

Syllabus
PSYC 865: Integrative Psychotherapy for Adults
Spring 2016

Prof: Gregg Henriques, PhD
Professor
Director, CI Program
Office: (540) 568-7857
Home: (540) 324-0930
e-mail: henriqgx@jmu.edu

***“As I ride the crest of the
wave of causality, I look
out onto the sea of
probability and back onto
the sea of effect.”***

OFFICE: 216 Johnston

HOURS: By appointment (I am in the office most days 9-5).

Overview and Objectives: This course is designed to provide doctoral students with an opportunity to advance their understanding of the major perspectives in psychotherapy and to learn how to develop sophisticated, integrative conceptualizations and interventions for adults. Modern psychotherapies from the major perspectives (Psychodynamic, Experiential/Humanistic, and Cognitive/Cognitive Behavioral) will be explored and frameworks will be provided for integrating these perspectives conceptually and drawing on the various psychotherapeutic techniques. After completing this course, students will:

1. Demonstrate a deeper understanding of the major theories and concepts in individual, adult psychotherapy, specifically
 - a. From cognitive psychotherapy identify in patients automatic thoughts, inferences, and core beliefs; recognize how interpretations relate to feelings and actions; and demonstrate knowledge of major intervention techniques, like Dysfunctional Thought Records.
 - b. From Emotion Focus Therapy identify in patients various kinds of emotion (primary, secondary, instrumental); be able to assess whether emotions are over or under-regulated; recognize how individuals filter certain aspects of experience from consciousness, and utilize appropriate techniques (empty chair for overregulated).
 - c. From Short-Dynamic Therapy, identify defenses that protect identity and image, recognize the central role of attachment and core self-other schemas relating to themes of relational value, power, intimacy, freedom and dependency; identify how maladaptive relationship cycles emerge and how new insights and relationship experiences can change them.
2. Be able to integrate these theories into a coherent whole, and be able to articulate one's own theoretical orientation.
3. Be able to apply these insights in therapy, specifically by developing stronger conceptualizations based on underlying patterns and processes, which in turn lead to clear intervention plans for working with adults.
4. Understand evidence based practice and principles; how theory and research inform practice and how practice informs theory and research; what constitutes evidence; and the key interrelations between theory and research, clinical art and wisdom, client values and the sociocultural context.

Required Texts:

- Norcross, J., & Goldfried, M. (2005). *Handbook of Psychotherapy Integration, 2nd Edition (HBPI)*
- Beck, J. S. (2011) *Cognitive Behavior Therapy: Basics and Beyond. Second Edition (CBT)*
- Greenberg, L. S. (2002). *Emotion-Focused Therapy: Coaching Clients to Work Through their Feelings (EFT)*
- Wachtel, P. (2011). *Therapeutic Communication: Knowing What to Say When. (TC) 2nd Edition.* The Guilford Press.

Your grade for the course will depend on the following:

1. **Midterm (15%).** This will be an essay format and is considered as a helpful prep for the final.
2. **Final Exam (35%).** The final will be in essay format and will be based on the readings and material presented in class. It is a “take home” exam for which you will have 48 hours to complete.
3. **Class participation (25%).** Class participation is a crucial component of the course. Students are expected to come to class having read the assigned readings and to contribute their reactions and other thoughts during class discussion. You are strongly encouraged to disagree, challenge, question, and think critically about the material and theories presented in this class.
4. **Reaction Papers or Treatment Research Project (25%).** You have a choice to complete eight 2-3 page reaction papers during the course of the semester (no more than one per week), or complete a Treatment Research Project (TRP). If you complete the reaction papers, for each one you complete, you may be asked to share the reaction papers near the end of class, so they should be relevant and include topics and questions that are likely to stimulate discussion. The TRP involves leading the class through a thirty minute presentation on either a particular type of psychotherapy not covered in the primary readings (e.g., feminist, narrative) or a treatment for a particular condition (e.g., DBT for Borderline PD, interpersonal treatment for depression), and includes a 8-10 page paper on the material.

NOTE: This syllabus is subject to change. Students will be notified of any changes in class. All aspects of the JMU Honor Code are applicable to this class.

List of Assigned Readings by Week

(Required Readings are to be read before each class; Recommended Readings are listed for students with an interest in expanding their knowledge or if they have already read the required reading in another class)

Class 1

Topics: Course Overview; Psychotherapy Integration through the lens of the Unified Theory; the Unified Approach to Conceptualizing

- **Assigned Blogs**
- **Henriques, G. R. (in press). The Unified Theory. Entry in Ed Neurberg (Ed), *Encyclopedia of Counseling and Psychotherapy*.**
- Recommended Readings: Anchin & Magnavita (2008) Special Issue, *Journal of Psychotherapy Integration*. Several good articles on the next wave in psychotherapy integration, the unification movement

Class 2

Topics: The History of Psychotherapy Integration; Clinical Decision Making and the science-practice relationship in psychotherapy (TEST RePP); Begin to Practice Conceptualizing

- **Required Readings: HBPI, Chpts 1 and 2**
 - **Henriques, G. R. & Stout, J. (2012). A unified approach to conceptualizing people in psychotherapy. *Journal of Unified Psychotherapy and Clinical Science, 1, 37-60*.**
 - **Henriques, G. R. (in press). Teaching clinical decision making. In Magnavita, J (Ed). *Clinical decision making in psychotherapy*. American Psychological Association: Washington DC.**
 - Recommended Readings:
Baker, T. B. McFall, R. M. & Shoham, V. (2009). Current status and future prospects of clinical psychology: Toward a scientifically principled approach to mental and behavioral health care. *Psychological Science in the Public Interest, 9, 67-103*.
- Wachtel, P. L. (2010). Beyond "ESTs": Problematic assumptions in the pursuit of evidence based practice. *Psychoanalytic Psychology, 27, 251-272*.

