

Spring 2009

Adult Theories and Techniques of Psychotherapy, 2009

Michael Constantino

University of Massachusetts - Amherst

Follow this and additional works at: http://scholarworks.umass.edu/psc_grad_training



Part of the [Clinical Psychology Commons](#)

Constantino, Michael, "Adult Theories and Techniques of Psychotherapy, 2009" (2009). *Graduate Training*. 1.
http://scholarworks.umass.edu/psc_grad_training/1

This Article is brought to you for free and open access by the Psychological Services Center at ScholarWorks@UMass Amherst. It has been accepted for inclusion in Graduate Training by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

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

Spring 2009 Syllabus – REVISED 2.2.09

Instructor: Michael J. Constantino, Ph.D. mconstantino@psych.umass.edu 612 Tobin (413-545-1388) Office Hours: W 11-12 or by appointment	Meetings: T 9:30-10:45am TH 9:30-10:45am 129 Tobin Hall (PSC)
--	---

Required Texts: Gurman, A. S. & Messer, S. B. (Eds.) (2003). *Essential Psychotherapies: Theory and Practice* (2nd ed.). New York: Guilford.

Barlow, D. H. (Ed.) (2008). *Clinical handbook of psychological disorders: A step-by-step treatment manual* (4th ed.). New York: Guilford.

Readings: Selected papers (both classic and more contemporary) 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 general 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 be based 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. Presentation style, although not heavily factored into the grade, 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 these presentations.

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* (2 page) thought or "reaction" paper, referencing at least *two* of the readings for that week (or section if it is a 2-part lecture). 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 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**Date** **Topic**

1/27 T Introduction and Orientation (**Constantino**)

1/29 TH **NO SEMINAR (Snow Day)**

2/3 T Psychotherapy: Brief History and the Research Base I (**Constantino**)

Readings:

Cushman, P. (1992). Psychotherapy to 1992: A historically situated interpretation. In D. K. Freedheim (Ed.), *History of psychotherapy: A century of change*. (pp. 21-64). Washington, DC: American Psychological Association.

Rosenzweig, S. (1936). Some implicit common factors in diverse methods of psychotherapy: "At last the Dodo bird said, 'Everybody has won and all must have prizes.'" *American Journal of Orthopsychiatry*, 6, 412-415.

Eysenck, H. J. (1952). The effects of psychotherapy: An evaluation. *Journal of Consulting Psychology*, 16, 319-324.

Wampold, B. E., Mondin, G. W., Moody, M., Stich, F., Benson, K., & Ahn, H. (1997). A meta-analysis of outcome studies comparing bona fide psychotherapies: Empirically, 'all must have prizes.' *Psychological Bulletin*, 122, 203-215. [**meta-analytic research**]

Castonguay, L. G., Schut, A. J., & Constantino, M. J. (2000). Psychotherapy research. In W. E. Craighead & C. B. Nemeroff (Eds.), *Encyclopedia of psychology and neuroscience* (pp. 1346-1350). New York: Wiley.

2/5 TH Psychotherapy: Brief History and the Research Base II (**Constantino**)

Readings:

Seligman, M. E. P. (1995). The effectiveness of psychotherapy: The Consumer Reports study. *American Psychologist*, 51, 965-974. [**psychotherapy effectiveness research**]

Chambless, D. L., & Hollon, S. D. (1998). Defining empirically supported therapies. *Journal of Consulting and Clinical Psychology*, 66, 7-18.

Ahn, H., & Wampold, B. E. (2001). Where oh where are the specific ingredients? A meta-analysis of component studies in counseling and psychotherapy. *Journal of Counseling Psychology*, 48, 251-257.

Lambert, M. J., & Archer, A. (2006). Research findings on the effects of psychotherapy and their implications for practice. In C. D. Goodheart, A. E. Kazdin, & R. J. Sternberg (Eds.), *Evidence-based psychotherapy: Where practice and research meet* (pp. 111-130). Washington, DC: American Psychological Association.

Due:

THOUGHT PAPER #1

2/10 T Controversies Surrounding Evidenced-Based Practice, Randomized Clinical Trials, and Manualized Psychotherapy (**Constantino**)

Readings:

Persons, J. B., & Silberschatz, G. (1998). Are results of randomized controlled trials useful to psychotherapists? *Journal of Consulting and Clinical Psychology, 66*, 126-135. Westen, D.,

Westen, D., Novotny, C. M., & Thompson-Brenner, H. (2004). The empirical status of empirically supported psychotherapies: Assumptions, findings, and reporting in controlled clinical trials. *Psychological Bulletin, 130*, 631-663.

DeRubeis, R. J., Hollon, S. D., Amsterdam, J. D., Shelton, R. C., Young, P. R., Salomon, R. M., et al. (2005). Cognitive therapy vs medications in the treatment of moderate to severe depression. *Archived of General Psychiatry, 62*, 409-416. [**randomized clinical trial**]

Addis, M. E., Cardemil, E. V., Duncan, B. L., & Miller, S. D. (2006). Does manualization improve therapy outcomes? In J. C. Norcross, L. E. Beutler, & R. F. Levant (Eds.), *Evidence-based practices in mental health: Debate and fundamental questions* (pp. 131-160). Washington, DC: American Psychological Association.

