

Theory and Practice of Psychotherapy with Adults
PSY 682
Spring 2016 Syllabus

- Class Number: 64949 (PSYCH 682; 3 credits)
- Instructor: Michael J. Constantino, Ph.D.
 mconstantino@psych.umass.edu
 612 Tobin Hall (413-545-1388)
 Office Hours: By appointment
- Meetings: T TH 11:30am-12:45pm
 129 Tobin Hall (PSC)
- Required Texts: Messer, S. B. & Gurman, A. S. (Eds.) (2011). *Essential Psychotherapies: Theory and Practice* (3rd ed.). New York: Guilford. [ISBN-13: 978-1-60918-197-0]
- Barlow, D. H. (Ed.) (2014). *Clinical handbook of psychological disorders: A step-by-step treatment manual* (5th ed.). New York: Guilford. [ISBN-13: 978-1-4625-1326-0]
- Recommended Texts: Lambert, M. J. (Ed.) (2013). *Bergin and Garfield's Handbook of Psychotherapy and Behavior Change* (6th ed.). Hoboken, NJ: John Wiley and Sons, Inc. [ISBN: 978-1-1180-3820-8]
- Norcross, J. C. (Ed.) (2011). *Psychotherapy relationships that work: Evidence-based responsiveness* (2nd ed.). New York: Oxford University Press. [ISBN: 978-0-19-973720-8]
- Castonguay, L. G., & Hill, C. E. (Eds.) (2011). *Transformation in psychotherapy: Corrective experiences across cognitive behavioral, humanistic, and psychodynamic approaches*. Washington, DC: American Psychological Association. [ISBN: 978-1-4338-1159-3]
- Readings: Selected papers (both classic and more contemporary) on critical issues relevant to psychotherapy research, theory, and practice will supplement the required texts according to the seminar schedule below. These readings will be available as PDF files on moodle (the web-based learning management system for this course).
- moodle: This seminar will have an active moodle site, which will be used to (a) publicize important course announcements (e.g., changes to the syllabus), (b) post course materials and information (e.g., syllabus, readings, lecture slides), (c) upload assignments, and (d) maintain the grade book. Given the importance of accessing relevant information and receiving course announcements in a timely manner, you should regularly visit the course's moodle site (<https://moodle.umass.edu/>). If you have any questions regarding moodle, please contact the UMass Office of Information Technology (OIT; <http://www.oit.umass.edu/>).

Course Overview

The goal of this seminar is to provide clinical psychology graduate students with a thorough grounding in the nature, history, evolution, and current status of the adult psychotherapy field from empirical, theoretical, and practice-based perspectives. As the title implies, the seminar will focus on both the theoretical and the applied aspects of the most influential psychotherapy systems. Although there are literally hundreds of documented psychosocial treatments, most can be substantially subsumed by the major systems addressed in this course and covered in the Messer and Gurman (2011) text.

In addition to surveying the major psychotherapy systems, the seminar will place special emphasis on evidence-based practices for commonly encountered mental health concerns and treatment scenarios. Moreover, the course will address general issues and controversies related to psychotherapy research, evidenced-based practice, practice-based evidence, and the dissemination of empirically supported therapies. Complementing coverage of empirically supported treatment packages, the seminar will also highlight psychotherapy relationship factors, participant characteristics, and principles of psychotherapeutic change that foster, or impede, patient improvement. Finally, the seminar will infuse ethical and multicultural considerations related to the study, theory, and practice of psychotherapy.

Recognizing that this seminar coincides with early practica experiences, there will be a concerted effort to reveal what the complex psychotherapy endeavor actually “looks like” in practice. Much of this will be accomplished through video presentations and role-play demonstrations. There also might be some reference to specific cases that you are seeing. To the extent that this helps bring the course material to life, such discussion is welcomed. However, the seminar will *not* serve as adjunct clinical supervision or formal case consultation. Rather, it will have a fairly didactic structure to achieve the stated goal of providing a broad foundation of psychotherapy research, theory, and practice. The conceptual, empirical, and clinical bases, differences, and commonalities of the covered therapeutic modalities will be explored through the integrated use of readings, instructor lectures, student presentations/demonstrations, multimedia presentations, and class discussion.

