THEORIES OF COUNSELING:
Psychotherapy relationships that work

CPSY 614 - 3 Credit Hours

WINTER 2015
COURSE SYLLABUS

Meeting Time & Location: Tuesdays, 1:00 to 3:50; 146 HEDCO Building

Instructor: Elizabeth A. Skowron, Ph.D.,
Associate Professor of Counseling Psychology
257 HEDCO Building
Phone: 541-346-0913
E-mail: eskowron@uoregon.edu
Office hours: Tuesdays after class or by appt.

DESCRIPTION OF COURSE
This Theories of Counseling course offers an introduction to the evidence-based elements of therapy relationships promote positive client outcomes and review of theories of counseling/psychotherapy. Major topics include: presentations on theories ranging from psychoanalytic to family systems, and review of research on the efficacy of psychotherapy and significant mechanisms of change. Because time constraints prohibit us from covering all of the more than 400 identified theories, we will survey those that are of historical significance, currently relevant, evidence-based, engaging considerable student interest, and/or commonly considered and covered in most texts on counseling theories. We will review original sources and review articles to achieve these ends.

RECOMMENDED TEXT

Many of the book’s chapters are reprinted in the following journals:
- Psychotherapy (2011) Vol 48, Issue 1

Also, a wonderful overview/excerpt of the text is available at SAMHSA’s National Registry of Evidence-Based Programs and Practices: [http://www.nrepp.samhsa.gov/Norcross.aspx#chapter1](http://www.nrepp.samhsa.gov/Norcross.aspx#chapter1)

STUDENT LEARNING OBJECTIVES
1. Understand the general and specific elements of psychotherapy that ‘work,’ with knowledge of the
2. Understand counseling theories and current approaches to psychotherapy; including their:
   a. core assumptions
   b. major constructs
   c. theory of change
   d. techniques
   e. target outcomes
3. Integrate multicultural awareness, basic skills, knowledge, and self-awareness into conceptualization
   and implementation practices,
4. Gain experience in critically evaluating published research on psychotherapy processes, with respect
   to their hypotheses, design, operationalization of constructs, measurement, interpretation of results
   and cultural considerations.

REQUIRED READINGS

Each week’s readings are listed in the syllabus and/or the course website (Blackboard) in a folder
corresponding to the Week number and topic (e.g., ‘Week 6: Cognitive Behavioral Theory’)

EXPECTATIONS

Students enrolled in this introductory graduate course will have different academic and professional
backgrounds and vary in their familiarity with the course topics. We will work to build a shared vocabulary and
understanding of the material. Students are encouraged to contribute to our collaborative learning environment
by asking clarifying questions and sharing insights or alternative explanations of concepts. On those topics
where you feel you have considerable expertise, I encourage you to use the reading and class time to think
about how you would effectively teach the material at an undergraduate or graduate level. Advance
preparation for class, active engagement, and respect for others are important in this class.

Class attendance is an expectation in this graduate-level course. Legitimate reasons for missing class would be
for such things as illness or professional responsibilities (i.e., out-of-town conference, etc.). Regardless of the
reason for an absence, it is your responsibility to arrange with a colleague to borrow notes, obtain class
announcements, assignments, etc.

ASSIGNMENTS

• Assignments (i.e., class presentations, progress reports, and associated materials) should be prepared in
  advance of each deadline noted.

• In the list of assignments, CFT Program Student Learning Outcomes (SLO) are referenced. For example,
  “SLO1” may be listed to reflect that the assignment is assessing a particular SLO. Please refer to the back
  page of the syllabus for all Educational Outcomes, including a list of SLOs.
BASIS FOR GRADING

Students are expected to read and study all assigned readings carefully before class. Students should take careful notes on readings in preparation to contribute actively and thoughtfully to class discussions.

<table>
<thead>
<tr>
<th>Scheduled date</th>
<th>Points</th>
<th>Activity (100 total points)</th>
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<tbody>
<tr>
<td>Weeks 1-10</td>
<td>25</td>
<td>Class Preparation &amp; Participation (i.e., reading assigned materials; class engagement)</td>
</tr>
<tr>
<td>Week 3</td>
<td>10</td>
<td>Self-Assessment Paper</td>
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<tr>
<td>Week 5</td>
<td>5</td>
<td>Group Presentation Progress Report (10’ + 5’ Q&amp;A)</td>
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<tr>
<td>Weeks 7-10</td>
<td>45</td>
<td>Group Presentation (60’ or 90’)</td>
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<tr>
<td>End of Term</td>
<td>15</td>
<td>Final Theories-Case Conceptualization Paper</td>
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GRADES

Grades will be assigned in accordance with the College of Education grading requirements. Each student’s total points will be tabulated and percentage scores will be computed using the total number of points possible in this term (100 points). The following standards apply to assigned grades:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage of Total Points</th>
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<tbody>
<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>A</td>
<td>93-97%</td>
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<tr>
<td>A+</td>
<td>98-100%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>C</td>
<td>73-76%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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The instructor reserves the option to make adjustments in grading criteria and evaluation activities based on student performance and content covered.

