



18 AGASSIZ CIRCLE
BUFFALO, NEW YORK 14214

COURSE SYLLABUS

Course Number: PSY 798

Section: 52

Number of Credits: 3 Credits

Prerequisites: None

Instructor: Jack C. Anchin, Ph.D.

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Instructor Availability: Office hours: Wednesday, 1:00 PM-3:00 PM

Friday, 10:30 AM-12:30 PM

Appointments also available as needed; please call or e-mail to schedule an appointment.

Course Title: Integrative Therapy

Semester: Fall, 2016

Please note: Grading of student papers will reflect standard English usage. The MLA and APA bibliographic styles are generally used at Medaille.

Statement on Disabilities

Any student with a disability who believes he/she needs accommodation(s) in order to complete this course should contact the Coordinator of Disability Services at 566-3088 for confidential assistance and a determination of what accommodations are appropriate and reasonable under the Americans with Disabilities Act. The office is located in Huber Hall, Room 101.

Academic Integrity

Medaille College expects students to fulfill academic assignments independently and honestly. Any cheating, plagiarism, or other forms of academic dishonesty at Medaille College will be penalized, with sanctions ranging from an "F" on a specific assignment to expulsion from the College.

Campus Emergency Closure

In the event of a campus emergency closure, please log on to your Blackboard course link at <http://blackboard.medaille.edu> to continue with your course requirements and to communicate with your instructor. You should access this course link early in the semester to familiarize yourself with it. Report any access or usage problems to the course instructor.

A. Catalog Description of Course

The aims of this course are to foster the understanding and application of integrative approaches to psychotherapy and to facilitate students' development of integrative ways of thinking about and therapeutically working with clinical cases. Key defining characteristics of psychotherapy integration, the rationale for integrating therapeutic approaches, and the historical foundations of the psychotherapy integration movement will be examined. The major pathways to psychotherapy integration will be discussed and illustrated, and a biopsychosocial-developmental systems perspective will be presented as a unifying framework for understanding mental health and

psychopathology and for integrating different psychotherapeutic paradigms. Overarching principles for guiding psychotherapy integration will be delineated, and the major paradigms of psychotherapy will be examined from the perspective of the central dimension(s) of the human biopsychosocial-developmental system each conceptually and clinically emphasizes. Areas of divergence and convergence among different paradigms, and implications for the practice of integrative therapy, will be highlighted. The course will also focus on issues in and findings on research in the field of psychotherapy integration, including the interplay between evidence-based practice and practice-based evidence. Challenges and issues associated with the art and science of psychotherapy integration will be identified and explored as well. Throughout the course, attention will be devoted to the impact of integratively-related knowledge, skills, and attitudes on development of student's own clinical thinking, assessment, case conceptualizations, and intervention processes.

B. Student Learning Objectives

By the end of this course, students will be able to:

