Adult Theories and Techniques of Psychotherapy (T&T)
PSY 891G

Fall 2007 Syllabus

Instructor: Michael J. Constantino, Ph.D.
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612 Tobin (413-545-1388)
Office Hours: by appointment
 Meetings:  T 9:30-10:45am
                          TH 9:30-10:45am
                          129 Tobin Hall (PSC)

Required Texts:

Readings: Selected papers on critical issues in psychotherapy theory, practice, and research will supplement the texts according to the seminar schedule below. Two full sets of these readings will be available in the PSC for photocopying or for use in the PSC.

Course Overview

The goal of this seminar is to provide clinical psychology graduate students with a thorough foundation regarding the nature, history, evolution, and current status of the adult psychotherapy field from theoretical, empirical, and clinical perspectives. As suggested by the title, the course will attempt to achieve an optimal balance between the theoretical and the applied aspects of the most influential systems of psychotherapy. Although there are literally hundreds of documented types of psychotherapies, most can still be substantially subsumed by the major systems covered in this course and in the Gurman and Messer (2003) text.

In light of the current climate of accountability, special emphasis will be placed on empirically supported treatments for the commonly encountered specific clinical conditions. Moreover, general issues and controversies related to psychotherapy research, evidenced-based practice, and the dissemination of empirically supported therapies will be addressed. As a complement to empirically supported treatments, the seminar will also cover the recent push to identify empirically supported therapy relationships, common treatment factors, and principles of therapeutic change that foster patient improvement.

Recognizing that this course coincides with early practica experiences, there will be a concerted effort to reveal what the complex psychotherapy endeavor actually “looks like” in practice. Much of this will be accomplished through video presentations and role-play demonstrations. There may also be some reference to specific cases that you are seeing. To the extent that this helps bring the course material to life, such discussion is welcomed. However, the course will not serve as clinical supervision or formal case consultation. Rather, it will have a fairly didactic structure to achieve the stated goal of providing a broad foundation of psychotherapy theory, practice, and research. The conceptual, empirical, and clinical bases, differences, and commonalities of the covered therapeutic modalities will be explored through the integrated use of readings, instructor lectures, student presentations/demonstrations, videos, audiocassettes, and class discussion.

Main Course Objectives

• To gain a thorough understanding of the history and evolution of psychotherapy and psychotherapy research.
• To gain a contemporary perspective on the general effectiveness of psychotherapy, as well as the contributions of patient, therapist, and interactional processes to the process and outcome of psychotherapy.
• To appreciate conceptual and methodological issues, as well as current controversies surrounding psychotherapy research and the integration of science and practice.
• To gain a working knowledge of the theoretical underpinnings of diverse approaches to psychotherapy, as well as theories of psychotherapy integration.
• To gain a thorough understanding of the conceptualization and application of psychotherapy modalities and interventions to the most common clinical conditions (particularly those models that have gained empirical support for specific disorders).
• To appreciate the inherent interplay, as well as tension between specific treatment interventions and treatment elements common to many or all treatment approaches.
• To appreciate cultural diversity issues with respect to the practice and study of psychotherapy.
• To appreciate additional current psychotherapy issues including dissemination, training, ethics, and the importance of case formulation.

Course Requirements

There will be no exams in this seminar. Evaluations will be based on class presentations, brief thought papers, and class participation.

Class Presentations (60%)

Each student will lead two class discussions; one on a major theory of psychotherapy and one on an empirically-supported therapy for a particular clinical condition. Each presentation will contribute 30% to one’s final grade. The evaluation of these presentations will not be based on stylistic performance, but rather on the understanding of the theory or the treatment presented, coherence of the information provided, and the ability to address questions from your classmates on the subject matter. The presentation style, however, will be a topic for constructive feedback from the instructor and your peers. The main pedagogical goals of these presentations are to allow students to research in depth several topics of interest and to help prepare students for future professional/scientific presentations. Students are encouraged to discuss presentation outlines with the instructor as early as possible. Early in the semester, students will submit a list of desired presentation topics and the instructor will attempt to accommodate each student’s top choices. Presentations should last 50 minutes to allow time for questions and discussions. The instructor will provide additional guidelines for the presentations in the beginning of the semester.

Brief Thought Papers (20%)

Early in the semester, the instructor will give several lectures on historical, conceptual, methodological, and controversial issues surrounding psychotherapy research and practice. Prior to each of these lectures, students will read several relevant papers and should write a brief (1-2 page) thought or “reaction” paper, referencing at least two of the readings for that week. There will be four such assignments in the beginning of the semester and one prior to the last class, as noted on the seminar schedule below. Please note that the final class is an open discussion. To facilitate this discussion, students should add a two-page addendum to their final reaction papers that includes the following: (a) a statement on what is the most personally satisfying aspect of the current state of the psychotherapy field, (b) a statement on the most personally unsatisfying aspect, and (c) a statement on one future direction in which you would like to see the field move. Thus, the total length of the final reaction paper will be 3-4 pages.
**Class Participation (20%)**

The evaluation of class participation will rest primarily on (a) attendance, and (b) the synthesis of the readings and the presented material, as communicated during classroom discussion. Students are allowed one unexcused absence without penalty. After that, the class participation portion of the grade will be adversely affected.