COURSE COMPONENTS

Component 1: Self-Assessment Paper (CFT SLO 3, 5). The self-assessment paper is designed to summarize your current knowledge about theories of intervention, skills in implementing therapeutic interventions, and your training goals for this term. This short 5-6 page double-spaced paper should be comprised of three sections: (a) a brief review of your previous clinical/human services training & work experience; (b) a description of theories of psychotherapy that you are particularly interested in and some description as to why these approaches most appeal to you; and (c) list a few goals for professional training & development that you hope to work on this semester. Your self-assessment paper is due on Tuesday, January 20th, by noon, online at the course blackboard site.

Component 2: Class Engagement (CFT SLO 1). Students are expected to read all assigned readings carefully before class. Students should take careful notes on readings as well as lecture notes and other in-class materials, and should contribute actively to class discussions. Participation in each class is encouraged in the form of questions, thoughtful, constructive comments, and expression of all relevant thoughts. Students should be prepared to participate in all classes.

Component 3: Group Presentation (CFT SLO 3, 5). For this group presentation, student groups of 4+ members each will conduct a comprehensive review of the theoretical and empirical literature relevant to one of six different components of evidence-based therapy relationships (i.e., aspects of psychotherapy that promote positive outcomes, over and above specific theory-grounded techniques). These general components we’ll focus on this term are as follows: (1) formation of individual adult therapy alliance, rupture & repair of the therapy alliance; (2) therapeutic alliance in couples & family therapy, and split alliance prevention. Next we will delve into individual differences relevant for effective psychotherapy, namely: tailoring interventions based on (3) client and therapist culture & client preferences; (4) stages of change & reactance; (5) collecting and using client feedback to inform effectiveness; and (6) spirituality & coping styles. Student presentations will begin in week 7 and continue through week 10.
Week 1. Form student groups (4-5 persons) and will rank order topics of interest.
Week 2. Group assignments.
Week 5. Group progress reports (10 minute presentation with powerpoint slide(s); 5 minute Q & A)
Week 7-10. Group presentations (60 minutes)

Each group will prepare a 60-minute class presentation (Groups 1 & 3 have 90 minutes) with powerpoint slides or other audiovisual aids, and provide the class with a 2 page topic summary, and 1 page list of key references.

Each group will ground their presentation in the Norcross (2011) chapters that report a meta-analytic review of the research your topics. Branching out from the meta-analyses, you are expected to identify key theoretical articles including original theory and source articles regarding the phenomena, and key articles reviewed in the meta-analyses that help to illustrate the phenomena. Branch out into review of additional conceptual and key research articles to prepare a clear, interesting and easy to follow presentation. Critically examine the meta-analyses to understand the sum of evidence bearing on its role in effective psychotherapy in preparing to educate your peers about your topic.

The goal of these presentations is to educate your peers about your topic, providing theoretical background, role in psychotherapy, and evidence regarding its effect on outcomes. What is your topic? How is it defined in the field? Introduce your presentation with a set of key learning points? How important is (your topic) for facilitating positive outcomes (i.e., for whom, under what conditions, and to what ends?) What are the potential or known negative effects that result from failure to adequately attend to (your topic)? As therapists in training, how do we learn to facilitate or work effectively with (your topic)?

Be creative, interesting, and fun in your presentations, while remaining grounded in the facts, in terms of what we know and do not yet know about the topic. Engage your classmates in a manner that will facilitate learning. Go beyond basic reporting of lists of facts and findings, to educate us about your topic in such a way that we leave your presentation with a clear understanding of its role in successful intervention, and knowledge of how it operates. Demonstrate intellectual discipline in delivering an accurate, detailed, and meaningful presentation of the evidence.

Deliverables:
• 60-minute class presentation with powerpoint and/or other audiovisual aids
  o Educate class on your topic (as noted above)
  o Engage class in active discussion/exercises that facilitate the learning key points
• A 2-page summary of critical points in your presentation and a 1-page list of key references.

Component 4: Final Paper (CFT SLO 5). This final paper (6 pages, double-spaced) will apply a theory of psychotherapy reviewed in this course to your choice of client case materials in a manner described in detail below in Appendix 1. Please prepare your paper using APA format, with 11 or 12 point font, double-spaced, and 1” margins. Papers will be due on Monday, March 16th, by noon, online at the course blackboard site.