Main Course Objectives

- To gain a general understanding of the history and evolution of psychotherapy and psychotherapy research.
- To gain a contemporary perspective on the general effectiveness of psychotherapy, as well as the contributions of patient, therapist, and interactional processes to the process and outcome of psychotherapy.
- To appreciate conceptual and methodological issues, as well as current controversies surrounding psychotherapy research and the integration of science and practice.
- To gain a working knowledge of the theoretical underpinnings of diverse approaches to psychotherapy, as well as theories of psychotherapy integration.
- To gain a thorough understanding of the conceptualization and application of psychotherapy modalities and interventions to the most common mental health concerns and treatment scenarios (particularly those modalities and interventions that have gained empirical support).
- To appreciate the inherent interplay, as well as tension between, specific treatment interventions and treatment elements common to many or all treatment approaches.
- To appreciate cultural diversity issues with respect to the practice and study of psychotherapy.
- To appreciate additional current psychotherapy issues including progress monitoring, treatment dissemination, training, ethics, and individual case formulation.

Course Requirements

There will be no exams in this seminar. Evaluations will be based on class presentations, brief thought and response papers, and participation in class discussions.

Class Presentations (60 points total)

Each student will formally present twice. The first “mini-presentation” will be conducted individually and will contribute up to 20 points toward the final grade. This mini-presentation will involve leading a class discussion on a contemporary journal article related to a major system of psychotherapy. This article, which

will be an original research report, will be approved by the Instructor and distributed to the class in advance. The mini-presentations will occur during the class after the Instructor provides a theoretical overview of the given system and during the same class as a video demonstration of that system (see the seminar schedule below). The second “major presentation” will be conducted in pairs. It will involve a PowerPoint talk on, and a clinical demonstration of, a protocol-driven, evidence-based treatment approach for a commonly encountered mental health problem and/or treatment scenario, or set of scenarios (see the seminar schedule below). This major presentation will contribute up to 40 points toward the final grade.

The evaluation of the presentations will be based on the Presenters’ understanding of the material presented, coherence in delivering the information, and ability to address questions from the class on the subject matter. Presentation style, although only minimally factored into the grade, will be a topic for *constructive feedback* from the Instructor. The main pedagogical goals of these presentations are to allow students to research in depth several topics of interest and to help prepare students for future professional/scientific presentations. Students are encouraged to discuss presentation outlines with the Instructor as early as possible. Students will submit a list of desired presentation topics and the Instructor will attempt to accommodate each student’s top choices. The instructor will provide additional guidelines for both presentations.

Brief Thought Papers (20 points total)

Early in the semester, the Instructor will give several lectures on historical, empirical, conceptual, methodological, and controversial issues surrounding psychotherapy research and practice. Prior to each of these lectures, students will read several relevant papers and should write a *brief* (two page) thought or “reaction” paper, referencing at least *two* of the readings for that particular class. Students should also be prepared to discuss their reactions during class. There will be four such assignments in the beginning of the semester and one prior to the last class, as noted on the seminar schedule below. Please note that the final class is an open discussion. To facilitate this discussion, students should add a **two-page addendum to their final reaction papers that includes the following: (a) a statement on what is the most personally satisfying aspect of the current state of the psychotherapy field, (b) a statement on the most personally unsatisfying aspect, and (c) a statement on one future direction toward which you would like to see the field move. Thus, the final reaction paper will be a total of 4 pages.** The composite of the five reaction papers (4 points each) will contribute up to 20 points toward the final grade.

Interview Response (5 points)

At the end of the semester, students will be asked to provide a *brief* (two page) response to two commonly asked internship interview questions regarding one’s theoretical orientation and perspectives on mechanisms of psychotherapeutic change. The pedagogical goal of these written responses is to allow students to begin to articulate their theoretical beliefs/leanings, and to develop sophisticated, concise replies to the important question of how psychotherapy works. This written response will contribute up to 5 point toward the final grade.

Class Participation (15 points)

The evaluation of class participation will rest primarily on (a) attendance, and (b) the synthesis of the readings and the presented material, as communicated during classroom discussion. Students are allowed one *unexcused* absence without penalty. After that, class participation, which will contribute up to 15 points toward the final grade, will be adversely affected.

