

**San José State University**  
**Psychology Department**  
**Psyc 258, Theories and Methods of Psychotherapy**  
**Fall 2022**

**Course and Contact Information**

<b>Instructor:</b>	Jennifer Gregg, Ph.D.
<b>Email:</b>	Jennifer.gregg@sjsu.edu
<b>Office Hours:</b>	Tuesdays 12:00 – 1:30pm DMH 317
<b>Class Days/Time:</b>	Thursdays 9:00 – 11:45am
<b>Classroom:</b>	DMH 347

**Course Description**

This course is intended to provide you with an overview of the theories and methods of psychotherapy, and to teach you to think critically about each of them. We will examine the major theoretical frameworks within psychotherapy and explore the relative strengths and drawbacks of each one, while learning the key intervention techniques they employ.

From the SJSU Catalog:

Survey of the theoretical background and practical application of various approaches to psychotherapy. Notes: MS program priority.

**Course Goals**

Specifically, the goals of this course are for students to learn to conceptualize and plan treatment for a given case, provide an accurate DSM diagnosis, and make clinical decisions in consideration of symptoms, contextual features, and the empirical literature.

**Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will:

1. CLO1: Understand the role of psychological theory in the selection and delivery of psychotherapy
  - a. *Satisfied by reading responses and case application papers*
2. CLO2: Learn to conceptualize clinical cases from a variety of theoretical perspectives, taking into consideration therapist and client contextual features (including age, sex, race, ethnicity, spirituality, sexual orientation, language, disability, and socioeconomic status) and current evidence of effectiveness.
  - a. *Satisfied by case application papers*
3. CLO3: Understand and discriminate the etiology and mechanisms of change of the major paradigms of psychotherapy, and learn how to implement appropriate interventions from within those paradigms.
  - a. *Satisfied by reading responses.*

4. CLO4: Learn treatment planning within the principles of evidence-based practice.

a. *Satisfied by reading responses and case application papers*

### **MS Clinical Program Learning Outcomes (PLO)**

Upon successful completion of the MS in Clinical Psychology:

PLO1.1 – Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention.

PLO1.2 – Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature.

PL02.1 – Students will demonstrate effective integration and communication of clinical case material.

PL02.2 – Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials.

PL02.3 – Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers.

PL02.4 – Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases.

PL03.1 – Student will demonstrate understanding of different assessment devices and strategies for assessing child outcome over the course of treatment including standardized nomothetic and idiographic approaches.

PL04.1 – Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical populations. Students will be able to apply this knowledge to clinical cases.

PL05.1 – Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

This course meets the following Program Learning Outcomes: 1.1, 1.2, 2.1, 2.2, 2.4, 4.1.

### **Licensure Learning Outcomes (LLO)**

Licensing requirements for academic coursework toward the MFT and/or LPCC will be met for this course in the following way:

LLO1: For the LPCC requirements, this course is designed to fulfill category: (G) “Principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual, the impact of co-occurring substance use disorders or medical psychological disorders, established diagnostic criteria for mental or emotional disorders, and the treatment modalities and placement criteria within the continuum of care”. per BPC Section 4999.12

This course will also cover aspects of the additional LPCC requirements of: (d) sections (1) - (5) as follows: (1) The understanding of human behavior within the social context of socioeconomic status and other contextual issues affecting social position. (2) The understanding of human behavior within the social context of a representative variety of the cultures found within California. (3) Cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California. (4) An understanding of the effects of socioeconomic status on treatment and available resources. (5) Multicultural development and cross-cultural interaction, including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, and disability and their incorporation into the psychotherapeutic process.

1. LLO2: For the MFT requirements, this course includes instruction in Diagnosis, assessment, prognosis, and treatment of mental disorders, including severe mental disorders, evidence-based practices, psychological testing, psychopharmacology, and promising mental health practices that are evaluated in peer-reviewed literature (*BPC Section 4980.36(d)(2)(A)*)

This course will also cover aspects of the general MFT requirements that programs:

(1) Integrate all of the following throughout its curriculum: (A) Marriage and family therapy principles, (B) The principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments, among others, (C) An understanding of various cultures and the social and psychological implications of socioeconomic position, and an understanding of how poverty and social stress impact an individual's mental health and recovery; (2) Allow for innovation and individuality in the education of marriage and family therapists; (3) Encourage students to develop the personal qualities that are intimately related to effective practice, including, but not limited to, integrity, sensitivity, flexibility, insight, compassion, and personal presence; and (4) Permit an emphasis or specialization that may address any one or more of the unique and complex array of human problems, symptoms, and needs of Californians served by marriage and family therapists.