- 1.) identify and explain key defining characteristics of psychotherapy integration
- 2.) explain the rationale for integrating different approaches to psychotherapy in treating clients
- 3.) identify historical developments that led to the contemporary psychotherapy integration movement
- 4.) explain essential defining elements of each of the major pathways to psychotherapy integration (i.e. common factors, technical eclecticism, theoretical integration, assimilative integration, unification) and exemplars of each
- 5.) describe the components of and explain the rationale for biopsychosocial-developmental systems metatheory as a unifying framework for guiding integrated conceptions of mental health and well-being and psychopathology and distress
- 6.) explain the essential assumptions, concepts, therapeutic strategies, and intervention techniques associated with the major approaches to psychotherapy and their implications for thinking and working integratively in psychotherapy
- 7.) explain areas of convergence and divergence between different psychotherapy approaches and implications for working clinically in integrative ways
- 8.) explain the manner in which each of the major contemporary approaches to psychotherapy conceptually and clinically emphasize a particular dimension of the human biopsychosocial-developmental system and thus how the latter can guide integration of concepts, interventions, and techniques from different therapeutic approaches
- 9.) formulate integrative case conceptualizations that reflect the dialectical bridging of nomothetic and idiographic perspectives on understanding the client
- 10.) identify and explain specific in-session metaconsiderations that inform and facilitate therapeutic integration during the process of psychotherapy (e.g., therapist intentionality and purpose; markers and choice points; attunement to effects of a given intervention)
- 11.) explain the pivotal role of client-therapist relational processes, including the quality of the therapeutic alliance and therapist utilization of different relational stances, in contributing to effective therapeutic integration
- 12.) explain areas of convergence and divergence between different psychotherapy approaches and implications for working clinically in integrative ways
- 13.) explain the interplay between psychotherapy integration, multiple ways of knowing (i.e., empirical and hermeneutic inquiry), and implications for conducting research on psychotherapy
- 14.) describe and explain principal directions and findings of research on psychotherapy integration
- 15.) explain the complementary relationship between evidence-based practice and practice-based evidence, and their implications for advancing the science and practice of integrative psychotherapy
- 16.) identify, explain, and discuss principal challenges and issues currently facing psychotherapy integration as both an art and a science

C. Outline of Course Content *

DATE	TOPIC	READING ASSIGNMENTS**
9/6	Setting the Context (e.g., defining psychotherapy Integration and its principal elements; rationale for integration; historical foundations; approaches to psychotherapy integration; current status)	Stricker & Gold, Chpt. 1 and readings to be assigned
9/13	Metalevel Considerations for Guiding Psychotherapy Integration (e.g., unifying biopsychosocial systems metatheories of human functioning; dialectics; metaconsiderations informing integration during the process of psychotherapy; ethical considerations)	Fromme: Chpt. 1 and readings to be assigned
9/20	Existential-Humanistic-Experiential Approaches and Integrative Implications	Fromme: Chpts. 8 & 9 and readings to be assigned
9/27	Existential-Humanistic-Experiential Approaches & Integrative Implications (cont'd)	Fromme: Chpts. 8 & 9 and readings to be assigned
10/4	NO CLASS The Biomedical Model, Neuroscience, and Integrative Implications	Fromme: Chpt. 3 and readings to be assigned
10/11	Cognitive Behavior Therapy (CBT), Postmodern alternatives (3 rd Wave CBT; Constructivist-Narrative-Hermeneutic Approaches), and Integrative Implications	Fromme: Chpts. 4, 5, & 14 and readings to be assigned
10/18	Cognitive Behavior Therapy (CBT), Postmodern alternatives (3 rd Wave CBT; Constructivist-Narrative-Hermeneutic Approaches), and Integrative Implications	Fromme: Chpts. 4, 5, & 14 and readings to be assigned
10/25	Psychoanalytic and Interpersonal/Relational Psychodynamic Approaches and Integrative Implications	Fromme: Chpts. 6, 7, 10, & 11 and readings to be assigned
11/1	Psychoanalytic and Interpersonal/Relational Psychodynamic Approaches and Integrative Implications (cont'd)	Fromme: Chpts. 6, 7, 10, & 11 and readings to be assigned
11/8	Family Systems and Multicultural Approaches and Integrative Implications	Fromme: Chpts. 12 & 13 and readings to be assigned
11/15	Family Systems and Multicultural Approaches and Integrative Implications	Fromme: Chpts. 12 & 13 and readings to

	(cont'd)	be assigned
11/22	Another Postmodernism Variant: Solution-Focused and Strength-Based Approaches and Integrative Implications	Readings to be assigned
11/29	Research and Psychotherapy Integration	Readings to be assigned
12/6	Challenges and Issues in the Art and Science of Psychotherapy Integration	Readings to be assigned

*The course outline is subject to revisions.

