

Loyola College in Maryland
PY621.42 Principles and Practices of Psychotherapy
Spring, 2007

Instructor: Jeffrey D. Strain, Ph.D. Office: Beatty Hall, Rm. 222I
Phone: 410-617-2904 Fax: 410-617-5341
Voicemail: 443-645-5898 E-mail: jdstrain@loyola.edu
Office Hours: Mondays 2:30-4:30
Wednesdays 2:30-4:30 & 7:00-9:00

Teaching Assistant: Miriam Gerber, MA E-mail: mrgerber@loyola.edu
Phone: 410-617-5109 Mobile: 202-321-1051

Supervisor: Dana Lau, MA E-mail: dlau@loyola.edu

Class Time: Wednesdays 4:30-6:40, Maryland Hall #343

Required Textbooks: Hill, C. E. (2004). *Helping skills: Facilitating exploration, insight, and action*. Washington, DC: American Psychological Association.
Luepnitz, D. A. (2002). *Schopenhauer's porcupines: Intimacy and its dilemmas*. New York: Basic Books.
Yalom, I. D. (2003). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York: Perennial.

Additional Readings: Readings from the required textbooks, journals, and book chapters will be assigned for each class. Students should complete these readings and be prepared to discuss them in the class for which they are assigned. All supplemental readings are available on Blackboard.

Course Description: This course focuses on the effective use of counseling techniques and strategies, employing both didactic and experiential learning approaches. The aim of the course is to familiarize students with basic helping skills, specific models of intervention, treatment planning, and establishment and maintenance of the therapeutic relationship.

Course Objectives: At the completion of the course, the student will:

1. Understand the theoretical underpinnings of the three-stage model of helping skills,
2. Be able to appropriately time and implement the interventions of the three-stage model of helping skills in role plays and helping sessions,
3. Understand the tasks associated with the first sessions of counseling and termination of the counseling relationship,
4. Be able to monitor and analyze one's behavior and interpersonal process as a counselor,
5. Accept and utilize constructive feedback from others regarding one's helping skills,
6. Provide constructive feedback to other counselors regarding their helping skills,
7. Recognize some appropriate applications of helping skills with diverse populations,
8. Become aware of one's current theoretical and stylistic preferences related to counseling,
9. Understand how use of self care strategies and the Jesuit act of discernment can help therapists prevent burnout.

Course Content: A number of educational approaches and media will be used including lecture, discussion, videotapes of experienced counselors, student case presentations, supervision groups, role plays, counseling labs, and intensive analysis of counseling simulations. Because of the interactive nature of this course, you are expected to attend all classes unless special arrangements are made. During class you will be expected to actively participate in your own and your peers' learning through thoughtful contribution to discussion, roles plays, and peer supervision groups.

Evaluation Criteria (100 points possible):

| Criterion | Points | Dates Due |
|--|---------------|------------------|
| Quizzes (10 points for each quiz) | 30 | 2/28; 4/4; 5/2 |
| Helping Session Written Analysis Project | 40 | 4/25 |
| Case Presentation | 20 | 3/14 or 4/25 |
| Class Participation | 10 | n/a |
| TOTAL | 100 | |

Grade Distribution:

| Percentage of Points | Grade | Percentage of Points | Grade |
|-----------------------------|--------------|-----------------------------|--------------|
| 93-100 | A | 77-79 | C+ |
| 90-92 | A- | 73-76 | C |
| 87-89 | B+ | 70-72 | C- |
| 83-86 | B | > 70 | F |
| 80-82 | B- | | |

Course Requirements:

Class Participation (10 points): This includes attendance, thoughtful participation in class discussion, role plays, supervision in lab and class periods, evidence of having completed assigned readings prior to class. NOTE: More than two absences from lab, supervision, or class will result in a zero for class participation.

Case Presentation (20 points): Students will present a case during class that includes a video clip, explanation of the helping skills employed, case conceptualization, description of presenting problem, recommendations for further treatment, and treatment planning (see the Document section in Blackboard for more details).

