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. Prerequisite: PSYC 139. 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.
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.* Edited by Stanley B. Messer and Alan S. Gurman

ISBN 9781462513543  
ISBN 9781609181970  
ISBN 9781609181994

**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 10 specific theory-related questions, and 2) tie the theory to a specific case (Anna).

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. What are the historical underpinnings of the approach – what was the zeitgeist or context for its development? Who are some of the major contributors?
2. What is the mechanism of the problem – how do symptoms or problems develop? How are they maintained?
3. How important is diagnosis within this approach?
4. What are the major methods of assessment used in this approach?
5. What is the structure of sessions, what happens in the sessions? How active/directive is the therapist? How long is treatment? Is homework used?
6. What are the process goals for treatment?
7. How does the therapeutic relationship influence the outcome of treatment?
8. What clinical skills are most important?
9. What is the mechanism of change for this approach?
10. Is there empirical research to support this approach? If so, for whom?
11. How would cultural factors be considered within this theory?

Anna Questions
1. What were the important pieces of information in the Anna vignette from this approach's perspective?
2. What is the mechanism of Anna's difficulties according to this approach? How would context play a role?
3. What would be important information to gather from Anna according to this approach?
4. 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)? How would context play a role?
5. What would be the key features of therapy with Anna?

Grading

The following rubric will be used for grading all response papers:
### Paper Policy

Psychology 258, Methods of Psychotherapy, Fall 2020
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 on zoom, I cannot accept any late papers. Period. Please don’t ask.

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. The point value for this will be 50 points. An assessment of participation will be done informally during the semester. I would encourage you to seek me out to check on your level of participation. If you are not talking enough or are not evidencing that you have done the readings, you will receive feedback.

**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 three hours per unit per week) 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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of Total grade</th>
<th>Learning outcome(s)</th>
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</thead>
<tbody>
<tr>
<td>Theory Responses/Case</td>
<td>(10 @ 40 pts each)</td>
<td>80% of grade</td>
<td>CLO1, CLO2, CLO3,</td>
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<tr>
<td>Responses</td>
<td>400</td>
<td></td>
<td>CLO4</td>
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<tr>
<td>Final Exam</td>
<td>50</td>
<td>10% of grade</td>
<td>CLO1, CLO2, CLO3,</td>
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<td></td>
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<td>CLO4</td>
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<tr>
<td>Participation</td>
<td>50</td>
<td>10% of grade</td>
<td>CLO2</td>
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<tr>
<td>Total Points</td>
<td>500</td>
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**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.

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 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
• Make sure you are in a quiet place, if possible, so that you can fully concentrate on the class meeting
• Mute yourself when you are not speaking
• 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 at http://www.sjsu.edu/gup/syllabusinfo/
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>8-20-20</td>
<td><strong>Introduction to course</strong></td>
<td></td>
<td>Course Syllabus</td>
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</table>
| 2    | 8-27-20    | Theory and Evidence-Based Practice |            | 1. Lillienfeld et al article  
2. Spring et al article  
3. Minieri et al article  
4. Rogers-Sirin article |
| 3    | 9-3-20     | **Case Conceptualization**     |            | 1. Persons article  
2. Kendjelic & Eells article  
3. Morris article |
| 4    | 9-10-20    | **Cognitive Therapy Formulations** | Paper 1 Due | 1. Dienes et al M & G Ch. 5                |
| 5    | 9-17-20    | **Behavioral Formulations**    | Paper 2 Due | 1. Antony and Roemer M & G Ch. 4           |
| 6    | 9-24-20    | **Cognitive Behavior Therapy** | None        | 1. Persons, Brown, & Diamond              |
| 7    | 10-1-20    | **Contemporary Behavior Therapies**  
Functional Analytic Psychotherapy | Paper 3 Due | 1. Follette and Callaghan M & G Ch. 6  |
| 8    | 10-8-20    | **Contemporary Behavior Therapies**  
Acceptance and Commitment Therapy | Paper 4 Due | 1. Hayes, Pistorello, & Levin article |
| 9    | 10-15-20   | **Contemporary Behavior Therapies**  
Dialectical Behavior Therapy | Paper 5 Due | Lynch, Chapman, Rosenthal, Kuo, & Linehan, 2006 article |
| 10   | 10-22-20   | **Psychoanalytic Formulations** | Paper 6 Due | 1. Wolitzky M & G Ch. 2  |
| 11   | 10-29-20   | **Psychodynamic Formulations**  | Paper 7 Due | 2. Curtis & Hirsch M & G Ch. 3  
Levenson reading |
<p>| 12   | 11-5-20    | <strong>Humanistic Formulations Person-Centered</strong> | Paper 8 Due | 1. Bohart &amp; Watson M &amp; G Ch.7  |
| 13   | 11-12-20   | <strong>Existential</strong>                | Paper 9 Due | 1. Schneider M &amp; G Ch. 8                   |</p>
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<tr>
<td>14</td>
<td>11-19-20</td>
<td>Gestalt</td>
<td>Paper 10 Due</td>
<td>Yontef &amp; Jacobs reading</td>
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<td>15</td>
<td>11-26-20</td>
<td>Thanksgiving</td>
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<td>Final Exam</td>
<td>12-3-20</td>
<td>Wrap Up</td>
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