### Seminar Schedule

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<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>9/4 T</td>
<td>Introduction and Orientation (Constantino)</td>
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<tr>
<td>9/6 TH</td>
<td>Psychotherapy: Brief History and the Research Base I (Constantino)</td>
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#### Readings:


| 9/11 T  | Psychotherapy: Brief History and the Research Base II (Constantino) |

#### Readings:


**Due:**

**THOUGHT PAPER #1**

9/13 TH Controversies Surrounding Evidenced-Based Practice, Randomized Clinical Trials, and Manualized Psychotherapy (Constantino)

**Readings:**


**Due:**

**THOUGHT PAPER #2**

9/18 T Psychotherapy Research with Culturally Diverse Populations (Constantino)

**Readings:**


Due:

THOUGHT PAPER #3

9/20 TH Empirically Supported Therapy Relationships and Principles of Change (*Constantino*)

Readings:


Due:

THOUGHT PAPER #4

9/25 T Psychoanalytic and Psychodynamic Therapies (*Student Theory Presentation #1*)

Readings:

Gurman & Messer (Chapters 2 & 3)
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<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td>9/27 TH</td>
<td>Person-Centered Therapies and Related Experiential Approaches</td>
<td>Reading: Gurman &amp; Messer (Chapter 4)</td>
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<tr>
<td>10/2 T</td>
<td>Psychoanalytic/Psychodynamic and Person-Centered/Experiential</td>
<td>Video Review &amp; Class Discussion (Constantino)</td>
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<td>10/4 TH</td>
<td>Behavior Therapies</td>
<td>Reading: Gurman &amp; Messer (Chapter 6)</td>
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<td>10/9 T</td>
<td>Cognitive Therapies</td>
<td>Reading: Gurman &amp; Messer (Chapter 7)</td>
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<tr>
<td>10/11 TH</td>
<td>Behavioral and Cognitive Therapies</td>
<td>Video Review &amp; Class Discussion (Constantino)</td>
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<td>10/18 TH</td>
<td>Integrative Therapies</td>
<td>Reading: Gurman &amp; Messer (Chapter 9)</td>
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<td>10/23 T</td>
<td>Interpersonal and Integrative Therapies</td>
<td>Video Review &amp; Class Discussion (Constantino)</td>
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<td>10/25 TH</td>
<td>Family Therapies</td>
<td>Reading:</td>
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<td>10/30 T</td>
<td>Group Therapies (<em>Student Theory Presentation #8</em>)</td>
<td>Gurman &amp; Messer (Chapter 13)</td>
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<td>11/1 TH</td>
<td>Posttraumatic Stress Disorder (<em>Student Treatment Presentation #2</em>)</td>
<td>Barlow (Chapter 2)</td>
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<td>11/6 T</td>
<td>Generalized Anxiety Disorder (<em>Student Treatment presentation #3</em>)</td>
<td>Barlow (Chapter 4)</td>
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<td>11/8 TH</td>
<td>Obsessive-Compulsive Disorder (<em>Student Treatment presentation #4</em>)</td>
<td>Barlow (Chapter 5)</td>
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<td>11/13 T</td>
<td>Panic Disorder and Agoraphobia (<em>Student Treatment Presentation #1</em>)</td>
<td>Barlow (Chapter 1)</td>
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<td>11/15 TH</td>
<td>Major Depressive Disorder (<em>Student Treatment Presentation #5</em>)</td>
<td>Barlow (Chapters 6 &amp; 7)</td>
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<td>11/20 T</td>
<td>Bulimia Nervosa (<em>Student Treatment Presentation #6</em>)</td>
<td>Barlow (Chapter 8)</td>
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11/27 T  Narcissistic Personality Disorder (Treatment Presentation) (Constantino)

Readings:


11/29 TH  Substance Abuse (Student Treatment Presentation #7)

Readings:

Barlow (Chapter 9 & 10)

12/4 T  Borderline Personality Disorder (Student Treatment Presentation #8)

Reading:

Barlow (Chapter 11)

12/6 TH  The Therapeutic Alliance (Common Factor Presentation) (Constantino)

Readings:


[controlled trial-based psychotherapy process research]


12/11 T  Special Psychotherapy Topic: Resolving Therapeutic Impasses (Video Review & Class Discussion) (Constantino)
Readings:


12/13 TH  Special Psychotherapy Topic: Confronting Racial and Gender Differences *(Video Review & Class Discussion)* *(Constantino)*

Readings:


TBD  The Science and Practice of Psychotherapy: Reflections on Dissemination, Ethics, and Future Directions *(Class Discussion)*

Readings:


APA Presidential Task Force on Evidence-Based Practice (2006). Evidenced-based practice in...

Due:

THOUGHT PAPER #5 + 1-2 page addendum that includes the following: (a) a statement on what is the most personally satisfying aspect of the current state of the psychotherapy field, (b) a statement on the most personally unsatisfying aspect, and (c) a statement on one future direction in which you would like to see the field move.

University Disclaimer

All students are expected to adhere scrupulously to the University policy concerning academic honesty. For more information on the University's academic honesty policy, check this web site: http://www.umass.edu/dean_students/code_conduct/acad_honest.htm.

Footnote

1Although there are no empirically supported treatments for narcissistic personality disorder, there is a compelling theoretical literature for treating this disorder from a contemporary analytic, self psychology perspective. Furthermore, narcissistically organized individuals are a common occurrence in outpatient mental health settings and, thus, familiarity with a theoretically derived treatment approach for this condition is an important area of study. Dr. Constantino will lead this discussion.