

**The American School of Professional Psychology
at Argosy University, Washington DC**

Course Syllabus

PP8041GS

Integrative Approaches to Therapy

Fall Semester, 2016

INSTRUCTOR AND MEETING TIMES:

Faculty Information

Faculty Name: George Stricker, Ph.D.

Class meeting time: Thursday, 1:00-4:00

Contact Information: e-mail gstricker@argosy.edu Phone 703-526-5871

Office Hours: Please refer to office hours posted outside my office (#527), or by appointment

The function of the imagination is not to make strange things settled, so much as to make settled things strange. – Lord Chesterfield

Read not to contradict nor to believe, but to weigh and consider. - Francis Bacon

***Cave ab homine unius libri.* - Isaac Disraeli (Be cautious of the man of one book)**

COURSE DESCRIPTION

This course offers students the opportunity to develop an understanding of the ways in which theories can be integrated to develop a model of psychotherapy. Students are expected to generate case conceptualizations based on these models. This course also includes an applied component in which students will be expected to articulate their own theory of personality, psychopathology, and psychotherapy in light of the orientations they have learned.

COURSE PREREQUISITES – CBT, Psychodynamic, Family

Required Textbooks:

Norcross, J.C. & Goldfried, M.R. (Eds.) (2005), *Handbook of psychotherapy integration*. (2nd Ed.) New York: Oxford.

*Articles, book chapters, and reserved readings are listed at the relevant dates in the Course Schedule

Credit Value: 3.0

Program Goals and Learning Objectives:

Goal #1: The preparation of practitioners of psychology capable of ethically delivering diagnostic and therapeutic services effectively to diverse populations of clients in need of

such treatment.

Objectives for Goal #1:

- 1-1. Students know the current body of knowledge in applied areas of psychology that serve as foundations for clinical practice. These areas include: psychopathology, human development, individual differences, and personality theories;
- 1-2. Students develop competency in cultural diversity (broadly defined as issues related to gender, age, sexual orientation, race/ethnicity, national origin, religion, physical ability, and social economic status);
- 1-3. Students understand the principles of assessment, as well as understand and competently use specific techniques;
- 1-4. Students develop competency in a broad range of theoretical orientations and therapeutic techniques as well as develop competency in relationship skills;
- 1-5. Students will understand the processes of supervision and consultation and demonstrate an ability to apply these services to individuals and organizations;
- 1-6. Professional and Ethical Standards—Students will understand and apply ethical principles and professional standards that guide the practice of clinical psychology.

Goal #3: The preparation of practitioners of psychology who are able to evaluate and use the existing and evolving body of knowledge and methods in the practice and science of psychology to enhance applications of psychology.

Objectives for Goal #3:

- 3-1. Students engage in critical and disciplined thought as they acquire and organize clinical information;
- 3-2. Students know how to critically evaluate the existing theoretical and research literature in psychology;

Course Objectives:

1. Students will demonstrate a competency in a broad range of theoretical orientations and therapeutic techniques as well as develop a competency in relationship skills (*Learning Objective 1.4*).
2. Students will be able to demonstrate several evolving perspectives on psychotherapy integration (*Learning Objectives 1.4; 3.1*).
3. Students will demonstrate familiarity with ethical issues involved in integrating treatments from different theoretical perspectives (*Learning Objective 1.1*).
4. Students will demonstrate familiarity with several specific models of combining treatments from different psychotherapy orientations (*Learning Objective 1.4*).
5. Students will be able to demonstrate several illustrations of the various existing approaches to psychotherapy integration (*Learning Objective 1.4*).
6. Students will be able to apply particular models of integration to specific diagnosed disorders (*Learning Objective 1.1*).

7. Students will demonstrate familiarity with the possibilities of integrating therapies in the treatment of ethnically diverse populations (*Learning Objective 1.2*).
8. Students will demonstrate familiarity with the extent to which these treatments have received empirical support through exposure to the empirical literature (*Learning Objective 3.2*).

He who studies medicine without books sails an uncharted sea, but he who studies medicine without patients does not go to sea at all. Sir William Osler

Hippocrates once observed, “It’s more important to know what sort of person has a disease than to know what sort of disease a person has.”

