EPSY/PSYC 420: Theories of Psychotherapy
http://www.psych.uiuc.edu/~lyubansk/Therapy/therapy.htm
Spring, 2016: T, Th: 12:30 - 1:45 PM, Rm. 120 Architecture Building

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Required Texts (available in Illini Union Bookstore, T.I.S. Bookstore):


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 a variety of 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 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. 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. Although attendance and participation are not formal parts of the course evaluation, 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. Attendance may be taken if deemed useful by the instructor.

**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? 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.

<table>
<thead>
<tr>
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<th>Points</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
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<tr>
<td>Exam 2</td>
<td>100</td>
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<tr>
<td>Exam 3 (final exam)</td>
<td>100</td>
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<tr>
<td>Written paper/project</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
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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.

<table>
<thead>
<tr>
<th>% of 400</th>
<th>Number of Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>372-400</td>
<td>A</td>
</tr>
<tr>
<td>90-92.99</td>
<td>360-371</td>
<td>A-</td>
</tr>
<tr>
<td>87-89.99</td>
<td>348-359</td>
<td>B+</td>
</tr>
<tr>
<td>83-86.99</td>
<td>332-347</td>
<td>B</td>
</tr>
<tr>
<td>80-82.99</td>
<td>320-331</td>
<td>B-</td>
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<tr>
<td>77-79.99</td>
<td>308-319</td>
<td>C+</td>
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<tr>
<td>73-76.99</td>
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<td>70-72.99</td>
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<td>60-62.99</td>
<td>240-251</td>
<td>D-</td>
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<tr>
<td>&lt;60</td>
<td>&lt;240</td>
<td>F</td>
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Paper/project (topic due March 17th, project due April 14th):
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
   - Nonviolent Communication (NVC)
   - Writing Therapy
   - Dialectical Behavior Therapy
   - Personal Construct Therapy

   - Play Therapy
   - Drama Therapy
   - Logotherapy
   - Collaborative Therapy
   - Schema-focused CBT

   - Tele-Health
   - Psychodrama
   - Music Therapy
   - Dance Therapy

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
   - Interventions for Postpartum depression
   - Bereavement/death-therapy with children, adolescents

   - Treatment of war-caused PTSD
   - Behavioral treatment of OCD
   - 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.


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 10th and must be arranged at least one week prior to this date.

- Prescription privileges for psychologists
- Unethical conduct by colleague
- Repressed Memory Syndrome
- Use of manualized treatments
- Reporting of sexual abuse
- Assisted suicide
# Course Schedule

## PART I: Theories of Psychotherapy

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to the Course/Field</th>
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<tbody>
<tr>
<td>1/19</td>
<td>Capuzzi &amp; Gross: Chapters 1 and 2</td>
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<tr>
<td>1/21</td>
<td><strong>Does Psychotherapy Work? (part 1)</strong></td>
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<table>
<thead>
<tr>
<th>Week 2</th>
<th>Does Psychotherapy Work? (part 2)</th>
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| 1/28   | **Ethics** |
**Week 3**  
Psychoanalysis (Freud)  
2/2, 2/4  
Capuzzi & Gross: Chapter 3  

**Class exercise: “Transference”**  
**Class exercise: “Draw a person”**

**Week 4**  
Adlerian Psychotherapy (Adler)  
2/9, 2/11  
Capuzzi & Gross: Chapter 5  

**Class film: “Psychotherapy with the Experts: Adlerian therapy with Jon Carlson”**

**Week 5**  
Person-centered therapy (Rogers)  
2/16, 2/18  
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)  
2/23, 2/25  
Capuzzi & Gross: Chapter 6  

***** **EXAM 1 (2/25)** *****

**Week 7**  
Gestalt Therapies (Perls)  
3/1, 3/3  
Capuzzi & Gross: Chapter 8  

**Class film: “Three Approaches to Psychotherapy I-b: Fritz Perls”**

**Week 8**  
Behavioral Therapy  
3/8, 3/10  
Capuzzi & Gross: Chapter 9  

**Class film: “TBA”**
**Week 9**

**Cognitive Therapy (Beck) and Rational Emotive Therapy (Ellis)**

3/15, 3/17 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 (3/17) *****

*****Paper topic due (3/17) *****

**Week 10**

3/22, 3/24

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

**Week 11**

**Couples Therapy (Lazarus)**

3/29, 3/31


**Class film: TBA**

**Week 12**

**Family Therapy (Minuchin, Bowen, Satir, Whitaker)**

4/5, 4/7 Capuzzi & Gross: Chapter 13


**Class film: TBA**
Week 13  

**Group Therapy**

4/12, 4/14


***** PAPER DUE (4/14) *****

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**Part II: Critical Perspectives**

Week 14  

**Feminist and Multicultural Theories**

4/19, 4/21

Capuzzi & Gross: Chapter 14


Week 15  

**Current Controversies and Future Directions**

4/26, 4/28


Week 16  

**Closing Activities**

5/3  

No additional readings

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**Final Exam: Date and Time TBA**