**Additional readings [e.g., selected journal articles; case studies from Stricker and Gold (2006); edited-book chapters) designed to supplement and expand on readings from the text will be assigned throughout the semester; these readings will be drawn in part from the list presented below in item "G. Suggested Reading List"

D. Means of Assessing Student Learning***

1.) Class Participation (20% of final grade): The open-minded, respectful, and vigorous exchange of ideas is essential to a healthy and productive learning process in an advanced course of this nature, and therefore active participation in class discussions is expected. This necessitates that you complete reading and writing assignments prior to class time, and that you be actively engaged both with lecture material presented during class and with questions and ideas presented by your fellow students over the course of a given class meeting. Another vital component of class participation entails active involvement in experiential activities and exercises (e.g., role-plays; practicing specific interventions), which can be highly beneficial in contributing to the understanding of specific theoretical concepts and therapeutic techniques.

2.) Weekly reaction paper (40% of final grade): By 1:00 PM on the Saturday before our upcoming class, please e-mail me a 2-3 page reaction paper in which you address the following elements:

(a) concisely summarize in your own words 3-4 points (e.g., assumptions, assertions, concepts, etc.) associated with the readings that especially resonates for you and briefly explain what it is about each of these points that strikes a chord for you (e.g., based on your observations of others; clinical experience; resonance with aspects of your own thinking; etc.)

(b) challenge or question one or more specific points or assertions that you encountered in the course of the reading; this will entail briefly (1) summarizing the specific point(s) or assertion(s) (and its/their source) that you are challenging or questioning, (2) indicating why the author's assertion or point is in your view problematic or in some other way open to challenge, (3) articulating in precise terms the alternative view(s) you hold relative to the author's point (i.e., an explicit statement of the point or statement you would offer as a challenge to what the author has said), and (4) providing a brief justification for the alternative view(s) you are presenting (your justification might be based, for example, on evidence from the literature; your own observations; a view on the issue held by another theoretical approach that you view to be more accurate or appealing; etc.);

(c) indicate if, in the course of your readings, there was one or more specific points, statements, or terms that you don't understand and would like to have clarified.

Please write your reaction papers with the idea that items (b) and (c) will serve as significant springboards for class discussion.

3.) Term Paper (40% of final grade): Drawing on different therapeutic approaches presented, discussed, and reflected on over the course of the semester, present your own integrative theory of psychotherapy as it exists at this point in your professional development. So, for example:

(a.) What structures and processes do you view to be central to understanding and explaining human psychopathology and maladjustment?

(b.) What kinds of experiences do you view as essential for the client to have *within* therapy sessions and *between* therapy sessions in order for psychotherapy to bring about therapeutic change?

(c.) What client-therapist relationship processes do you view to be essential for psychotherapy to be effective?

(d.) What kinds of therapeutic interventions/techniques do you view to be especially necessary (although not necessarily sufficient) to bring about beneficial therapeutic outcomes?

(d.) What other client and therapist factors and processes do you view as playing an important role in fostering therapeutic change?

(e.) Integrate into your discussion evidence from empirical research on psychopathology and/or on psychotherapy that bears on your personal integrative theory of psychotherapy; if you believe empirical research bears no relevance to the personal integration you are presenting, explain why you believe this to be the case.

The final paper should be approximately 20 pages in length (not including references), double-spaced, and follow APA guidelines. The paper is due (submit via e-mail) by 5:00 PM, Tuesday, December 13th. As professionals-in-training, students are expected to submit their term paper on time. If, due to extenuating circumstances, students are unable to submit their paper on the due date, they must discuss the situation with me as soon as possible. Late papers will be accepted at my discretion, and scoring penalties may be assessed.

