

**Theories of Psychotherapy**  
*Psychology 3464-001*  
**University of Pennsylvania**  
**Fall 2023**

***Instructor Information:***

**Professor:** Elizabeth D. Krause, Ph.D.  
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***Meeting Times & Location:***

	<u>Day</u>	<u>Time</u>	<u>Location</u>
<b>Class Meeting:</b>	Thursday	12:00 - 2:50 PM	JAFF B17
<b>Office Hours:</b>	Wed & Fri	By appointment	Remote on Zoom

***Course Description:***

This course provides an introduction to several major theoretical approaches to psychotherapy, including psychodynamic/psychoanalytic, interpersonal/group, behavioral and cognitive-behavioral, humanistic, and existential therapy models. Students will learn how these theoretical frameworks differentially influence assessment, case conceptualization, treatment planning, style of the therapeutic relationship, intervention techniques, and methods of evaluating therapy process and outcomes. Using case vignettes, film demonstrations, classroom role playing, and other experiential exercises, students will learn how these models are applied in real world settings and begin to develop an awareness of their own therapeutic philosophy. Critical analysis of the models will be advanced through the application of multicultural and feminist perspectives.

Class sessions will vary and include lectures, discussions, films/documentaries, in-class exercises, and student-presentations. A course like this depends on student engagement and participation in order for there to be stimulating discussions and ongoing exchanges of ideas. Diverse viewpoints are welcomed and encouraged.

Prerequisite: Abnormal Psychology (PSYC 1462)

***Text and Readings:***

***Required Textbook***

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2018). *Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques (3<sup>rd</sup> Edition)*. Hoboken, NJ: John Wiley and Sons, Inc.

***Additional Required Books***

- 1) Yalom, Irvin D. *The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients*. New York: Harper Collins, 2002.
  - This book is short and sweet. It is one you will want to review for years to come if you decide to pursue a career as a helping professional.
- 2) Sandler, S. (2016). *Tea with Freud: An imaginary conversation about how therapy really works*. Dog Ear Publishing.
  - You will only be assigned the first 4 chapters of this book but it is a good read and in paperback, it is reasonable to purchase the whole book.

***Additional Required Articles and Chapters***

Other assigned readings (journal articles and book chapters) are listed below with the outline of the class and will be posted on Canvas in folders with the topic for that week.

***Course Requirements & Grading:***

Attendance and Participation: 15%

Reflection Assignments: 15%

Midterm Exams: 30% (2 exams each worth 15%)

Paper Project Presentation (Oral Presentation): 10%

Final Paper Project: 30%

***Attendance and Participation (15%):***

It is critical to the success of the class that you contribute to the discussion each and every week. Please come to class having completed all of the readings for that week and prepared to ask and answer questions about the topic. Given that all students participate, your grade will be based more on the quality of your questions and commentary than on the quantity. Unexcused absences will lower your grade for the course. If you need to miss a class because of an illness or personal emergency, please contact me to let me know (or have the Dean's office contact me). It is your responsibility to get lecture notes and class announcements from another student if you need to miss a class.

***Reflection Assignments (15%):***

To assist your preparation for class and ease of contributing, you will be asked each week to submit via Canvas a short paper (2-3 double-spaced pages) in which you reflect on the course material, such as assigned readings, out of class mini projects, and/or films. Some of these papers will have specific prompts that give you a sense of the kinds of reflections I'm looking for. Others will be open ended. Your reflections can include any kind of commentary: an analysis of the material, an emotional reaction, or unaddressed questions. It is NOT a summary of the readings. You may reflect upon individual articles, the readings as a whole, or the general topic of the week. On each paper, **highlight at least two sentences** that you feel are your best points and that you are willing to discuss in class. Reflection assignments and prompts will be posted on Canvas, along with due dates and links to submit them. On most weeks, your reflections are due by **9 PM the night BEFORE** class so that I have time to review them.

***Midterm Exams (2 in-class midterm exams, each worth 15% = 30%)***

There will be two exams, each taking place at the end of the first two sections of the course. They will give you an opportunity to demonstrate the application of course material from that section. For example, you may be presented with a comparative treatment trial and asked to evaluate its design and conclusions, given hypothetical case vignettes and asked to develop and defend a case conceptualization, design a treatment plan using a certain therapy approach, etc. These exams will be administered during class on the days they are scheduled (see course outline below).