Points for each course requirement/evaluation domain will be summed for a final grade out of 100 points. Letter grades will be assessed according to the following numerical cutoffs:

Percentage	Letter	Percentage	Letter
93 to 100%	A	73 to 76.99%	C
90 to 92.99%	A-	70 to 72.99%	C-
87 to 89.99%	B+	67 to 69.99%	D+
83 to 86.99%	B	60 to 66.69%	D
80 to 82.99%	B-	Below 59.99%	F
77 to 79.99%	C+		

Academic Honesty

All graduate students are expected to abide by the Graduate Student Honor Code and the Academic Honesty Policy; see the Graduate School Webpage (<http://www.umass.edu/gradschool/>), the Academic Honesty Policy through the Ombud's Office (<http://www.umass.edu/honesty/>), and/or the Graduate Student Handbook (<http://www.umass.edu/gradschool/policies-forms/graduate-student-handbook>). Sanctions for acts of dishonesty range from receiving a grade of F on the paper/exam/assignment in the course, loss of funding, being placed on probation or suspension for a period of time, or being dismissed from the University. All students have the right of appeal through the Academic Honesty Board.

Accommodation Policy

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. **If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements.**

Seminar Schedule

Date **Topic**

1/19 T Introduction and Orientation (**Constantino**)

1/21 TH Psychotherapy: Brief History and the Research Base (**Constantino**)

Readings:

****Cautin, R. L. (2011). A century of psychotherapy, 1860-1960. In J. C. Norcross, Gary R. VandenBos, & D. K. Freedheim (Eds.), *History of psychotherapy: Continuity and change*. (pp. 3-38). Washington, DC: American Psychological Association.**

****DeLeon, P. H., Kenkel, M. B., Garcia-Shelton, L., & VandenBos, G. R. (2011). Psychotherapy, 1960 to the present. In J. C. Norcross, Gary R. VandenBos, & D. K. Freedheim (Eds.), *History of psychotherapy: Continuity and change*. (pp. 39-62). Washington, DC: American Psychological Association.**

Eysenck, H. J. (1952). The effects of psychotherapy: An evaluation. *Journal of Consulting Psychology, 16*, 319-324. **[naturalistic psychotherapy research]**

Wampold, B. E. (2013). The good, the bad, and the ugly: A 50-year perspective on the outcome problem. *Psychotherapy, 50*, 16-24.

****Carefully read these history chapters prior to class (irrespective of whether you choose to comment on them in Thought Paper #1), as they will provide important context.**

1/26 T Psychotherapy: Brief History and the Research Base (**Constantino**)

Readings:

Chambless, D. L., & Hollon, S. D. (1998). Defining empirically supported therapies. *Journal of Consulting and Clinical Psychology, 66*, 7-18.

Lambert, M. J. (2011). Psychotherapy research and its achievements. In J. C. Norcross, Gary R. VandenBos, & D. K. Freedheim (Eds.), *History of psychotherapy: Continuity and change*. (pp. 299-332). Washington, DC: American Psychological Association.

Lilienfeld, S.O. (2007). Psychological treatments that cause harm. *Perspectives on Psychological Science, 2*, 53-70.

Rosenzweig, S. (1936). Some implicit common factors in diverse methods of psychotherapy: "At last the Dodo bird said, 'Everybody has won and all must have prizes.'" *American Journal of Orthopsychiatry, 6*, 412-415.

Wampold, B. E. (2010). The research evidence for common factors models: A historically situated perspective. In B. L. Duncan, S. D. Miller, B. E. Wampold, & M. A. Hubble (Eds.), *The heart and soul of change: Delivering what works in therapy (2nd ed.)* (pp. 49-81). Washington, DC: American Psychological Association.

1/28 TH Psychotherapy: Brief History and the Research Base (**Constantino**)

Readings:

American Psychological Association (August 9, 2012). *Resolution on the recognition of psychotherapy effectiveness*. Retrieved from <http://www.apa.org/news/press/releases/2012/08/resolution-psychotherapy.aspx>

Barak, A., Hen, L., Boniel-Nissim, M., & Shapira, N. (2008). A comprehensive review and a meta-analysis of the effectiveness of Internet-based psychotherapeutic interventions. *Journal of Technology in Human Services, 26*, 109-160. [**meta-analytic research**]

Bernecker, S. L., Constantino, M. J., Atkinson, L. R., Bagby, R. M., Ravitz, P., & McBride, C. (2016, January 4). Attachment style as a moderating influence on the efficacy of cognitive-behavioral and interpersonal psychotherapy for depression: A failure to replicate. *Psychotherapy*. Advance online publication. [**randomized clinical trial & process research**]

Kraus, D. R., Bentley, J. H., Alexander, P. C., Boswell, J. F., Constantino, M. J., Baxter, E. E., & Castonguay, L. G. (in press). Predicting therapist effectiveness from their own practice-based evidence. *Journal of Consulting and Clinical Psychology*. [**therapist effects research – “big data”**]

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.

