotherapy; to familiarize you with some of the major approaches and examine the strengths and weaknesses of each.
2. To provide an awareness of the various social, political, and economic factors which affect psychotherapy. To think about treating the patient and not the illness or the approach, which includes an examination of issues relating to diverse patients.
3. To promote the development of critical thinking and integration of ideas through the development and examination of theories of change.

There is little, if any, absolute truth in this field. There are many, many approaches to psychotherapy; each therapist must choose what she or he will embrace and what will be rejected. I encourage you to think carefully and critically about what you are learning, and examine how it fits in with your overall worldview. The best providers are those who are constantly examining what they believe, why, and how it shapes their actions as therapists (and, perhaps, as people). This will be a seminar course with a strong emphasis on discussion and participation; not only content but also process and application of the information will be stressed.

I hope that you will find the course interesting and thought provoking. I welcome your feedback and suggestions. Please feel free to talk with me about any difficulties you might have, or issues and topics you find intriguing or disturbing. You don't need to have a question or problem: feel free to just drop by and chat.

Texts

Required Texts:

Corey, G. Theory and practice of counseling and psychotherapy, Brooks/Cole, Pacific Grove, CA.
Readings on reserve

Recommended:

Corey, G. Student Manual for Theory and practice of counseling and psychotherapy, Brooks/Cole, Pacific Grove, CA.
Readings on reserve in the library

Suggested Reading (optional case reading):

1. Lindner, R. (1954). The fifty minute hour. Bantam: New York.
2. Yalom, I.D. (1989). Love's executioner. Harper Perennial: New York.
3. Wedding, D. & Corsini, R. J. (1995). Case studies in psychotherapy (2nd ed.). Peacock: Itasca, IL.

Course Requirements:

A. Case Exams: (20% each, 40% total) Adopt one theory from each section that resonates with your ideas. Discuss the main theoretical points of the theory, paying special attention to those that are particularly salient to your discussion. Then apply the theory to the case.

B. Papers: Papers are a place where you can explore ideas more fully, develop critical thinking, begin to integrate different ideas, and develop the ability to communicate your ideas and thinking to others. Papers are due at the *beginning* of class on their due date. Papers turned in later (e.g. at the end of class or later that day) will be considered late and will lose 5 points. For each day late (including weekends), you will lose 5 points. Papers received more than 10 days late will receive an F and will not be read (but you do need to turn them in or you will receive a 0). Papers should be free of typos and errors. Remember, these are your ideas and thoughts: respect them in your preparation and it will be more likely your reader will respect them.

Initial paper on values, ideas about change and therapy (15%).

Final paper exploring in depth your beliefs about human nature, change, and therapy; reflecting on how this has developed; and applying your ideas to a case example (25%)

D. Class presentation: (15%) In pairs, you will be responsible for developing (and distributing) a study outline and facilitating discussion for one topic. See below.

E. General class participation and attendance: (5%) You are expected not only to attend class regularly, but also to actively contribute to class discussions and to bring in questions and class contributions. This requires that you come to class prepared. Excessive unexcused absences will adversely affect your grade.

Resources and Support Services at UMass

The **library** is a great resource, not just for papers but for understanding. Additional books and multiple journals have more information than you (or I) can possibly take in. Part of the job of reference librarians is to help you find what you need, so don't be afraid to ask for help!

The **CAS Reading, Writing, & Study Skills Center** can help with study skills (notetaking, time management, etc.) and writing skills (organization, grammar/language, analysis, etc.). They can be most helpful if you develop an ongoing relationship to work on improvement over time. The Center is located in M-3-415. You will need to schedule and confirm an appointment: 287-6560 or 287-6550.

If you have a disability and feel you will need accommodations (e.g. sign language interpreting, readers, testing accommodations) in order to be successful in this course, please contact the **Ross Center for Disability Services** (M-1-401) at 287-7430. Please also let me know, as well.

Counseling Services through Health Services can help with stress, difficulties in relationships, confusion or uncertainty about goals, substance abuse, sexuality or other concerns. These difficulties can affect your academic performance as well as your health and happiness. Psychotherapy, counseling and psychiatric consultation is provided to students including individual, group and couples therapy, as well as personal growth counseling, crisis intervention, walk-in emergency service, workshops, consultation, information and referral services. Counseling services is part of health services located in Q-2-039 (phone 287-5690). They are open M-F 8:30-4:30 and evenings by appointment.

Health Services also provides the **Health Promotion Program**, which can help us keep balanced and energized. Programs include Tai Chi, Yoga, meditation, and stress reduction. Contact the program to find out what's being offered this semester: M-1-613, 287-5685.

Academic Dishonesty

The various forms of academic dishonesty and consequences are described in the sections on Academic Standards, Cheating, and Plagiarism (pg. 44, 45), sections II and IV, and V of the Code of Student Conduct (pg. 48-52) in the University Undergraduate Catalog 2000-2001. If you still have questions about Academic Honesty or expectations in this course see me well prior to the due date of any assignment.