## Required Texts/Readings

### Textbook

#### *Required Texts*

*Essential Psychotherapy; Theory and Practice*. 4<sup>th</sup> Edition (2019)  
Edited by Stanley Messer and Nadine Kaslow

#### *Other Readings*

- (1) Supplementary Journal Articles. A copy of supplementary journal articles is available for download on the course website. These are essential readings and you will be responsible for them during the semester.

## Course Requirements and Assignments

### Theory Responses

Over the course of the semester, you will read about a variety of theories, and you will be required to do 2 things for each theory: 1) answer 8 specific theory-related questions, and 2) take a specific case (Anna) and answer 4 more questions about ways this theory applies to the case.

You must write out your answers and submit them via Canvas. Please use the number to denote where your answers to each question begin and end.

### **Theory-Related Questions**

1. Give a nutshell description of this theory in your own words (hint: maybe answer this question last if you're not sure)
2. What is the **mechanism of the problem** – how do symptoms or problems develop? How are they maintained?

3. What is the structure of sessions? What happens in the sessions? How active/directive is the therapist? Is treatment typically long- or short-term? Is homework used?
4. How does the therapeutic relationship influence the outcome of treatment?
5. What is the **mechanism of change** for this approach (i.e., what personal characteristics change to produce improvement, and how is it brought about)?
6. Does this approach utilize specific interventions? If so, what are the most important ones? Describe at least one in detail.
7. Is there empirical research to support this approach? If so, for whom?
8. What are the strengths and weaknesses for this approach in terms of diversity, equity, and inclusion

### **Anna Questions**

1. What were the important pieces of information in Anna's case from this approach's perspective?
2. What is the mechanism of Anna's difficulties according to this approach? Would her contextual features be important according to this understanding?
3. What would be the mechanism of change for Anna from this approach (i.e. what *process variable* would we see change if the treatment had been implemented effectively)? Would her context play a role?
4. What would be the key interventions with Anna from this approach?

### **Paper Policy**

The Theory Responses that are completed out of class are due to canvas on the day specified in the syllabus at the beginning of class. **You must also have an electronic copy of the paper that you can use for the class discussion on the day the theory is discussed.** Given that we will be going over the papers in the class period, I cannot accept any late papers.

Your writing quality is graded in this class, and if I cannot understand your writing, you will be reduced points. If your grammar is difficult to understand you will be asked to seek additional assistance with your writing.

I expect you to reference at least your reading for this assignment. Whenever you reference something you have read, provide a complete, **APA-style** reference. **Never** reference a web site or web source, ever.

### **Participation**

Participation in class discussions and in general is very important, and will include participating in class discussions and in role plays to get experiential practice with each theory/intervention. The point value for this will be 50 points. An assessment of participation will be done informally during the semester. If you are not sure if you are engaging enough with the material in class or in role plays, I would encourage you to seek me out in office hours to check on your level of participation.

### **Final Examination or Evaluation**

The final examination for this course will be an in-class, individual, timed exam covering all of the theories discussed over the course of the semester.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week, so **9 hours per week for our class**) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs,

and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## Grading Information

Grading is based on a combination of several factors. The components of your grade are

Assignment	Points	% of Total grade	Learning outcome(s)
Theory Responses/Case Responses	(10 @ 40 pts each) 400	80% of grade	CLO1, CLO2, CLO3, CLO4
Final Exam	50	10% of grade	CLO1, CLO2, CLO3, CLO4
Participation	50	10% of grade	CLO2
<b>Total Points</b>	<b>500</b>		

## Determination of Grades

Grades will be determined by the following scale:

100-93%=A, 92-90%=A-,  
89-87%=B+, 86-83%=B, 82-80%=B-,  
79-87%=C+, 76-73%=C, 72-70%=C-,  
69-67%=D+, 66-63%=D, 62-60%=D-,  
and 59.9% and less = F.

Unless otherwise specified, there is no extra credit available in this course. Absolutely no late work will be accepted.

## Classroom Protocol

### Attendance

As a graduate student, you should not be missing your classes. If you need to miss a class, please let me know by phone or email and I will likely tell you to get the notes from another student. This will be better than nothing, but there will be a lot happening during this class and notes from another student will not properly cover what happens, so for your own benefit try not to miss class.

### Office Hours

The students who have historically done the best in this class are those who came and met with me in my office (this semester they will be primarily over zoom; meeting ID: 692-829-4830) when they got stuck, rather than just staying stuck. If you can't make my office hours, email me (email is the most reliable way to contact me) and we can set up another time to meet. Ultimately, as a graduate student, it is your responsibility to get your needs met, but I will be as present and flexible as I can be to help you succeed. Take me up on it.

## Classroom Protocol

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- Turn your camera on whenever possible

## **Canvas**

I will keep the Canvas course updated as we go along, and encourage you to post your questions there when you get stuck. Please let me know if you have any trouble accessing zoom, canvas, or any feature of our online class.