***Assignments 2 and 3 above have been adapted from Wachtel, P. (Instructor), *Syllabus for Theory I: Integrative Approaches to Psychotherapy*, Course # 80103.17997, Spring, 2012, Doctoral Program in Clinical Psychology, The Graduate Center of the City University of New York

E . Course Attendance Policy

Attendance is expected at *all* class meetings. If there is a situation that will necessitate your absence from a given class [e.g., illness, emergency, religious observance (see Medaille College Graduate Catalogue, "Guidelines on Students and Religious Observance")], it is essential that you notify me (if possible, at least 24 hours before class) by e-mail or phone. If a situation has arisen that has prevented you from attending class but you were not able to notify me beforehand, it is essential that you contact me as soon as possible after the class you have missed to inform me as to the basis for your absence; written documentation may be requested. If the reason for such an absence is judged to provide insufficient justification, points may be deducted in calculating your final grade. Overarchingly, please treat our class meetings as a *professional commitment*.

F. Textbooks

Fromme, D. K. (2011). *Systems of psychotherapy: Dialectical tensions and integration*. New York: Springer Science+Business Media.

Stricker, G., & Gold, J. (Eds.). (2006). *A casebook of psychotherapy integration*. Washington, DC: American Psychological Association.

G. Suggested Reading List

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

- Anchin, J.C. (2006). A hermeneutically informed approach to psychotherapy integration. In G. Stricker and J. Gold (Eds.), *A casebook of psychotherapy integration* (pp. 261-280). Washington, DC: American Psychological Association.
- Anchin, J. C. (2008). Contextualizing discourse on a philosophy of science for psychotherapy integration. *Journal of Psychotherapy Integration, 18*, 1–24.
- Anchin, J.C. (2008). Pursuing a unifying paradigm for psychotherapy: Tasks, dialectical considerations, and biopsychosocial systems metatheory. *Journal of Psychotherapy Integration, 18*, 310-349.
- Anchin, J.C. (2012). Prologue to unified psychotherapy and clinical science. *Journal of Unified Psychotherapy and Clinical Science, 1*, 1-20.
- Anchin, J.C., & Magnavita, J.J. (Eds.). (2008). Special issue: Toward the unification of psychotherapy: A journal symposium. *Journal of Psychotherapy Integration, 18*, 259-376.
- Anchin, J.C., & Singer, J.A. (in press). A dual process perspective on the value of theory in psychotherapeutic decision-making. In J.J. Magnavita (Ed.), *Clinical decision making in mental health practice*. Washington, DC: American Psychological Association.
- Antony, M.M., & Roemer, L. (2011). *Behavior therapy*. Washington, DC: American Psychological Association.
- Aron, L. (1996). *A meeting of minds: Mutuality in psychoanalysis*. Hillsdale, NJ: Analytic Press.
- Baruth, L.G., & Manning, M.L. (2011). *Multicultural counseling and psychotherapy: A lifespan approach* (5th ed.). Columbus, OH: Pearson.
- Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond* (2nd ed.). New York: Guilford.
- Bennett-Levy, J. (2006). Therapist skills: A cognitive model of their acquisition and refinement. *Behavioural and Cognitive Psychotherapy, 34*, 57–78
- Brooks-Harris, J.E. (2008). *Integrative multitheoretical psychotherapy*. Boston: Houghton-Mifflin.
- Castonguay, L. G., & Beutler, L. E. (Eds.). (2006). *Principles of therapeutic change that work*. New York: Oxford University Press.
- Castonguay, L.G., Eubanks, C.F., Goldfried, M.R., Muran, J.C., & Lutz, W. (2015). Research on psychotherapy integration: Building on the past, looking to the future. *Psychotherapy Research, 25*, 365-382.
- Clarkin, J.F., Livesley, W.J., & Cain, N. (2015). An integrated approach to treatment of patients with personality disorders. *Journal of Psychotherapy Integration, 25*, 3-12.
- Corsini, R.J., & Wedding, D. (2011). *Current psychotherapies* (9th ed.). Belmont, CA: Brooks/Cole.
- Dobson, K.S. (Ed.). (2010). *Handbook of cognitive-behavioral therapies* (3rd ed.) New York: Guilford.
- Duncan, B. L., Miller, S. D., Wampold, B. E., & Hubble, M. A. (Eds.). (2010). *The heart and soul of change: Delivering what works in therapy* (2nd ed.). Washington, DC: American Psychological Association.
- Elliot, R. & Greenberg, L. S. (2007). The essence of process-experiential/emotion focused therapy. *American Journal*

of *Psychotherapy*, 61, 3, 241-254.