Reed, G. M., & Eisman, E. J. (2006). Used and misuses of evidence: Managed care, treatment guidelines, and outcomes measurement in professional practice. In C. D. Goodheart, A. E. Kazdin, & R. J. Sternberg (Eds.), *Evidence-based psychotherapy: Where practice and research meet* (pp. 13-35). Washington, DC: American Psychological Association.

Due:

THOUGHT PAPER #2

2/12 TH Psychotherapy Research with Culturally Diverse Populations (**Constantino**)

Readings:

Sue, S., Fujino, D. C., Hu, L. T., Takeuchi, D. T., & Zane, N. W. S. (1991). Community mental health services for ethnic minority groups: A test of the cultural responsiveness hypothesis. *Journal of Counseling Psychology, 59*, 533-540. [**naturalistic psychotherapy process-outcome research**]

Hall, G. C. N. (2001). Psychotherapy research with ethnic minorities: Empirical, ethical, and

conceptual issues. *Journal of Consulting and Clinical Psychology*, 69, 502-510.

Sue, S., & Lam, A. G. (2001). Cultural and demographic diversity. In J. C. Norcross (Ed.), *Psychotherapy relationships that work: Therapists contributions and responsiveness to patients* (pp. 401-421). New York: Oxford University Press.

Sue, S., Zane, N., Levant, R. F., Silverstein, L. B., Brown, L. S., Olkin, R., et al. (2006). How well do both evidenced-based practices and treatment as usual satisfactorily address the various dimensions of diversity? In J. C. Norcross, L. E. Beutler, & R. F. Levant (Eds.), *Evidence-based practices in mental health: Debate and fundamental questions* (pp. 329-374). Washington, DC: American Psychological Association.

Due:

THOUGHT PAPER #3

2/17 T Empirically Supported Therapy Relationships and Principles of Change (**Constantino**)

Readings:

Garfield, S. L. (1998). Some comments on empirically supported treatments. *Journal of Consulting and Clinical Psychology*, 66, 121-125.

Norcross, J. C. (2002). Empirically supported therapy relationships. In J. C. Norcross (Ed.), *Psychotherapy relationships that work: Therapist contributions and responsiveness to patients* (pp. 3-16). New York: Oxford University Press.

Steering Committee. (2002). Empirically supported therapy relationships: Conclusions and recommendations of the Division 29 Task Force. In J. C. Norcross (Ed.), *Psychotherapy relationships that work: Therapist contributions and responsiveness to patients* (pp. 441-443). New York: Oxford University Press.

Castonguay, L. G., & Beutler, L. E. (2006). Common and unique principles of therapeutic change: What do we know and what do we need to know? In L. G. Castonguay & L. E. Beutler (Eds.), *Principles of therapeutic change that work* (pp. 353-369).

Chambless, D. L., Crits-Christoph, P., Wampold, B. E., Norcross, J. C., Lambert, M. J., & Bohart, A. C., et al. (2006). What should be validated? In J. C. Norcross, L. E. Beutler, & R. F. Levant (Eds.), *Evidence-based practices in mental health: Debate and fundamental questions* (pp. 191-256). Washington, DC: American Psychological Association.

Due:

THOUGHT PAPER #4

2/19 TH Psychoanalytic and Psychodynamic Therapies (**Student Theory Presentation #1**)

Readings:

Gurman & Messer (Chapters 2 & 3)

2/24 T	Person-Centered Therapies and Related Experiential Approaches (Student Theory Presentation #2)
	<u>Reading:</u>
	Gurman & Messer (Chapter 4)

2/26 TH	Psychoanalytic/Psychodynamic and Person-Centered/Experiential Psychotherapies (Video Review & Class Discussion) (Constantino)
---------	---

3/3 T	Behavior Therapies (Student Theory Presentation #3)
	<u>Reading:</u>
	Gurman & Messer (Chapter 6)

3/5 TH	Cognitive Therapies (Student Theory Presentation #4)
	<u>Reading:</u>
	Gurman & Messer (Chapter 7)

3/10 T	Behavioral and Cognitive Therapies (Video Review & Class Discussion) (Constantino)
--------	--

3/12 TH	Interpersonal Therapies (Student Theory Presentation #5)
	<u>Reading:</u>
	“Interpersonal Approaches to Psychotherapy” chapter from → Murdock, N. L. (2004). <i>Theories of counseling and psychotherapy: A case approach</i> . Upper Saddle River, NJ: Pearson.