COURSE CALENDAR

- 1 Introduction and Overview of course

Introduction to Therapy

- 2 Introduction to Therapy and the Therapist
Corey 1, Butler and Strupp
- 3 Introduction to Therapy and the Therapist
Corey 2
- 4 Ethics in Psychotherapy
Corey 3

Psychodynamic Approaches

- 5 Psychoanalysis and psychodynamic theories: Freud et al.
Corey 4
Rec'd—Readings: Freud
Values and Change Paper Due
- 6 Object Relations
Okun
Rec'd: Guntrip, Kernberg
- 7 Psychodynamic Case Discussion and Film
Mitchell, Lindner
- 8 Theory Discussion and Integration

Experiential/Humanistic/Affective Approaches

- 9 Person-Centered Therapy: Rogers
Corey 7
Rec'd: Rogers; Rogers
- 10 Person-Centered Case Discussion and Film
Rogers
- 11 Existential Therapy
Corey 6
Rec'd: May & Yalom

- 12 Gestalt therapy: Perls
Corey 8
Rec'd: Elliott & Greenberg
- 13 Gestalt Therapy Case Discussion and Film
Perls; Bugental
- 14 Theory Discussion and Integration

Cognitive and Behavior Therapy

- 15 Behavior Therapy
Corey 10; Lazarus (skim for reference)
Rec'd Lazarus 231-251; Fuller-von Bozzay

Cognitive and Behavior Therapy (cont.)

- 16 Behavior Case Discussion and film
Wolpe; Garvey & Hegrenes
Case 1 due: Psychodynamic and Humanistic/experiential/affective approaches
- 17 Cognitive Therapy
Corey 11
Rec'd Bedrosian & Beck
- 18 Cognitive Constructivism
Hayes & Oppenheim; Neimeyer; Doan; Neimeyer
Rec'd: Arnkoff
- 19 Ellis' Case Discussion/Integration of Cognitive Therapies
Ellis
- 20 Theory Discussion and Integration

Systemic Therapies and Diversity Issues

- 21 Family Therapy
Corey 13: pp. 382-393, 399-412, 422-end; Freeman & Lobovits
Rec'd rest of Corey 12, Andersen
- 22 Feminist Therapy, Women in therapy
Corey 12
Rec'd: Brodsky & Steinberg, Espin

23 Psychotherapy with people of color
*Casas 311-321; Sue & Sue 27-38, 224-232; Ivey
Rec'd: Sue & Sue*

24 Theory Discussion and Integration

Integration and Eclecticism

25 Integration/Eclecticism
*Corey 14
Rec'd Prochaska & DiClemente
Case 2 due: Cognitive and Systemic Approaches, Diversity issues*

26 Integration/Eclecticism Case Discussion and film
Corey 15

27-28 Final Theory discussion

29 Wrap-Up & Review

Final paper due during Exam week

The course schedule is somewhat tentative and subject to change in response to student needs, speakers, films, etc.

Class Facilitation Guidelines

In groups of 2-3 you will be responsible for developing (and distributing) a study outline and facilitating discussion for one theoretical approach or issue.

Study Outline (Bring copies for all class members)

Your study outline should not summarize the theory and repeat what is already in the book. Instead, it should attempt to integrate the readings (required and recommended) and your own thoughts about them, using the concepts (dimensions) discussed on the first day and listed below. The outline should go on to distill from that integration the defining characteristics and central points of that approach, leading to the presentation of the 2-3 most unique and important points of the theory. It should also include 2-3 questions that are most salient to the theory and reflect your expert knowledge. These questions will be used by you to facilitate a class discussion (see below)

Class Presentation of Outline and Discussion Facilitation

You will have 10 minutes to present your study outline. This is a very short amount of time so you will need to practice and plan accordingly. It is not expected that you review each point on your outline and/or every dimension: remember that this should be a coherent presentation and discussion, rather than a listing of how the approach stands on each dimension or a questioning of the class of their opinion about this. In addition, feel free to use the case of Maria (distributed on first day of class) to explore the application of the theory or examine possible problems or strengths in application. Other brief cases, exercises, or role plays are welcome if you consider them to use your time most effectively. You will then have 15-20 minutes to facilitate discussion using your questions. These questions should reflect "expert" knowledge of the theory, be open-ended, and facilitate critical thinking about the theory.

You will be graded on the quality of the study outline, your class presentation, and your discussion facilitation (including the actual class time as well as the questions). It is important that you respect the time limits outlined here, as not doing so will lead to other things getting cut short. This will be reflected in your grade as well. This should be a cooperative effort, as the sharing of ideas and learning from each other is part of the point.

Finally, when we have the more general theory and case discussions at the end of each section, you will be expected to contribute your expert knowledge and opinion appropriately.

Dimension or aspects within the black box—Karen's attempt at guidance for critical thinking

1. Relationship dimensions
 - a. The centrality dimension
 - b. The real-unreal relationship dimension
 - c. The means-end dimension
2. Focus of change
 - a. affect
 - b. cognition
 - c. behavior
 - d. some mix--what is the balance and why?
3. Relative emphasis on process
--process awareness? process interpretation/explicit use and sharing with the client?
4. Past vs. present emphasis
5. Directive vs. non-directive (content structure vs. non content structured)
6. Process structure vs. non structured
7. Active vs. non-active
8. Where is pathology--individual (inside) vs. relational (systems) structural (outside)?
9. Location of knowledge--in therapist? in client?
10. Assumption of Truth? Sensitivity to diversity/awareness of values and cultural influence/addressing heterogeneity of people?
11. Strengths vs. weaknesses/problems: sickness vs. functionality