Fosha, D. (2000). *The transforming power of affect: A model for accelerated change*. New York: Basic Books.

Frank, K. A. (2009). *Psychoanalytic participation*. Hillsdale, NJ: Analytic Press.

Gold, J.R. (Ed.). (2001). Special issue: The integration of system and individual therapies. *Journal of Psychotherapy Integration*, 11, 285-410.

Goldfried, M.R. (1980). Toward the delineation of therapeutic change principles. *American Psychologist*, 35, 991-999.

Greenberg, L. (2008). Emotion and cognition in psychotherapy: The transforming power of affect. *Canadian Psychology*, 49, 49-59.

Greenberg, L. S. (2011). *Emotion-focused therapy*. Washington, DC: American Psychological Association.

Gurman, A.S., Lebow, J.L., & Snyder, D.K. (Eds.). (2015). *Clinical handbook of couple therapy* (5th ed.). New York: Guilford

Hayes, S.C., Follette, V.M., & Linehan, M.M. (Eds.). (2004). *Mindfulness and acceptance: Expanding the cognitive-behavioral tradition*. New York: Guilford.

Henriques, G. R., & Stout, J. (2012). A unified approach to conceptualizing people in psychotherapy. *Journal of Unified Psychotherapy and Clinical Science*, 1, 37-60.

Ingersoll, R. E., & Zeitler, D. M. (2010). *Integral psychotherapy: Inside out/outside in*. Albany, NY: State University of New York Press.

Jones-Smith, E. (2014). *Strengths-based therapy: Connecting theory, practice, and skills*. Thousand Oaks, CA: Sage.

Kazdin, A. E. (2005). Treatment outcomes, common factors, and continued neglect of mechanisms of change. *Clinical Psychology: Science and Practice*, 12, 184-188.

Keng, S. L., Smoski, M. J., & Robins, C. J. (2011). Effects of mindfulness on psychological health: A review of empirical studies. *Clinical Psychology Review*, 31, 1041-1056.

Kiesler, D. J. (1996). *Contemporary interpersonal theory and research: Personality, psychopathology, and psychotherapy*. New York: Wiley.

Krug, O.T. (2009). James Bugental and Irvin Yalom: Two masters of existential therapy cultivate presence in the therapeutic encounter. *Journal of Humanistic Psychology*, 49, 329-354

Lebow, J. (Ed.). (2008). *Twenty-first century psychotherapies*. Hoboken, NJ: Wiley.

Levenson, H. (2003). Time-limited dynamic psychotherapy: An integrationist perspective. *Journal of Psychotherapy Integration*, 13, 300-333.

Lutz, A.B. (2014). *Learning solution-focused therapy: An illustrated guide*. Washington, DC: American Psychiatric Press.