***Paper Project (30%) and Presentation (10%):***

The final requirement for this course is a paper project involving a literature review that you will develop over the semester. For these projects, you will choose a disorder from the list below and complete a review of the research literature evaluating at least two different therapy modalities being addressed in this course (e.g., psychodynamic, interpersonal/group therapy, CBT, humanistic, including mindfulness-based approaches or motivational interviewing, etc.). If you are interested in reviewing research on a therapy modality not covered in the course (e.g., schema therapy, play therapy, art therapy, etc.) please get my approval first as there needs to be enough empirical literature to include it. I have chosen the disorders below because there is ample research evaluation of treatments for them, including randomized clinical trials or other experimental research, to make for a good paper.

- **Children and adolescents:**  
Anxiety (in general), or if you can find it, a specific anxiety disorder; Post-traumatic Stress Disorder; Obsessive/Compulsive Disorder; Major Depression; Disruptive behavior disorders e.g., Oppositional Defiant Disorder, Conduct Disorder, aggression; Attention-Deficit/Hyperactivity Disorder; Alcohol or Substance Abuse or Dependence; Autism Spectrum Disorder; Self-injurious thoughts and behaviors; Obesity
- **Adults** (these sometimes include both individual treatment and family treatment):  
Major Depression; Generalized Anxiety Disorder; Social Phobia; Obsessive/Compulsive Disorder; Panic Disorder; Posttraumatic Stress Disorder; Personality Disorders (or specifically Borderline Personality Disorder); Schizophrenia; Bipolar Disorder; Alcohol or Substance Abuse or Dependence (you could pick addiction to a particular drug); Anorexia; Bulimia; Obesity; Attention-Deficit/Hyperactivity Disorder; Various forms of adult antisocial behavior; Insomnia
- **Couples:**  
Couple's distress; Sexual dysfunction

During the first third of the semester, you will develop a formal project proposal which will guide an extensive literature review on your topic of interest. Your work on this project will culminate in an APA (American Psychological Association) style literature review paper (20% of your grade) and a formal in-class (10 minute) presentation of your project (10% of your grade). Papers are expected to be 12-14 (double-spaced) pages BEFORE reference pages. As the semester progresses, detailed guidance will be provided on timelines, proposals, outlines, reference lists, and the presentations. Information about each step will be posted in the Paper Project folder in Canvas.

Please submit all assignments through the Canvas course website. If you have trouble submitting an assignment, send me an email message (with your assignment attached) as soon as you become aware of the problem.

**Resolution of Differences:** I am happy to reconsider grades, questions, or policies that you consider unfair. I intend to make the class fair for all students and would like to hear whether there are any concerns regarding class equity.

### ***Additional Information & Course Policies:***

**Confidentiality:** This course is unusual in that you will be learning and talking about clinical cases. In addition, you may be involved in some role-playing or practice interviewing in which your partner may say something that is personally important and that they would like to keep private. In any clinical setting, including clinical courses, keeping personal information confidential is essential. It is your duty to maintain the confidentiality and trust of classmates and friends or family about whom you may share personal information. For instance, if you draw on real-life mental health or therapy case examples related to a friend or family member, be extremely careful **NOT** to use names or other identifying information about the people to whom you are referring. It may even be important to alter some of their personal information (e.g., age, number of siblings, hometown, college they attend, class year, trauma history, etc.) so that the class cannot intuit who the person is because they recognize some of their identifiers.

**Laptops & Technology:** In order to facilitate note taking in class, Power Point Notes pages of class slides will be posted on Canvas following each class. Because this is a discussion-based class, laptops and tablets are **NOT** to be used to take notes or review readings in class. If this policy will pose a hardship for you, please contact me as soon as possible. Cellular phones should be turned off during class meetings. If you need to leave your phone on for any reason, please notify me at the beginning of class.

**Accommodations:** If you believe you need accommodations for a disability or a chronic medical condition, please contact Student Disability Services via email at [disabilityservices@vpul.upenn.edu](mailto:disabilityservices@vpul.upenn.edu) to arrange an appointment to discuss your needs or visit the following website to request accommodations: <https://wlrc.vpul.upenn.edu/sds/>. As appropriate, the office will issue students with documented disabilities or medical conditions a formal Accommodations Letter. Since accommodations require early planning, please contact Student Disability Services as soon as possible. You are also welcome to contact me, Dr. Krause, privately to discuss your academic needs. However, all disability-related accommodations must be arranged, in advance, through Student Disability Services.

