Syllabus
PSYC 537B
Counseling and Psychotherapy of the Adult
Fall 2020

Instructor: Andy Pomerantz, Ph. D.
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Office Hours: Monday and Wednesday 11:00am-12:30pm (via Zoom link: https://siue.zoom.us/j/93559835560) and by appointment

Texts:
Lambert, M. J. (2013). *Bergin and Garfield's Handbook of Psychotherapy and Behavior Change (6th ed.).* New York: Wiley.

Prochaska, J. O., & Norcross, J. C. (2018). *Systems of psychotherapy (9th ed.).* New York: Oxford University Press.

Additional readings (listed below in Course Schedule) will be distributed via Blackboard.

Course Description and Goals:
This course is an introduction to the prominent approaches to psychotherapy for individual adult clients. Students will learn the theory and practice of numerous forms of psychotherapy, including psychodynamic, cognitive, behavioral, humanistic, and others. Students will also become familiar with the literature on evidence-based treatment, efficacy of psychotherapy, historical and current issues in the psychotherapy profession, and issues related to multiculturalism and diversity in psychotherapy.

Grading Policies:
Students' grades will be determined by their scores on two written exams and one paper, each of which determines 33.3% of the final grade. Each exam will require essay responses to questions covering the full range of material covered prior to the exam. The paper, which will be explained in detail in a separate document, will require students to write four separate therapy summaries for a fictional client who they will imagine treating with four separate approaches (psychodynamic, humanistic/person-centered, behavioral, and cognitive). Course grades will be assigned according to the following criteria:

90-100%=A
80-89%=B
70-79%=C
60-69%=D
below 60%=F

Make-up exams are not permitted unless the student provides documentation of serious health problems, a family emergency, an accident, or similar urgent situation. In such a

case, the student should notify the instructor before the scheduled exam or as soon as possible. When permitted, make-up exams may differ in content or format from scheduled exams.

Course Schedule:

Week	Content	Assignments
Week 1 Aug 24	Introduction: What is counseling/psychotherapy?	• Lambert textbook, Chapter 1 • Prochaska & Norcross textbook, Chapters 1 and 18
Week 2 Aug 31	Psychodynamic Therapy	• Prochaska & Norcross textbook, Chapters 2, 3 (only section on brief psychodynamic therapy, pp. 69-70), and 7 (only pp. 156-162 on interpersonal therapy) • Mitchell, S. A., & Black, M. J. (2006). *Freud and beyond: A history of modern psychoanalytic thought*. New York: Basic Books. (only excerpt provided via Blackboard)
Week 3 Sep 7	Psychodynamic Therapy	• Prochaska & Norcross textbook, Chapters 2, 3 (only section on brief psychodynamic therapy, pp. 69-70), and 7 (only pp. 156-162 on interpersonal therapy) • Mitchell, S. A., & Black, M. J. (2006). *Freud and beyond: A history of modern psychoanalytic thought*. New York: Basic Books. (only excerpt provided via Blackboard)
Week 4 Sep 14	Humanistic/Person-Centered Therapy	• Prochaska & Norcross textbook, Chapter 5 • Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of consulting psychology*, *21*(2), 95-103.
Week 5 Sep 21	Humanistic/Person-Centered Therapy	• Prochaska & Norcross textbook, Chapter 5 • Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of consulting psychology*, *21*(2), 95-103.
Week 6 Sep 28	Behavior Therapy	• Prochaska & Norcross textbook, Chapter 9
Week 7 Oct 5	Behavior Therapy	• Prochaska & Norcross textbook, Chapter 9
Week 8 Oct 12	Cognitive Therapy and Third-Wave/Mindfulness-Based Therapies	• Prochaska & Norcross textbook, Chapters 10 and 11 • Cognitive distortion list (handout via Blackboard)
Week 9 Oct 19	Cognitive Therapy and Third-Wave/Mindfulness-Based Therapies	• Prochaska & Norcross textbook, Chapters 10 and 11 • Cognitive distortion list (handout via Blackboard)
	FICTIONAL THERAPY CLIENT PAPER ASSIGNMENT DUE OCTOBER 23 (DETAILS PROVIDED IN CLASS)	