COURSE SCHEDULE

September 8
Introduction to Psychotherapy Integration

Readings:
N&G Chapter 1

September 15
History of Psychotherapy Integration and Ethical issues in psychotherapy integration

Readings:
N&G Chapter 2
Gold, J. (2005). Anxiety, conflict, and resistance in learning an integrative perspective on psychotherapy. *Journal of Psychotherapy Integration*, 15, 374-383.

First paper assignment will be handed out

September 22
Routes to Integration 1: Technical Eclecticism. (Lazarus Therapy Tape will be shown)

Readings:
N&G Chapters 5, 6

Beutler, L.E., Forrester, B., Holt, H., & Stein, M. (2013). Common, specific, and cross-cutting psychotherapy interventions. *Psychotherapy*, 50, 298-301.

September 29
Routes to Integration II: Theoretical Integration (Wachtel Tape will be shown)

Readings:
N&G Chapters 8, 9

October 6

Routes to Integration III: Common Factors Approach

Readings:

N&G Chapters 3, 4

DeFife, J.A. and Hilsenroth, M.J. (2011). Starting off on the right foot: Common factor elements in early psychotherapy process. *Journal of Psychotherapy Integration, 21*, 172-191. Available at http://www.psychsystems.net/DeFife/DeFife_Pubs/Peer-review%20Journal/2011_JPI_CommonFactorsEarlyProcess_DeFife&Hilsenroth.pdf

Laska, K.M., Gurman, A.S., & Wampold, B.E. (2014). Expanding the lens of evidence-based practice in psychotherapy: A common factors perspective. *Psychotherapy, 51*, 467-481.

October 13

Routes to Integration IV: Transtheoretical Approach (Mary – session #1)

Readings:

N&G Chapter 7

FIRST PAPER DUE

October 20

Routes to Integration V: Assimilative Integration. (Mary – session #2)

Readings:

N&G Chapters 10, 11

Lampropoulos, G.K. (2001). Bridging technical eclecticism and theoretical integration: Assimilative integration. *Journal of Psychotherapy Integration, 11*, 5-19.

Second paper assignment will be handed out

October 27

The Integration of Family Therapy and Individual Therapy (Mary – session #3)

Readings:

N&G Chapter 18

Mille, D. & Bernal, A. (2014). Utilizing the Integrated Problem-Centered metaframeworks perspective to help families cope with chronic physical pain: A case illustration. *Journal of Family Psychotherapy, 25*, 316-329.

November 3

Application of Integrative Approaches to the Treatment of DSM Disorders: Anxiety (Mary – session #4)

Readings:

N&G Chapter 12

Wolfe, B.E. (2013). Clinical process in an integrative therapy for self-wounds. *Psychotherapy, 50*, 326-330.

November 10

Application of Integrative Approaches to the Treatment of DSM Disorders: Depression (Mary – session #5)

Readings:

N&G Chapter 13

November 17

Application of Integrative Approaches to the Treatment of DSM Disorders: Axis II Disorders (Mary – session #6)

Readings:

N&G Chapter 14

Clarkin, J., Cain, N., & Livesley, W.J. (2015). An integrated approach to treatment of patients with personality disorders. *Journal of Psychotherapy Integration, 25*, 3-12.

Stricker, G. (2013). The process of assimilative psychodynamic integration. *Psychotherapy, 50*, 404-407.

SECOND PAPER DUE

November 24 - Thanksgiving No class Happy Holiday

December 1

Psychotherapy Integration with Ethnically Diverse Populations

Readings:

N&G Chapter 15

Sue, D.W., Capodilupo, C.M., Torino, George.C., Bucceri, J.M., Holder, A.M.B., Nadal, K.L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist, 62*, 271-286.

December 8

Treatment Efficacy and Effectiveness

Readings:

- Stricker, G. (2006). RCTs and psychotherapy Integration: A poor fit. In J.C. Norcross, L.E. Beutler, & R.F. Levant (Eds.). *Evidence-based practices in mental health: Debate and dialogue on the fundamental questions* (pp. 275-282). Washington, DC: American Psychological Association.
- Wampold, B.E. (2007), Psychotherapy: *The humanistic (and effective) treatment. American Psychologist, 62*, 856-873.
- Lambert, M. (2007). Presidential address: What we have learned from a decade of research aimed at improving psychotherapy outcome in routine care. *Psychotherapy Research, 17*, 1-14.
- Norcross, J.C., & Wampold, B.E. (2011). Evidence-based therapy relationships: Research conclusions and clinical practices. *Psychotherapy, 48*, 98-102.