**Late assignments:** Course assignments and deadlines will be posted on Canvas. Late assignments will receive a penalty.

**Academic Honesty:** Penn's Code of Academic Integrity can be found on the following website: <https://www.college.upenn.edu/academic-integrity>. Please make a special note of the academic misconduct policies. Plagiarism will be taken seriously.

***Use of ChatGPT or other AI software***

You may use ChatGPT in this course for assignments. However, if you do so, you must write an additional reflection (1-2 paragraphs) describing how you used it and your experience doing so (e.g., what did it work well for; what did it not work well for; what did you learn?).

Here are some appropriate ways to use ChatGPT in this course:

- Editing/formatting
  - Sentence level help with wording
  - Final overall polish of work
  - Cleaning of completely written text
  - Formatting corrections
- Generating ideas
  - Exploring what topics you might write about
  - Connecting why your content may or may not generalize to other populations

***Changes to Syllabus:***

Modifications to the syllabus (including readings and other assignments) may be made during the semester. Students will be notified of any changes that will affect them.

*Course Outline & Assigned Readings*

<b>PART I: Intro to Psychotherapy: Theory, Research, &amp; Critical Perspectives</b>	
<b>Aug. 31</b>	<b>Introduction to the Field of Psychotherapy</b>
<b>Sept. 7</b>	<p><b>What is Psychotherapy?</b></p> <p><b>Text Book:</b> Chapter 1</p> <p><b>Yalom Book:</b> Chapters 1-13 (each chapter is only 1-2 pages long)</p> <p>Goldfried, M. R. (2019). Obtaining Consensus in Psychotherapy: What holds us back? <i>American Psychologist</i>, 74, 484-496.</p>
<b>Sept. 14</b>	<p><b>Psychotherapy Research: Does therapy work and how do we know?</b></p> <p>Lambert, M. J. (2011). <i>Psychotherapy research and its achievements</i>. In J. C. Norcross, G. R. VandenBos, &amp; D. K. Freedheim (Eds.), <i>History of psychotherapy: Continuity and change</i> (p. 299–332). American Psychological Association. <a href="https://doi.org/10.1037/12353-010">https://doi.org/10.1037/12353-010</a></p> <p>Prochaska, J. O., &amp; Norcross, J. D. (2018). <b>Appendix A.</b> <i>Systems of psychotherapy: A transtheoretical analysis</i> (9<sup>th</sup> Edition). Pacific Grove, CA: Brooks/Cole. ISBN-13: 978-0190880415.</p> <p>Watch Video: Jonathan Shedler, PhD 2014 Lecture: <i>Where is the Evidence for Evidence-Based Therapy?</i></p>
<b>Sept 21</b>	<p><b>Feminist and Multicultural Perspectives</b></p> <p><b>Text Book:</b> Chapter 10: Feminist Theory and Therapy</p> <p>Capuzzi &amp; Stauffer (2016). Chapter 2: Diversity and social justice issues in counseling and psychotherapy, 6<sup>th</sup> Ed. Alexandria, VA: American Counseling</p> <p>Sue, Derald Wing., Miguel E. Gallardo, and Helen A. Neville. <i>Case Studies in Multicultural Counseling and Therapy</i>. Hoboken, N.J: John Wiley and Sons, Inc., 2014. Print.</p> <p><b>Chapter 1:</b> Clinical Applications with African Americans  <b>Chapter 4:</b> Clinical Applications with Latina/o Americans  <b>Chapter 7:</b> Clinical Applications of a White Therapist Working with People of Color</p>
<b>Sept. 28</b>	<b>Midterm Exam I (in class)</b>