Week	Content	Assignments
Week 10 Oct 26	Eclectic/Integrative Therapy and Evidence-Based Practice/Managed Care	• Prochaska & Norcross textbook, Chapter 16 (pp. 388-395 only) • Chambless, D. L., Babich, K., & Crits-Christoph, P. (1995). Training in and dissemination of empirically-validated psychological treatments: Report and recommendations. *The Clinical Psychologist*, *48*(1), 3-24. • Chambless, D. L., et al. (1998). An update on empirically validated therapies. *The Clinical Psychologist, 49 (2)*, 5-18. • Chambless, D. L., Baker, M. J., Baucom, D. H., Beutler, L. E., Calhoun, K. S., Crits-Christoph, P., ... & Johnson, S. B. (1998). Update on empirically validated therapies, II. *The clinical psychologist*, *51*(1), 3-16. • Chambless, D. L. (1996). In defense of dissemination of empirically supported psychological interventions. *Clinical Psychology: Science and Practice*, *3*(3), 230-235. • Garfield, S. L. (1996). Some problems associated with "validated" forms of psychotherapy. *Clinical Psychology: Science and Practice*, *3*(3), 218-229. • Nehrig, N., Prout, T. A., & Aafjes-van Doorn, K. (2019). Whose anxiety are we treating, anyway? *Journal of Clinical Psychology*. • Shedler, J. (2015). Where is the evidence for "evidence-based" therapy?. *The Journal of Psychological Therapies in Primary Care*, *4*(1), 47-59. • Stewart, R. E., Chambless, D. L., & Stirman, S. W. (2018). Decision making and the use of evidence-based practice: Is the three-legged stool balanced?. *Practice Innovations*, *3*(1), 56-67. • Wolfe, B. E. (2012). Healing the research–practice split: Let's start with me. *Psychotherapy*, *49*(2), 101-108.

Week	Content	Assignments
Week 11 Nov 2	Eclectic/Integrative Therapy and Evidence-Based Practice/Managed Care	• Prochaska & Norcross textbook, Chapter 16 (pp. 388-395 only) • Chambless, D. L., Babich, K., & Crits-Christoph, P. (1995). Training in and dissemination of empirically-validated psychological treatments: Report and recommendations. *The Clinical Psychologist*, *48*(1), 3-24. • Chambless, D. L., et al. (1998). An update on empirically validated therapies. *The Clinical Psychologist, 49 (2)*, 5-18. • Chambless, D. L., Baker, M. J., Baucom, D. H., Beutler, L. E., Calhoun, K. S., Crits-Christoph, P., ... & Johnson, S. B. (1998). Update on empirically validated therapies, II. *The clinical psychologist*, *51*(1), 3-16. • Chambless, D. L. (1996). In defense of dissemination of empirically supported psychological interventions. *Clinical Psychology: Science and Practice*, *3*(3), 230-235. • Garfield, S. L. (1996). Some problems associated with "validated" forms of psychotherapy. *Clinical Psychology: Science and Practice*, *3*(3), 218-229. • Nehrig, N., Prout, T. A., & Aafjes-van Doorn, K. (2019). Whose anxiety are we treating, anyway? *Journal of Clinical Psychology*. • Shedler, J. (2015). Where is the evidence for "evidence-based" therapy?. *The Journal of Psychological Therapies in Primary Care*, *4*(1), 47-59. • Stewart, R. E., Chambless, D. L., & Stirman, S. W. (2018). Decision making and the use of evidence-based practice: Is the three-legged stool balanced?. *Practice Innovations*, *3*(1), 56-67. • Wolfe, B. E. (2012). Healing the research–practice split: Let's start with me. *Psychotherapy*, *49*(2), 101-108.
	EXAM 1—NOVEMBER 6 (DETAILS PROVIDED IN CLASS)	•
Week 12 Nov 9	Psychotherapy outcome research methods and issues	• Bergin & Garfield textbook, Chapters 2, 4 (pp. 85-87, 119-122), and 5
Week 13 Nov 16	Efficacy/effectiveness: General and comparative, and client/therapist factors	• Bergin & Garfield textbook, Chapters 6, 7, 8 (pp. 281-283, 290-292) • Strupp, H. H., & Hadley, S. W. (1977). A tripartite model of mental health and therapeutic outcomes: With special reference to negative effects in psychotherapy. *American Psychologist*, *32*(3), 187-196.
Week 14 Nov 23	Thanksgiving Break	
Week 15 Nov 30	Diversity/multicultural issues in therapy	• Prochaska & Norcross textbook, Chapter 14

Week	Content	Assignments
Week 16 Dec 7	Microcounseling Skills and Psychotherapy Ethics	• "Four Listening Responses" (handout via Blackboard) • American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. American Psychologist, 57, 1060-1073.
	EXAM #2—DECEMBER 14 (DETAILS IN CLASS)	

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Complete Alphabetical List of Assigned Articles

American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. American Psychologist, 57, 1060-1073.

American Psychological Association. (2010). 2010 amendments to the 2002 "Ethical Principles of Psychologists and Code of Conduct." American Psychologist, 65, 493.

American Psychological Association. (2016). Revision of ethical standard 3.04 of the "Ethical Principles of Psychologists and Code of Conduct" (2002, as amended 2010). American Psychologist, 71, 900.