- Magnavita, J.J., & Anchin, J.C. (2014). *Unifying psychotherapy: Principles, methods, and evidence from clinical science*. New York: Springer Publishing.
- Marquis, A. (2009). An integral taxonomy of therapeutic interventions. *Journal of Integral Theory and Practice*, 4, 13–42.
- Melchert, T.P. (2011). *Foundations of professional psychology: The end of theoretical orientations and the emergence of the biopsychosocial approach*. Waltham, MA: Elsevier.
- Melchert, T.P. (2013). Beyond theoretical orientations: The emergence of a unified scientific framework in professional psychology. *Professional Psychology: Research and Practice*, 44, 11-19.
- Melchert, T.P. (2016). Leaving behind our preparadigmatic past: Professional psychology as a unified clinical science. *American Psychologist*, 71, 486-496.
- Messer, S. M. (1992). A critical examination of belief structures in integrative and eclectic psychotherapy. In J. C. Norcross & M. R. Goldfried (Eds.), *Handbook of psychotherapy integration* (1st ed., pp. 130–165). New York: Basic Books.
- Messer, S.M. (Ed.). (2001). Special issue: Assimilative integration. *Journal of Psychotherapy Integration*, 11, 1-154.
- Mitchell, S. A. (1988). *Relational concepts in psychoanalysis*. Cambridge, MA: Harvard University Press.
- Neimeyer, R. A. (2009). *Constructivist psychotherapy: Distinctive features*. Washington, DC: APA.
- Nichols, M.P. (2012). *Family therapy: Concepts and methods*. Columbus, OH: Pearson.
- Norcross, J. C. (Ed.). (2011). *Psychotherapy relationships that work: Evidence-based responsiveness* (2nd ed.). New York: Oxford University Press.
- Norcross, J.C., & Goldfried, M.R. (Eds.). (2005). *Handbook of psychotherapy integration* (2nd ed.). New York: Oxford University Press.
- Preston, J.D., O'Neal, J.H., & Talaga, M.C. (2013). *Handbook of clinical psychopharmacology for therapists* (7th ed.). Oakland, CA: New Harbinger Publications.
- Safran, J. D., & Messer, S. B. (1997). Psychotherapy integration: A postmodern critique. *Clinical Psychology: Science and Practice*, 4, 140–152.
- Schneider, K.J. (2008). *Existential-integrative psychotherapy: Guideposts to the core of practice*. New York: Routledge.
- Sharf, R. S. (2012). *Theories of psychotherapy and counseling* (5th ed.). New York: Brooks/Cole.
- Shedler, J. (2010). The efficacy of psychodynamic psychotherapy. *American Psychologist*, 65, 98-109.
- Smith-Acuna, S. (2011). *Systems theory in action: Applications to individual, couples, and family therapy*. Hoboken, NJ: Wiley.
- Stricker, G. (2010). A second look at psychotherapy integration. *Journal of Psychotherapy Integration*, 20, 397-405.

- Stricker, G. (2011). *Psychotherapy integration*. Washington, DC: American Psychological Association.
- Stricker, G., & Trierweiler, S. J. (1995). The local clinical scientist: A bridge between science and practice. *American Psychologist*, 50, 995–1002.
- Vasquez., M.J.T. (2007). Cultural differences and the therapeutic alliance: An evidence-based analysis. *American Psychologist*, 62, 878-885.
- Wachtel, P. L. (1991). From eclecticism to synthesis: Toward a more seamless psychotherapeutic integration. *Journal of Psychotherapy Integration*, 1, 43-54.
- Wachtel, P. L. (1997). *Psychoanalysis, behavior therapy, and the relational world*. Washington, DC: American Psychological Association.
- Wachtel, P. L. (2008). *Relational theory and the practice of psychotherapy*. New York: Guilford.
- Wachtel, P. L. (2009). Knowing oneself from the inside out, knowing oneself from the outside in: The “inner” and “outer” worlds and their link through action. *Psychoanalytic Psychology*, 26, 158-170.
- Wachtel, P. L. (2011). *Therapeutic communication* (2nd ed.). New York: Guilford.
- Wampold B. E., Imel Z. E. (2015). *The great psychotherapy debate: The evidence for what makes psychotherapy work*. London: Routledge.
- Yalom, I. D. (1980). *Existential psychotherapy*. New York: Basic Books.
- Yalom, I.D., & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York: Basic Books.

H. Other Specifications, Requirements, or Arrangements Appropriate to the Course

Class Decorum: Please turn off cell phones prior to the start of class. If you wish to text and/or to check calls, your e-mail, Facebook, or other social media, you will have an opportunity to do so during our break, so please wait until that time. Similarly, the break provides an opportunity to have a snack; no eating is permitted during class.

Laptop Computers and Tablets: If you wish to bring your laptop or tablet to class, please restrict your use of these to note-taking and to class-related material and activities.