FINAL PAPER-CASE CONCEPTUALIZATION GUIDELINES (6 PAGES, DOUBLE-SPACED)

In preparation for this assignment, I recommend that you take notes as you read about each of the theories and during the class discussions on each theory. Spend some time each week mulling over your thoughts and
reflections on each theory and writing yourself notes. Which of the theories (or parts of a theory) do you gravitate toward and why? These notes that you make throughout the quarter will be helpful to you as you prepare to write your final paper.

In this assignment, you will apply your preferred theory psychotherapy from among theories reviewed in this class to example case material. For many of you this will be the first time you will attempt to describe in an organized and apply a theory to the specifics of a real world case. You will be provided a brief description of 2 different clients and his/her presenting concerns. You will choose one client to conceptualize using your preferred theory of psychotherapy.

It is essential to give ample time and thought into this paper. I have listed specific questions to answer in your paper below. You must connect and ground answers to these questions these in knowledge of tenets of your selected theory.

**SPECIFIC QUESTIONS TO ANSWER IN YOUR PAPER**
(Use these eight numbers as subheadings to organize your paper)

1. Describe your beliefs about why change occurs and what motivates people to change. How do you believe people change?
2. How do you conceptualize this client’s problems through the lens of your theory?
3. Describe the goals of your theory of psychotherapy, and the specific goals of therapy for this particular client.
4. For your chosen theory of intervention, what are the posited mechanisms of change (i.e., how does the approach facilitate client change)? Describe the change processes in your personal approach. In other words, what helps people change? How can therapy facilitate change for this client?
5. Describe the roles and functions of a psychotherapist in your theory. What are the central tasks of a psychotherapist in this approach to therapy? Specific to this client, what techniques would you use as the therapist to help the client achieve their goals?
6. Describe a client’s responsibilities in therapy. What are the roles and expectations that a therapist would have for clients? How are clients expected to behave in session and between sessions?
7. Evaluate the theory’s strengths and limitations from your perspective (as therapist) and that of a client. (Being capable of identifying the limitations of your preferred theories is a particularly important task because the issues you identify for each will guide your future reading, thinking, discussions with others, and your actions with clients as you continue to grow and develop in your professional role.) What do you personally like and dislike about applying this theory in work with this client
# Schedule of Topics

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<tr>
<th>Week</th>
<th>Date</th>
<th>General Topics</th>
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| 1    | Jan 6<sup>th</sup> | Introduction & Syllabus Review  
Form groups & rank order preferences |
| 2    | Jan 13<sup>th</sup> | Psychodynamic theories (Time-limited dynamic psychotherapy) (*Blackboard*) |
| 3    | Jan 20<sup>th</sup> | Evolution of theory in psychotherapy (*Norcross, ch. 1 & 21*)  
Is psychotherapy effective?  
Self-Assessment Paper Due |
| 4    | Jan 27<sup>th</sup> | Family systems theories (Structural family therapy; Parent-child interaction therapy) (*Blackboard*) |
| 5    | Feb 3<sup>rd</sup> | Humanistic theories (Process-experiential therapy) (*Blackboard*)  
Group progress report presentations due |
| 6    | Feb 10<sup>th</sup> | Cognitive behavioral theories (Dialectical behavior therapy or Acceptance & Commitment Therapy) (*Blackboard*) |

**Weeks 7-10: Class Presentations**

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<th>Week</th>
<th>Date</th>
<th>General Topics</th>
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| 7    | Feb 17<sup>th</sup> | What works—in general? (Evidence-based therapy relationships)  
(*Group 1*) formation of individual adult therapy alliance, and rupture & repair of the therapy alliance (90')  
(*Norcross 2 = Horvath, Del Re, Fluckiger, & Symonds, 2001  
Norcross 11 = Safran, Muran, & Eubanks-Carter, 2011*) |
| 8    | Feb 24<sup>th</sup> | What works—in particular? (Individual differences)  
(*Group 3*) client and therapist culture, culturally-adapted interventions & client preferences (90')  
(*Norcross 16 = Smith, Donenech Rodriguez, & Bernal, 2011  
Norcross 15 = Swift, Callahan, & Vollmer, 2011*) |
| 9    | Mar 3<sup>rd</sup> | Continued...What works—in general?  
(*Group 2*) therapeutic alliance in couples & family therapy, and split alliance prevention  
(*Norcross 4 = Friedlander, Escudero, Heatherington, & Diamond, 2011*)  
(*Group 5*) collecting and using client feedback to inform effectiveness |
Continued...What works—in particular?

(Group 4) stages of change & reactance/resistance

(Group 6) spirituality & coping styles
(Norcross 20 = Worthington et al., 2011 & Norcross 17 = Beutler, Harwood, Kimpara et al., 2011)

Theory-Case Conceptualization paper due: Monday, March 16th @ noon

COURSE POLICIES

ATTENDANCE POLICY
Attendance is required to succeed in this course and master the course material. If a student does miss class, it is the student’s responsibility to get class notes, and handouts or other distributed materials.