December 15

Summary

Goldfried, M.R. (2010). The future of psychotherapy integration: Closing the gap between research and practice. *Journal of Psychotherapy Integration, 20*, 386-396.

Stricker, G. (2010). A second look at psychotherapy integration. *Journal of Psychotherapy Integration, 20*, 397-405.

Wachtel, P.L. (2010). Psychotherapy integration and integrative psychotherapy: Process or product? *Journal of Psychotherapy Integration, 20*, 406-416.

Course Review

COURSE REQUIREMENTS

1. Active class participation! Students need to attend class with both questions and comments based upon assigned readings and class discussions and be accessible to examining and sharing their personal growth as related to their understanding and application of integrative theory and therapy. Our goal will be to develop an open, respectful, and supportive atmosphere in which productive learning can take place. Each class participant will be expected to contribute to the development of a productive learning environment.
2. Consistent attendance and punctuality is also required. No more than two absences from all or part of a class will be allowed. Exceeding the absence limits will result in loss of a half grade for each one over the limit in your final course grade. Only under dire emergency circumstances with documentation will this requirement be altered. Please notify me in advance if you will be missing a class.
3. Class listserv – At the beginning of the semester, class e-mail addresses will be collected and distributed. Each student will set up a distribution list so that comments can be sent to all students simultaneously. This will be used as a forum to raise questions, present points of view, make comments, and otherwise extend the scope of the class discussion.
4. First paper, the assignment for which will be distributed
5. Term paper, the assignment for which will be distributed

Grades Will Be Determined as Follows:

While evaluation is a necessary element of every graduate training course, it should not interfere with the freedom to learn. In general, students who are able to demonstrate an authentic involvement with the course material marked by openness to new ideas, reflective thinking and experiencing, thoughtful and creative input, and seriousness of purpose are most likely to meet expectations and to learn and grow (and, by doing so, to receive more credit for assignments such as class participation, presentation, and listserv participation).

1. Class participation will account for 10% of your final grade (10 points).
2. Listserv participation will account for 15% of your final grade (15 points).
3. The first paper will count for 30% of your final grade (30 points).
4. The term paper will count for 45% of your final grade (45 points).

Confidentiality Statement: It is the responsibility of the instructor and all students within the class to maintain confidentiality regarding any personal experiences that are disclosed within the class in the spirit of learning. That is, anything shared within the class stays within the class. As in any professional context, the only exception to this rule occurs if there were risk to an individual within the class or to a third party, particularly a client. As stipulated in the ethical guidelines for psychologists, it is the responsibility of each of us to attempt to address such matters of concern directly with the individual prior to taking any further action.

93-100	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
73-77	C
72 and below	C-

The grade of F will be assigned when the student has not attended class, has not completed any assignments, or otherwise has not participated in the class.

Attendance

Students are expected to be punctual to all classes and practicum. Absences should occur only for such urgent reasons as ill health or critical emergency. Whenever possible, students should notify the faculty of these absences in advance. Excessive late arrivals or absences, regardless of the reason, may jeopardize a student's academic standing.

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas

including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Disability Resources for our Students

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities is in need of accommodation they must immediately register themselves with the Office of Student Affairs and Career Services. Procedures for documentation a disability and the development of reasonable accommodations will be provided to the student after all necessary documentation has been submitted and reviewed by the Director of Student Affairs and Career Services.

Once your registration materials are complete and submitted, the Director of Student Affairs and Career Services will follow-up with the student in writing, within 7 business days, regarding the status of their request. Students who qualify for accommodation are responsible for presenting their faculty with copies of their approved accommodations documents. In an effort to protect student privacy, the Office of Student Affairs and Career Services will not reveal the student's diagnosis with instructors. Faculty should not make accommodations for students who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

Instructional Contact Hours/Credit

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the e-classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work as required in paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.