Sucala, M., Schnur, J. B., Constantino, M. J., Miller, S. J., Brackman, E. H., Montgomery, G. H. (2012). The therapeutic relationship in E-therapy for mental health: A systematic review. *Journal of Medical Internet Research, 14*:e110. URL: <http://www.jmir.org/2012/4/e110/>.

Due:

THOUGHT PAPER #1

2/2 T Contemporary Issues and Controversies Surrounding Evidence-Based Practice, Empirically Supported Therapies, Randomized Clinical Trials, and Treatment Manuals (**Constantino**)

Readings:

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

Goldfried, M. R. (2015). On possible consequences of National Institute of Mental Health funding for psychotherapy research and training. *Professional Psychology: Research and Practice*. Advanced online publication.

Persons, J. B., & Silberschatz, G. (1998). Are results of randomized controlled trials useful to psychotherapists? *Journal of Consulting and Clinical Psychology, 66*, 126-135.

Rotheram-Borus, M., Swendeman, D., & Chorpita, B. F. (2012). Disruptive innovations for designing and diffusing evidence-based interventions. *American Psychologist, 67*, 463-476.

Safran, J. D., Abreu, I., Oglivie, J., & DeMaria, A. (2011). Does psychotherapy research influence the clinical practice of researcher-clinicians? *Clinical Psychology: Science and Practice, 18*, 357-371.

Town, J. M., Diener, M. J., Abbass, A., Leichsenring, F., Driessen, E., & Rabung, S. (2012). A meta-analysis of psychodynamic psychotherapy outcomes: Evaluating the effects of research-specific procedures. *Psychotherapy, 49*, 276-290. **[meta-analytic research]**

Westen, D., Novotny, C. M., & Thompson-Brenner, H. (2004). The empirical status of empirically supported psychotherapies: Assumptions, findings, and reporting in controlled clinical trials. *Psychological Bulletin, 130*, 631-663.

Westra, H. A., Constantino, M. J., & Antony, M. M. (2015). *Integrating motivational interviewing with cognitive-behavioral therapy for severe generalized anxiety disorder: An allegiance-controlled randomized clinical trial*. Manuscript submitted for publication. **[randomized clinical trial – additive design]**

Due:

THOUGHT PAPER #2

2/4 TH Psychotherapy Research with Culturally Diverse Populations (**Constantino**)

Readings:

Hall, G. C. N. (2001). Psychotherapy research with ethnic minorities: Empirical, ethical, and conceptual issues. *Journal of Consulting and Clinical Psychology, 69*, 502-510.

Owen, J., Leach, M. M., Wampold, B., & Rodolfa, E. (2011). Client and therapist variability in clients' perceptions of their therapists' multicultural competencies. *Journal of Counseling Psychology, 58*, 1-9. **[psychotherapy process-outcome research]**

Smith, T. B., Domenech Rodriguez, M. M., & Bernal, G. (2011). Culture. In J. C. Norcross (Ed.), *Psychotherapy relationships that work: Therapist contributions and responsiveness to patients* (2nd ed.) (pp. 316-335). New York: Oxford University Press, Inc. **[meta-analytic research]**

Sue, S., Zane, N., Hall, G. C. N., & Berger, L. K. (2009). The case for cultural competency in psychotherapeutic interventions. *Annual Review of Psychology, 60*, 525-548.

Swift, J. K., Callahan, J. L., Tompkins, K. A., Connor, D. R., & Dunn, R. (2015). A delay-discounting measure of preference for racial/ethnic matching in psychotherapy. *Psychotherapy, 52*, 315-320. **[patient-centered psychotherapy process research]**

Tao, K. W., Owen, J., Pace, B. T., & Imel, Z. E. (2015). A meta-analysis of multicultural competencies and psychotherapy process and outcome. *Journal of Counseling Psychology, 62*, 337-350. [meta-analytic research]

Due:

THOUGHT PAPER #3

2/9 T Empirically Supported Therapy Relationships, Common Factors, and Principles of Change (Constantino)

Readings:

Chow, D. L., Miller, S. D., Seidel, J. A., Kane, R. T., Thornton, J. A., & Andrews, W. P. (2015). The role of deliberative practice in the development of highly effective psychotherapists. *Psychotherapy, 52*, 337-345. [therapist effects research – “big data”]

Constantino, M. J., Castonguay, L. G., Zack, S., & DeGeorge, J. (2010). Engagement in psychotherapy: Factors contributing to the facilitation, demise, and restoration of the therapeutic alliance. In D. Castro-Blanco & M. S. Carver (Eds.), *Elusive alliance: Treatment engagement strategies with high-risk adolescents* (pp. 199-209). Washington, DC: American Psychological Association.