PART II: Psychotherapy Approaches	
Oct. 5	<p><b>Psychoanalytic Approaches</b></p> <p><b>Text Book:</b> Chapter 2: Psychoanalytic Approaches</p> <p><b>Yalom Book:</b> Chapters 20, 59, 73-75, 77-83</p>
Oct. 10	<b>Due: Possible Paper Projects</b>
Oct. 12	<b>Fall Break</b>
Oct. 19	<p><b>Psychodynamic Therapy: Research and Practice</b></p> <p>Sandler, S. (2016). <i>Tea with Freud: An imaginary conversation about how therapy really works</i>. Dog Ear Publishing. <b>Chapters 1-4 (pp. 1-65).</b></p> <p>Luborsky, L., &amp; Crits-Christoph, P. (1998). <b>(Chapters 1, pp. 1-9, stop at “From the Early Attempts to Develop a Transference Measure”)</b> (Chapter posted in week’s Readings folder)</p> <p>Luborsky, L., Barber, J. P., Diguier, L. (1992). <i>The meaning of narratives told during psychotherapy: The fruits of a new observational unit.</i> <i>Psychotherapy Research</i>, 4, 277-290. (Article posted in week’s Readings folder)</p> <p><u>Slonim</u>, D.A., <u>Shefler</u>, G., <u>Slonim</u>, N., <u>Tishby</u>, O. (2013). Adolescents in psychodynamic psychotherapy: Changes in internal representations of relationships with parents. <i>Psychotherapy Research</i>, 23(2), 201-217. DOI:10.1080/10503307.2013.765998 (Article posted in week’s Readings folder)</p> <p><b>** Note for this last article, don't worry too much about understanding/absorbing the technical statistical analyses for establishing their clustering of the Core Conflictual Relationship Themes. I’m assigning this article so you can see how this originally qualitative method has been advanced to be used quantitatively to analyze changes in transference over the course of therapy.</b></p>

<b>Oct. 26</b>	<p><b>Interpersonal/Group Therapy</b></p> <p>Yalom, I.D. (1995). Chapter 1: The Therapeutic Factors. <i>The Theory and Practice of Group Psychotherapy</i>, 4<sup>th</sup> ed. New York: Harper Collins (Basic Books).</p> <p>Yalom, I.D. (1995). Chapter 2: Interpersonal learning. <i>The Theory and Practice of Group Psychotherapy</i>, 4<sup>th</sup> ed. New York: Harper Collins (Basic Books).</p> <p><b>Yalom Book:</b> Chapters 50, 58, 65, 69-72</p>
<b>Nov. 2</b>	<p><b>Humanistic and Existential Theory &amp; Therapy</b></p> <p><b>Text Book:</b> Chapter 4: Existential Theory and Therapy Chapter 5: Person Centered Theory and Therapy</p> <p>Greenberg, L. S. (2002). Ch. 11—Coaching for emotional wisdom in couples. <i>Emotion-focused therapy</i> (pp. 255-277). Washington D. C.: American Psychological Association.</p> <p><b>Yalom Book:</b> Chapters 14-19, 21-25, 41-49, 55, 66-68</p>
<b>Nov. 6</b>	<b>Due: Refined Paper Projects</b>
<b>Nov. 9</b>	<p><b>Behavioral and Cognitive Behavioral Therapy</b></p> <p><b>Text Book:</b> Chapter 7: Behavioral Theory and Therapy <b>Text Book:</b> Chapter 8: Cognitive Behavioral Theory and Therapy</p> <p><b>Yalom Book:</b> Chapters 39, 54, 76</p> <p>Tang, T. Z., &amp; DeRubeis, R. J. (1999). Sudden gains and critical sessions in cognitive-behavioral therapy for depression. <i>Journal of Consulting and Clinical Psychology</i>, 67, 894–904.</p>
<b>Nov. 16</b>	<b>Midterm Exam 2 (in class)</b>

PART III: Current Therapy Developments & Controversies	
<b>Nov. 21</b>	<b>Integrative Therapies</b>  Hoffmann, S. G., & Hayes, S. C. (2019). The future of intervention science: Process-based therapy. <i>Clinical Psychological Sciences</i> , 7(1), 37-50.  <b>Text Book:</b> Chapter 14: Psychotherapy and Counseling Integration  <b>Yalom Book:</b> Chapters 33-35, 51-53, 60-62, 84-85
<b>Nov. 30</b>	<b>Paper Project presentations</b>
<b>Dec. 4</b>	<b>Due: Detailed Outline of Paper</b>
<b>Dec. 7</b>	<b>Current Controversies in Psychotherapy</b>  TBD
<b>Dec. 20</b>	<b>Due: Final Paper Project</b>