Class 3

Topics: The Cognitive Behavioral Approach, Part 1

- **Required Readings: Beck, J. CBT, Chpts 1-9 (pgs 1-136)**
- Recommended Readings: *Cognitive Therapy Techniques* (Leahy, 2003); *Cognitive Therapy for the Anxiety Disorders* (Clark and Beck, 2010); *Cognitive Therapy for the Personality Disorders* (Beck and Freeman)

Class 4: February 16

Topics: The Cognitive Behavioral Approach, Part 2

- **Required Readings: CT, Chpts 10-13 (pgs 137-248)**
 - Recommended Readings:
Brown, G. K., Ten Have, T., Henriques, G. R., Xie., S. X., Hollander, J. E., & Beck, A. T. (2005). Cognitive therapy for the prevention of suicide attempts: A randomized controlled trial. *Journal of the American Medical Association, 294, 563-570*.
- Berk, M. S., Henriques, G. R., Warman, D. M., Brown, G. K., and Beck, A. T. (2004). A cognitive therapy intervention for suicide attempters: An overview of the treatment and case examples. *Cognitive and Behavioral Practice, 11, 265-277*.

Class 5: February 23

Topics: David Barlow's Unified Framework for Treating Emotional Disorders and Other Integrative Cognitive Models

- **Required Readings:** Barlow, Allen, & Choate (2004). Toward a unified treatment of emotional disorders. *Behavior Therapy*, 35, 205-230

HBPI Chapt 11, Cognitive Behavioral Assimilative Integration (241-260)

Farchione, T J.; Fairholme, C P.; Ellard, K K.; Boisseau, C L.; Thompson-Hollands, J; Carl, Jenna R.; Gallagher, M W.; and Barlow, D. H. (2012). Unified protocol for transdiagnostic treatment of emotional disorders: A randomized controlled trial. *Behavior Therapy*, Vol 43(3), 666-678

- Recommended Readings
Widening the Scope of Cognitive Therapy (Safran, 1998); HBPI Chapt 9 CAT (196-220) Hofmann, Asmundonson, & Beck (2013). The science of cognitive therapy. *Behavior Therapy*, 44, 199-212.

Class 6: March 1

Topics: From Cognitions to Emotions, the Emotion Focused Approach, Part I

- **Required Readings: EFT, Chpts 1-3 (pgs 3-84)**
- Recommended Readings
Greenberg and Watson (2005) *Emotion Focused Therapy for Depression*

Class 7: March 15

Topics: The Emotion Focused Approach, Part II

- **Required Readings: EFT, Chpts 4-7 (pgs 86-192)**
- Recommended Readings:
Angus, L. (2012). Toward an integrative understanding of narrative and emotion processes in emotion focused therapy of depression: Implications for theory, research and practice. *Psychotherapy Research*, 22, 367-380.

Class 8 March 22

Topics: MIDTERM and Overview of Modern Psychodynamic theory, Part I

No readings, just complete take home midterm

Class 9, March 29

Topics: Modern Psychodynamic Theory Part II

- **Required Readings: TC Chpts 1-6**

Class 10 April 5

Topics: Modern Psychodynamic theory, Part III

- **Required Readings: TC Chpts 7-10**
- Recommended Readings:
McCullough Valliant, L. (1997). *Changing Character*

Class 11 April 12

Topics: Interpersonal & CBASP Approaches

- **Required Readings:**
- **Stuart, S. (2008). What is IPT? The basic principles and inevitability of change. *Journal of Contemporary Psychotherapy*, 1-10**
- **Ravitz, Maunder, & McBride (2008). Attachment, Contemporary Interpersonal Theory and IPT: An Integration of Theoretical, Clinical, and Empirical Perspectives. *Journal of Contemporary Psychotherapy*, 11-21.**
- **Crow & Luty (2005). The process of change in IPT for depression: A case study for the new IPT therapist. *Psychiatry*, 68, 43-54.**

- Recommended Readings:
- HBPI Chapt 13 CBASP McCullough, 281-298

Class 12: April 19

Topics: Stages of Change, Monitoring Outcomes, working with Diversity

- **Required Readings**
- **HBPI Chapt 7 Transtheoretical Model (147-171)**
- **HBPI Chapt 4 Outcome Informed Clinical Work (84-103)**
- **HBPI Chapt 15 Working with culturally diverse clients (321-342)**

Class 13: April 26

Topics: Values and existential reflections; Psychotherapy, well-being, and the quest for happiness; Tension between therapeutic process and adaptive change techniques

- **TBD**

Class 14: May 2 (Note this is finals week)

ACT, DBT, and Other Perspectives

865 Take Home Points

Final is take home

We will have a final meeting session at my house on a TBD date, where we will share essays on our theoretical orientation.