Constantino, M. J., Luukko, E. K., Coyne, A. E., Newkirk, K., Ravitz, P., & McBride, C. (2015). *Therapeutic alliance, subsequent change, and moderators of the alliance-outcome association in interpersonal psychotherapy for depression*. Manuscript submitted for publication. [psychotherapy process-outcome research]

Constantino, M. J., Glass, C. R., Arnkoff, D. B., Ametrano, R. M., & Smith, J. Z. (2011). Expectations. In J. C. Norcross (Ed.), *Psychotherapy relationships that work: Therapist contributions and responsiveness to patients* (2nd ed.) (pp. 354-376). New York: Oxford University Press, Inc. [meta-analytic research]

Norcross, J. C., & Wampold, B. E. (2011). Evidence-based therapy relationships: Research conclusions and clinical practices. In J. C. Norcross (Ed.), *Psychotherapy relationships that work: Therapist contributions and responsiveness to patients* (2nd ed.) (pp. 423-430). New York: Oxford University Press, Inc.

Swift, J. K., & Callahan, J. L. (2010). A comparison of client preferences for intervention empirical support versus common therapy variables. *Journal of Clinical Psychology, 66*, 1-15. [patient-centered psychotherapy process research]

Due:

THOUGHT PAPER #4

2/11 TH Psychotherapy Training and Outcomes Monitoring (**Constantino**)

Readings:

Boswell, J. F., Constantino, M. J., Kraus, D. R., Bugatti, M., & Oswald, J. (2015, April). The expanding relevance of routinely collected outcome data for mental health care decision making. *Administration and Policy in Mental Health and Mental Health Services Research*. [Online First Publication]. doi:10.1007/s10488-015-0649-6

Boswell, J. F., Kraus, D. R., Miller, S. D., & Lambert, M. J. (2015). Implementing routine outcome monitoring in clinical practice: Benefits, challenges, and solutions. *Psychotherapy Research, 25*, 6-19.

Constantino, M. J., Overtree, C. E., & Bernecker, S. L. (2014). Emerging technologies and innovations in professional psychology training. In W. B. Johnson & N. J. Kaslow (Eds.), *The Oxford handbook of education and training in professional psychology* (pp. 510-528). New York: Oxford University Press, Inc.

Hannan, C., Lambert, M. J., Harmon, C., Nielsen, S., Smart, D. W., Shimokawa, K., & Sutton, S. W. (2005). A lab test and algorithms for identifying clients at risk for treatment failure. *Journal Of Clinical Psychology, 61*, 155-163. [**predictive analytic research**]

Lambert, M. J. (2015). Progress feedback and the OQ-system: The past and the future. *Psychotherapy, 52*, 458-462.

Shimokawa, K., Lambert, M. J., & Smart, D. W. (2010). Enhancing treatment outcome of patients at risk of treatment failure: Meta-analytic and mega-analytic review of a psychotherapy quality assurance system. *Journal of Consulting and Clinical Psychology, 78*, 298-311.

Wampold, B. E. (2015). Routine outcome monitoring: Coming of age—with the usual developmental challenges. *Psychotherapy, 52*, 458-462.

2/16 T **NO CLASS (Monday Schedule)**

2/18 TH Psychoanalytic Treatment (**Theory Lecture – Constantino**)

Reading:

Gurman & Messer (Chapters 1 & 2)

2/23 T Psychoanalytic Treatment (**Student Mini-Presentation #1 & Video Review**)

Reading:

TBD

2/25 TH Psychodynamic and Relational Approaches (**Theory Lecture – Constantino**)

Reading:

Gurman & Messer (Chapter 3)

3/1 T Psychodynamic and Relational Approaches (**Student Mini-Presentation #2 & Video Review**)

Reading:

TBD

3/3 TH Person-Centered Therapies and Related Experiential Approaches (**Theory Lecture – Constantino**)

Reading:

Gurman & Messer (Chapter 7)

3/8 T Person-Centered Psychotherapy and Related Experiential Approaches (**Student Mini-Presentation #3 & Video Review**)

Reading:

TBD

3/10 TH Interpersonal Therapies (**Theory Lecture – Constantino**)

Readings:

“Interpersonal Approaches to Psychotherapy” chapter from → Murdock, N. L. (2004). *Theories of counseling and psychotherapy: A case approach*. Upper Saddle River, NJ: Pearson.