Helping Session Written Analysis Project (40 points): This is a multifaceted project that requires students to apply, observe, analyze, and discuss the major concepts and skills presented in class (see the Document section in Blackboard for a detailed description of this assignment).

Quizzes (30 points total): A quiz (worth 10 points) will be administered after instruction ends on each of the three major sections (i.e., Exploration, Insight, and Action).

General Notes for All Assignments: Papers are to be well organized, free of grammatical and spelling errors, and follow the writing and stylistic guidelines elucidated by the American Psychological Association (APA). Papers are to be double-spaced, have 1" margins (top, bottom, and sides), and be submitted in 12-point, Times New Roman font. Students needing assistance

with their written assignments should schedule an appointment with writing fellow, Denise Bike (or arrange to meet with the instructor (see the Document section in Blackboard for *Support from the Writing Fellow, Notes on Good Writing, and Editing Codes*).

Test and Assignment Makeup Policy: The following policy has been adopted by the Psychology Department and refers to all tests and assignments (e.g., papers, exams, oral presentations). There will be no make-ups or extensions without penalty, except in instances such as: (a) a hospitalization or illness that has been documented and judged by the instructor as preventing sufficient test preparation or a student's ability to sit for a test, (b) a death or serious illness in one's family, or (c) a court appearances. Appropriate documentation must be provided in a timely manner. Students failing to produce such documentation will be penalized one full letter grade. *In all cases, the decision to allow a student to make up a test or assignment, as well as the time period allowed to do so, is left to the discretion of the instructor* (It should be noted that the instructor maintains the right to substitute tests different from those administered to the rest of the class). Not included in this policy are tests taken ahead of time (through arrangement with the instructor) and unannounced quizzes.

Learning Disabilities: To request academic accommodations due to a disability, students should contact Disability Support Services (DSS) at (410) 617-2062. After a student receives a letter from DSS indicating that they have a disability that requires academic accommodations, a copy should be presented to the instructor so that proper arrangements can be made.

Academic Integrity: Graduate students in psychology are held to ethical standards established by both the American Psychological Association (APA) <http://www.apa.org/ethics/code2002.html>, and the American Counseling Association (ACA) <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

In addition, Loyola's *Honor Code* (2006) stipulates:

All students of the Loyola Community have been equally entrusted by their peers to conduct themselves honestly on all academic assignments. The students of this College understand that having collective and individual responsibility for the ethical welfare of their peers exemplifies a commitment to the community. Students who submit materials that are the products of their own minds demonstrate respect for themselves and the community in which they study. All outside resources or information should be clearly acknowledged. Consult your instructor if there is any doubt or question regarding the use and documentation of outside sources for academic assignments (p. 8).

Important Note: Failing to provide credit for someone else's ideas, or copying the work of another person, are forms of plagiarism. If it is determined that a student has taken credit for work that is not their own, they may fail the assignment or the course. Students with questions about what is or is not plagiarism should seek advisement from their instructor, or consult the APA's (2001) *Publication Manual* (pp. 349-350).

Class Schedule (updated 2/19/07)

| Date | Topic | Reading Assignment |
|-------------|--|---|
| 1/17 | Introduction and Overview of the Course The Three-Stage Model | <i>Hill: Chapters 1 & 2</i> |
| 1/24 | Theoretical and Ethical Issues Writing Case Notes | <i>Hill: Chapters 3 & 4</i> • Presser & Pfof |
| 1/31 | Process-Experiential Therapy Overview of the Exploration Stage | <i>Hill: Chapter 5</i> • Goldman & Greenberg |
| 2/7 | Open Questions, Probes, Attending, and Listening | <i>Hill: Chapters 6 & 7</i> |
| 2/14 | <i>Class Cancelled due to Snow Storm</i> | |
| 2/21 | Restatement Reflection of Feeling | <i>Hill: Chapters 8 & 9</i> |
| 2/28 | Integration of the Exploration Stage Exploration Stage Quiz | <i>Hill: Chapters 10 & 11</i> |
| 3/7 | Spring Break – No Class | |
| 3/14 | Psychodynamic Therapy Overview of the Insight Stage Case Presentations | <i>Hill: Chapter 12</i> • Levenson & Strupp |
| 3/21 | Challenge Interpretation | <i>Hill: Chapters 13 & 14</i> |
| 3/28 | Therapist Self-Disclosure Immediacy | <i>Hill: Chapters 15 & 16</i> |
| 4/4 | Integration of the Insight Stage Cognitive-Behavioral Therapy Insight Stage Quiz | <i>Hill: Chapter 17</i> • Persons & Tompkins |
| 4/11 | Overview of the Action Stage Skills of the Action Stage | <i>Hill: Chapter 18 & 19</i> |
| 4/18 | The Steps of the Action Stage | <i>Hill: Chapters 20 & 22</i> |
| 4/25 | Case Presentations Helping Session Analysis Due | |
| 5/2 | Terminating the Therapeutic Relationship Therapist Self Care/Preventing Burnout Action Stage Quiz | • Quintana • Teyber |