## **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

# Psyc 258 Theories and Methods of Psychotherapy Fall 2022 Course Schedule

## Course Schedule

Week	Date	Topic	Assignment	Reading
1	8-25-22	<b>Introduction to course</b>		Course Syllabus
2	9-1-22	<b>Theories and Evidence-Based Practice in Psychotherapy</b>		<ol style="list-style-type: none"> <li>Lilienfeld, S. O., Ritschel, L. A., Lynn, S. J., Cautin, R. L., &amp; Latzman, R. D. (2013). Why many clinical psychologists are resistant to evidence-based practice: Root causes and constructive remedies. <i>Clinical psychology review, 33</i>(7), 883-900.</li> <li>Spring, B. (2007). Evidence-based practice in clinical psychology: What it is, why it matters; what you need to know. <i>Journal of clinical psychology, 63</i>(7), 611-631.</li> </ol>
3	9-8-22	<b>Case Conceptualization and Diversity in Psychotherapy</b>		<ol style="list-style-type: none"> <li>Morris, S. J. (2003). A metamodel of theories of psychotherapy: A guide to their analysis, comparison, integration and use. <i>Clinical Psychology &amp; Psychotherapy: An International Journal of Theory &amp; Practice, 10</i>(1), 1-18.</li> <li>Minieri, A. M., Reese, R. J., Misericchi, K. M., &amp; Pascale-Hague, D. (2015). Using client feedback in training of future counseling psychologists: An evidence-based and social justice practice. <i>Counselling Psychology Quarterly, 28</i>(3), 305-323.</li> <li>Rogers-Sirin, L. (2017). Psychotherapy from the margins: How the pressure to adopt evidence-based-treatments conflicts with social justice-oriented practice. <i>Journal for Social Action in Counseling &amp; Psychology, 9</i>(1), 55-78.</li> <li>Davis, D. E., DeBlaere, C., Owen, J., Hook, J. N., Rivera, D. P., Choe, E., ... &amp; Placeres, V. (2018). The multicultural orientation framework: A narrative review. <i>Psychotherapy, 55</i>(1), 89.</li> </ol>

Week	Date	Topic	Assignment	Reading
4	9-15-22	<b>Cognitive Formulations</b>	Paper 1 Due	Cattie, Buchholz, & Abramowitz - M & K Ch. 5
5	9-22-22	<b>Behavioral Formulations</b>	Paper 2 Due	Antony, Roemer, & Lenton-Brym – M & K Ch. 4
6	9-29-22	<b>Cognitive Behavioral Formulations</b>	None	Persons, J. B., Brown, C. L., & Diamond, A. (2019). Case Formulation-Driven Cognitive-Behavioral Therapy. <i>Handbook of cognitive-behavioral therapies</i> , 1(2), 45-60.
7	10-6-22	<b>Contemporary Behavioral Formulations</b> Functional Analytic Psychotherapy	Paper 3 Due	Kohlenberg, R. J., & Tsai, M. (1994). Functional analytic psychotherapy: A radical behavioral approach to treatment and integration. <i>Journal of Psychotherapy Integration</i> , 4(3), 175 - 201.
8	10-13-22	<b>Contemporary Behavioral Formulations</b> Acceptance and Commitment Therapy	Paper 4 Due	Masuda & Rizvi (ACT portions) – M & K Ch. 6
9	10-20-22	<b>Contemporary Behavioral Formulations</b> Dialectical Behavior Therapy	Paper 5 Due	Lynch, T. R., Chapman, A. L., Rosenthal, M. Z., Kuo, J. R., & Linehan, M. M. (2006). Mechanisms of change in dialectical behavior therapy: Theoretical and empirical observations. <i>Journal of clinical psychology</i> , 62(4), 459-480.
10	10-27-22	<b>Psychoanalytic Formulations</b>	Paper 6 Due	Wolitzky - M & K Ch. 2
11	11-3-22	<b>Brief Psychodynamic Formulations</b>	Paper 7 Due	1. Farber - M & K Ch. 3 AND 2. Levenson, H., & Strupp, H. H. (1997). Cyclical maladaptive patterns: Case formulation in time-limited dynamic psychotherapy.



<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Assignment</b>	<b>Reading</b>
12	11-10-22	<b>Humanistic Formulations Person-Centered</b>	Paper 8 Due	Bohart & Watson - M & K Ch.7
13	11-17-22	<b>Humanistic Formulations Existential/Gestalt</b>	Paper 9 Due	Schneider & Krug – M & K Ch. 8
14	11-24-22	<b>Thanksgiving</b>		
15	12-1-22	<b>Feminist Formulations</b>	Paper 10 Due	Conlin, S. E. (2017, May). Feminist therapy: A brief integrative review of theory, empirical support, and call for new directions. In Women's Studies International Forum (Vol. 62, pp. 78-82). Pergamon.
Final Exam				