Benjamin, L. (2004). Interpersonal Reconstructive Therapy (IRT) for Individuals with Personality Disorder. In J. J. Magnavita (Ed.), *Handbook of Personality Disorders: Theory and Practice* (pp. 151-168). Hoboken, NJ US: John Wiley & Sons Inc.

Stuart, S. (2004). Brief interpersonal psychotherapy. In M. J. Dewan, B. N. Steenbarger, & R. P. Greenberg (Eds.), *The Art and Science of Brief Psychotherapies* (pp. 119-155). Washington, DC: American Psychiatric Publishing, Inc.

3/15 T **NO CLASS (Spring Recess)**

3/17 TH NO CLASS (Spring Recess)

3/22 T Interpersonal Therapies (Student *Mini-Presentation #4* & Video Review)

3/24 TH Behavior Therapies (Theory Lecture – Constantino)

Reading:

Gurman & Messer (Chapter 4)

3/29 T Behavior Therapies (Student *Mini-Presentation #5* & Video Review)

Reading:

TBD

3/31 TH Cognitive Therapies (Theory Lecture – Constantino)

Reading:

Gurman & Messer (Chapter 5)

4/5 T Cognitive Therapies (Student *Mini-Presentation #6* & Video Review)

Reading:

TBD

4/7 TH Integrative Therapies (Theory Lecture – Constantino)

Reading:

Gurman & Messer (Chapter 12)

4/12 T Integrative Therapies (Student *Mini-Presentation #7* & Video Review)

Reading:

TBD

4/14 TH Panic Disorder and Agoraphobia (**Student Major Presentation #1**)

Reading:

Barlow (Chapter 1)

4/19 T Interpersonal Psychotherapy for Depression (**Student Major Presentation #2**)

Reading:

Barlow (Chapter 8)

4/21 TH Behavioral Activation for Depression (**Student Major Presentation #3**)

Reading:

Barlow (Chapter 9)

4/26 T Context-Responsive Psychotherapy Integration (**Student Major Presentation #4**)

Reading:

Barlow (Chapter 15)

Constantino, M. J., & Bernecker, S. L. (2014). Bridging the common factors and empirically supported treatment camps: Comment on Laska, Gurman, and Wampold. *Psychotherapy, 51*, 505-509. doi:10.1037/a0036604

Constantino, M. J., Boswell, J. F., Bernecker, S. L., & Castonguay, L. G. (2013). Context-responsive integration as a framework for unified psychotherapy and clinical science: Conceptual and empirical considerations. *Journal of Unified Psychotherapy and Clinical Science, 2*, 1-20.

TBD The Science and Practice of Psychotherapy: Reflections on Dissemination, Training, Ethics, and Future Directions (**Class Discussion – Happy Hour!**)

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.

Eby, M. D., Chin, J., Rollock, D., Schwartz, J. P., & Worrell, F. C. (2011). Professional psychology training in the era of a thousand flowers: Dilemmas and challenges for the future. *Training And Education In Professional Psychology, 5*, 57-68.

Johnsen, T. J., & Friberg, O. (2015). The effects of cognitive behavioral therapy as an anti-depressant treatment is falling: A meta-analysis. *Psychological Bulletin, 141*, 747-768. **[meta-analytic research]**

Kazdin, A. E., & Blase, S. L. (2011). Rebooting psychotherapy research and practice to reduce the burden of mental illness. *Perspectives on Psychological Science, 6*, 21-27.

McHugh, R. K., & Barlow, D. B. (2010). The dissemination and implementation of evidence-based psychological treatments: A review of current efforts. *American Psychologist, 65*, 73-84.

Tracey, J. G., Wampold, B. E., Lichtenberg, J. W., & Goodyear, R. K. (2014). Expertise in psychotherapy: An elusive goal? *American Psychologist, 69*, 218-229.

Wampold, B. E., Hollon, S. D., & Hill, C. E. (2011). Unresolved questions and future research directions in psychotherapy research. In J. C. Norcross, Gary R. VandenBos, & D. K. Freedheim (Eds.), *History of psychotherapy: Continuity and change*. (pp. 333-356). Washington, DC: American Psychological Association.

Due:

THOUGHT PAPER #5 + 1-2 page addendum that includes: (a) a statement on what is the most personally satisfying aspect of the current state of the psychotherapy field, (b) a statement on the most personally unsatisfying aspect, and (c) a statement on one future direction in which you would like to see the field move.

INTERVIEW RESPONSE