Readings from the required text (Hill) are italicized

• Supplemental readings are bulleted (see *Reserved Readings* for full references)

* This schedule is subject to change at the discretion of the instructor

Reserved Readings*

| Date | Supplemental Readings |
|-------------|--|
| 1/24 | Presser, N. R., & Pfof, K. S. (1985). A format for individual and psychotherapy session notes. <i>Professional Psychology: Research and Practice</i> , 16, 11-16. |
| 1/31 | Goldman, R., & Greenberg, L. S. (1997). Case formulation in Process-Experiential Therapy. In T. D. Eells (Ed.), <i>Handbook of psychotherapy case formulation</i> (pp. 402-430). New York: Guilford. |
| 3/14 | Levenson, H., & Strupp, H. H. (1997). Cyclical maladaptive patterns: Case formulation in Time-Limited Dynamic Psychotherapy. In T. D. Eells (Ed.), <i>Handbook of psychotherapy case formulation</i> (pp. 84-115). New York: Guilford. |
| 4/4 | Persons, J. B., & Tompkins, M. A. (1997). Cognitive-behavioral case formulation. In T. D. Eells (Ed.), <i>Handbook of psychotherapy case formulation</i> (pp. 314-339). New York: Guilford. |
| 5/2 | Quintana, S. M. (1993). Toward an expanded and updated conceptualization of termination: Implications for short-term, individual therapy. <i>Professional Psychology: Research and Practice</i> , 24, 426-432. Teyber, E. (2000). <i>Interpersonal process in psychotherapy</i> . Pacific Grove, CA: Brooks/Cole. |

* The instructor reserves the right to modify or assign readings as needed.

Lab Schedule*

| Date | Topic | Reading Assignment |
|-------------|---|---|
| 1/18 | Introduction and Orientation | |
| 1/25 | Writing Case Notes | <i>Yalom: Chapters 12, 53, 84, & 85</i> |
| 2/1 | <u>VIDEO</u> : Process-Experiential | |
| 2/8 | Exploration Stage Skills | <i>Yalom: Chapters 5 & 6</i> |
| 2/15 | Insight Stage Skills | <i>Yalom: Chapters 4, 7, 9, 14-18, 20-22, 25-32, 37, & 59</i> |
| 2/22 | Action Stage Skills | <i>Yalom: Chapters 37-40 & 47-51</i> |
| 2/29 | <u>VIDEO</u> : Time Limited Dynamic Therapy | |
| 3/8 | Spring Break – No Lab | |
| 3/15 | Same Bed, Different Dreams | <i>Luepnitz: Chapter 1</i> |
| 3/22 | Christmas in July | <i>Luepnitz: Chapter 2</i> |
| 3/29 | <u>VIDEO</u> : Cognitive Therapy Video | |
| 4/5 | Easter Break – No Lab | |
| 4/12 | Don Juan in Trenton | <i>Luepnitz: Chapter 3</i> |
| 4/19 | A Darwinian Finch | <i>Luepnitz: Chapter 4</i> |
| 4/26 | The Sin Eater | <i>Luepnitz: Chapter 5</i> |
| 5/3 | Finals Week—No Lab | |

* This schedule is subject to change at the discretion of the instructor