ACADEMIC MISCONDUCT POLICY
All students are subject to the regulations stipulated in the UO Student Conduct Code (http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

CONFLICT RESOLUTION
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, OR contacting the Department Head.

Outside the College, you can contact:
- UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
- Conflict Resolution Services 346-0617 or http://uodos.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
- Affirmative Action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

DIVERSITY
It is the policy of the University of Oregon to support and value diversity. To do so means that we:
- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the University community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

**DOCUMENTED DISABILITY**
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with me within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see [http://ds.uoregon.edu/](http://ds.uoregon.edu/)

**EXPECTED CLASSROOM BEHAVIOR**
Classroom expectations include:
- Participating in class activities
- Respecting the diversity of cultures, opinions, viewpoints in the classroom
- Listening to fellow students, professors, and lecturers with respect
- Arriving on time, prepared for class
- Attending for the duration of class
- Not reading other materials, books, newspapers, or using laptops for other activities (i.e., surfing internet, checking email, social media use, etc.)
- Turn off cell phones and other electronic devices
- Racist, homophobic, sexist, and other disrespectful comments will not be tolerated

**GRIEVANCE**
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy ([http://education.uoregon.edu/feature.htm?id=399](http://education.uoregon.edu/feature.htm?id=399)) or enter search: student grievance.

**INCLEMENT WEATHER**
In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at [http://www.uoregon.edu](http://www.uoregon.edu). Additional information is available at [http://hr.uoregon.edu/policy/weather.html](http://hr.uoregon.edu/policy/weather.html).

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted via email. During periods of inclement weather, please check your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

Additional Class Considerations and Expectations:

**All assignments must be submitted ON OR BEFORE THE ASSIGNED DUE DATE.**

**All written assignments** should be prepared in a PROFESSIONAL manner, defined as following guidelines stated in the Publication Manual of the American Psychological Association, 6th Ed. (2010), or guidelines provided in assignment instructions. **All course products must be typed, unless otherwise specified.**
The assignment of INCOMPLETE OR “I” grades is discouraged and will be used only in cases of extreme emergencies where satisfactory progress has been demonstrated and a passing grade may be earned. However, should an “I” grade be necessary, students should inform me at the time such circumstances exist and at least one week before the end of the term. Upon notification, a course completion contract between the student and I will be developed before the last week of the term.

Respectful language and behavior is expected of all students during classes and class discussions. Potentially controversial topics or issues, on which class members may disagree, may be covered or discussed within the context of describing and critiquing research studies or procedures. Students in this class should feel safe, and free to discuss topics and issues in an open and professional manner. Disrespectful, harassing, and abusive language have no place in professional discourse.
**University of Oregon CFT Educational Outcomes**

**Student Learning Outcomes:** As reflected in the CFT program’s mission statement and overall goal, students are expected to demonstrate the following knowledge and skills:

- **SLO1.** Students will develop an understanding of professional conduct and ethical standards and will demonstrate an ability to effectively apply their knowledge in clinical practice.

- **SLO2.** Students will develop an ability to critically evaluate the research literature and demonstrate an understanding of the relationship between research results and clinical decision making.

- **SLO3.** Students will gain an understanding of the core theoretical assertions of couples and family therapy and will critically assess their own systems-oriented theory of change.

- **SLO4.** Students will develop attitudes that value human diversity, will practice culturally-sensitive analysis and critical self-awareness when counseling diverse populations, and will demonstrate cultural competence in all professional activities.

- **SLO5.** Students will develop an understanding of the unique systemically-oriented assessment and intervention competencies, will apply them effectively in practice, and will critically evaluate their own practice.

**Faculty Outcomes:** Based on the mission of the University of Oregon and the CFT program, in teaching, supervision, and interactions with students and community members, faculty are expected to:

- **FO1.** CFT faculty will consistently receive high ratings for effective and culturally competent course instruction and clinical supervision.

- **FO2.** CFT core faculty will meet high standards of scholarship including professional presentations, peer-reviewed publications, and the generation of knowledge through research.

- **FO3.** CFT faculty will foster a rich learning environment that demonstrates inclusion, critical consciousness, self-exploration, sensitivity to diverse populations, and commitment to social justice.

**Program Outcomes:** The overall goal of the University of Oregon CFT program is to graduate systemically-minded, competent couples and family therapists. We value the creation of an inclusive learning environment that fosters socially-aware practitioners who, in partnership with their communities, promote social justice, systems change, and enhancement of individual well-being and community life. At the time of graduation and beyond, our program outcomes will be demonstrated in these ways:

- **PO1.** Employers will report that CFT alumni are highly competent and well prepared for clinical practice.

- **PO2.** Students will demonstrate critical analysis of culturally-competent, systemic practice.

- **PO3.** Students will report high satisfaction with the CFT program, including cultural competency, high quality instruction, and career preparation.