Chambless, D. L., Babich, K., & Crits-Christoph, P. (1995). Training in and dissemination of empirically-validated psychological treatments: Report and recommendations. *The Clinical Psychologist*, *48*(1), 3-24.

Chambless, D. L., et al. (1998). An update on empirically validated therapies. *The Clinical Psychologist, 49 (2)*, 5-18.

Chambless, D. L., Baker, M. J., Baucom, D. H., Beutler, L. E., Calhoun, K. S., Crits-Christoph, P., ... & Johnson, S. B. (1998). Update on empirically validated therapies, II. *The clinical psychologist*, *51*(1), 3-16.

Chambless, D. L. (1996). In defense of dissemination of empirically supported psychological interventions. *Clinical Psychology: Science and Practice*, *3*(3), 230-235.

Garfield, S. L. (1996). Some problems associated with "validated" forms of psychotherapy. *Clinical Psychology: Science and Practice*, *3*(3), 218-229.

Mitchell, S. A., & Black, M. J. (2006). *Freud and beyond: A history of modern psychoanalytic thought*. New York: Basic Books.

Nehrig, N., Prout, T. A., & Aafjes-van Doorn, K. (in press). Whose anxiety are we treating, anyway? *Journal of Clinical Psychology*.

Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of consulting psychology*, *21*(2), 95-103.

Shedler, J. (2015). Where is the evidence for "evidence-based" therapy?. *The Journal of Psychological Therapies in Primary Care*, *4*(1), 47-59.

Stewart, R. E., Chambless, D. L., & Stirman, S. W. (2018). Decision making and the use of evidence-based practice: Is the three-legged stool balanced?. *Practice Innovations*, *3*(1), 56-67.

Strupp, H. H., & Hadley, S. W. (1977). A tripartite model of mental health and therapeutic outcomes: With special reference to negative effects in psychotherapy. *American Psychologist*, *32*(3), 187-196.

Wachtel, P. L. (2010). Beyond "ESTs": Problematic assumptions in the pursuit of evidence-based practice. *Psychoanalytic Psychology*, *27*(3), 251-272.

Wolfe, B. E. (2012). Healing the research–practice split: Let's start with me. *Psychotherapy*, *49*(2), 101-108.

SIUE Psychology Department Policy--Withdrawal from Classes and Incomplete Grade Policies
All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by the end of the 6th week of an 8-week summer term. When students discontinue attending class and do not withdraw from a course they may receive the grade of UW (Unauthorized Withdrawal). The grade of UW will only be given when a student's grade based on the course requirements is an F. The grade of UW is calculated as an F in a student's grade average. The granting of a grade of I (Incomplete) is not automatic and is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the work not later than the end of the following semester. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

SIUE Psychology Department Policy--Plagiarism
Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (http://www.siue.edu/policies/3c2.shtml). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (http://www.siue.edu/policies/1i6.shtml). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at http://www.siue.edu/education/psychology/plagiarism.shtml.

SIUE DEPARTMENT OF PSYCHOLOGY WRITING POLICY
As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (http://www.siue.edu/is/writing) or utilize one of the many online resources they have identified to help students (http://www.siue.edu/is/writing/resources.shtml). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

The penalty for unacceptable writing in this class will be determined on a case-by-case basis.

Students Needing Accommodations
It is the policy and practice of the Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. Students are also encouraged to contact office for Accessible Campus Community and Equitable Student Support (ACCESS). The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siue.edu/access.

COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2020)

Health and Safety

Consistent with the Illinois Board of Higher Education guidance contained in "Safely Launching Academic Year 2020" released on June 23, 2020 and guidelines established by Governor J. B. Pritzker and *Restore Illinois*, Southern Illinois University Edwardsville has implemented a new policy to help ensure the safety of all students, faculty and employees during the pandemic. The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: https://www.siue.edu/policies/Covid.shtml.

Classrooms, Labs, Studios, and Other Academic Spaces

While in the classroom, lab, studio, or other academic spaces, students shall practice social distancing measures by maintaining a distance of at least six feet from others in the classroom and wearing a face covering. Extra care should be taken upon entering and leaving the classroom spaces. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face mask or face shield will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have COVID-19 symptoms, but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information is available on the SIUE COVID-19 website.
- Frequent washing or disinfecting of hands.
- Social distancing by maintaining a distance of at least six feet from others.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain social distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- Adhere to directional signs and traffic flow patterns in buildings and offices. Doors for entering and exiting buildings will be designated. Where multiple doors exist, in and out doors will be marked with "Entrance" and "Exit" signs.
  Plans that consider traffic flow in and out of buildings, and within buildings (i.e. stairs, hallways, etc. where possible) will be marked.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: https://www.siue.edu/policies/3c2.shtml.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: https://www.siue.edu/policies/3c1.shtml.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.