3/17 T	NO SEMINAR (Spring Recess)
3/19 TH	NO SEMINAR (Spring Recess)

3/24 T	Integrative Therapies (Student Theory Presentation #6)
	<u>Reading:</u>
	Gurman & Messer (Chapter 9)

3/26 TH	Interpersonal and Integrative Therapies (Video Review & Class Discussion) (Constantino)
---------	---

3/31 T Family Therapies (**Student Theory Presentation #7**)

Reading:

Gurman & Messer (Chapter 11)

4/2 TH Marital Therapies (**Student Theory Presentation #8**)

Reading:

Gurman & Messer (Chapter 12)

4/7 T Group Therapies (**Student Theory Presentation #9**)

Reading:

Gurman & Messer (Chapter 13)

4/9 TH Panic Disorder and Agoraphobia (**Student Treatment Presentation #1**)

Reading:

Barlow (Chapter 1)

4/14 T Posttraumatic Stress Disorder (**Student Treatment Presentation #2**)

Reading:

Barlow (Chapter 2)

4/16 TH Social Anxiety Disorder (**Student Treatment presentation #3**)

Readings:

Barlow (Chapter 3)

4/21 T Obsessive-Compulsive Disorder (**Student Treatment presentation #4**)

***NOTE: time change to 8:30-9:45am

Reading:

Barlow (Chapter 4)

4/23 TH Depression (**Student Treatment presentation #5**)

Reading:

Barlow (Chapters 6, 7, & 8)

4/28 T Eating Disorders (**Student Treatment Presentation #6**)

Readings:

Barlow (Chapter 14)

4/30 TH Substance Abuse (**Student Treatment Presentation #7**)

Reading:

Barlow (Chapters 12 & 13)

5/5 T Borderline Personality Disorder (**Student Treatment Presentation #8**)

Reading:

Barlow (Chapter 9)

5/7 TH Couple Distress (**Student Treatment Presentation #9**)

Reading:

Barlow (Chapter 16)

5/12 T The Therapeutic Alliance (**Common Factor Presentation**) (**Constantino**)

Readings:

Constantino, M. J., Castonguay, L. G., & Schut, A. J. (2002). The working alliance: A flagship for the “scientist-practitioner” model in psychotherapy. In G. S. Tryon (Ed.), *Counseling based on process research: Applying what we know* (pp. 81-131). Boston: Allyn & Bacon.

Safran, J. D., Muran, J. C., Samstag, L. W., & Stevens, C. (2002). Repairing alliance ruptures. In J. C. Norcross (Ed.), *Psychotherapy relationships that work: Therapists contributions and responsiveness to patients* (pp. 235-254). New York: Oxford University Press.

Castonguay, L. G., Constantino, M. J., & Holtforth, M.G. (2006). The working alliance: Where are we and where should we go? *Psychotherapy, 43*, 271-279.

Constantino, M. J., Marnell, M., Haile, A. J., Kanther-Sista, S. N., Wolman, K., Zappert, L., & Arnow, B. A. (2008). Integrative cognitive therapy for depression: A randomized pilot comparison. *Psychotherapy, 45*, 122-134. [**randomized clinical trial**]

Constantino, M. J., & Smith-Hansen, L. (2008). Patient interpersonal factors and the therapeutic alliance in two treatments for bulimia nervosa. *Psychotherapy Research, 18*, 683-698. [**controlled trial-based psychotherapy process research**]

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

Readings:

Borkovec, T. D., & Castonguay, L. G. (1998). What is the scientific meaning of empirically supported therapy? *Journal of Consulting and Clinical Psychology, 66*, 136-142.

Castonguay, L. G., Schut, A. J., Constantino, M. J., & Halperin, G. S. (1999). Assessing the role of treatment manuals: Have they become necessary but nonsufficient ingredients of change? *Clinical Psychology: Science and Practice, 6*, 449-455.

APA Presidential Task Force on Evidence-Based Practice (2006). Evidenced-based practice in psychology. *American Psychologist, 61*, 271-285.

Reed, G. M., Kihlstrom, J. F., & Messer, S. B. (2006). What qualifies as evidence of effective practice? In J. C. Norcross, L. E. Beutler, & R. F. Levant (Eds.), *Evidence-based practices in mental health: Debate and fundamental questions* (pp. 13-55). Washington, DC: American Psychological Association.

Stiles, W. B., Hurst, R. M., Nelson-Gray, R., Hill, C. E., Greenberg, L. S., Watson, J. C., et al. (2006). What qualifies as research on which to judge effective practice? In J. C. Norcross, L. E. Beutler, & R. F. Levant (Eds.), *Evidence-based practices in mental health: Debate and fundamental questions* (pp. 57-130). Washington, DC: American Psychological Association.

Trierweiler, S. J. (2006). Training the next generation of psychologist clinicians: Good judgment and methodological realism at the interface between science and practice. In C. D. Goodheart, A. E. Kazdin, & R. J. Sternberg (Eds.), *Evidence-based psychotherapy: Where practice and research meet* (pp. 211-238). Washington, DC: American Psychological Association.

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, visit http://www.umass.edu/dean_students/codeofconduct/acadhonesty/.