



UNIVERSITY of HOUSTON

GRADUATE COLLEGE OF SOCIAL WORK

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FALL 2011

**COURSE TITLE/SECTION: TRANSTHEORETICAL CLINICAL PRACTICE
SOCW 7318 (Section 22967)**

TIME: Tuesday 1:30 pm – 4:30 pm **Class Room 107A or TBA**

FACULTY: Dale Alexander, Ph.D., LCSW **OFFICE HOURS:** see Room 313 door
(by appointment)

E-mail: dalexander@uh.edu **Phone:** 713-743-8672 **FAX:** NA

I. Course

A. Catalog Description

Cr. 3 (3-0). Prerequisite: Completion of Foundation. **TRANSTHEORETICAL CLINICAL PRACTICE** is a required course for the Clinical Practice Track curriculum. This course enhances student understanding about helping models clinicians utilize to help people change. The primary emphasis for this course is upon integration of multiple helping models and concepts as they apply to general clinical social work practice. Multiple theories are analyzed from Common Factors Transtheoretical frameworks, which provide unifying perspectives for analyzing the common elements & unique aspects of each of 16 main theories. Transtheoretical clinical practice applications will be expanded in future electives toward adults with co-occurring disorders, couples and families.

B. Purpose

The Transtheoretical framework focuses upon helping people change and emphasizes an empirical and integrative approach toward three core dimensions of change: processes, stages, and levels of change. Students are expected to demonstrate flexibility and creativity as they use multiple perspectives to guide their practice to assess, select and evaluate intervention modalities across diverse client systems.

II. Course Objectives

1. Explain and apply the Transtheoretical framework in practice.
2. Analyze clinical practice theories from an integrative approach toward three core dimensions of change: processes, stages, and levels.
3. Integrate multiple assessment and intervention theories to design measures of client change.
4. Analyze the effectiveness of intervention modalities, the influence of client and helper variables, and outcome research for both short-term and long-term interventions.
5. Evaluate the utility of a wide range of intervention modalities that will work effectively and flexibly with clients in diverse practice settings.

6. Critically analyze the selection and appropriate application of interventions in working with persons and families from varying cultural heritages and with sensitivity to people of color, women, GLBT persons, and those who are economically disadvantaged or affected by issues of social class.

III. Course Structure

A. Course Objectives are built around the Common Factors (CF) - Transtheoretical Model (TM) as an integrative framework. Dr. Alexander will present approximately 25 power point lecture discussions orienting the course around three principal components:

1st - Understanding the Common Factors and Transtheoretical Model as primary frameworks analyzing ALL other helping theories reviewed within this course is essential. Understanding "the heart and soul of CHANGE," HOW people change, and how clinicians promote change are meta-themes of this course. Thus, learning about the Common Factors and Transtheoretical Model are a primary, separate focus for this course. Comprehending four Common Factors in helping and the three Transtheoretical model change domains (processes, stages & levels) will be helpful for understanding and integrating all subsequent course content.

2nd - THEORY comprehension precedes Practice application: This course emphasizes THEORY concepts as they apply to general clinical social work practice. Dr. Alexander's course focus is on student understanding of THEORY first, before applying different theory concepts or techniques in practice. Transtheoretical practice application will be expanded in future electives toward adults with co-occurring disorders, couples & families.

3rd – Multiple theories are analyzed individually from a Transtheoretical-Common Factors Framework. All 16 primary theories from the Text are reviewed, with supplemental spin-off theories, selected concepts or techniques presented, (with possible brief (15 min) student power point presentations or presentations). All 16 models will be analyzed using the Common Factors / Transtheoretical framework. Over 400 different helping theories are found in the practice literature. The Transtheoretical Common Factors model provides a unifying framework for analyzing the common factors & unique aspects of each. Students are expected to use a Common Factors - Transtheoretical framework in assignments after initial explanatory lectures.

B. Content & Course Structure

A topical outline along with the class presentations schedule, readings and assignments are included within this syllabus and appendixes.

The Spring 2011 semester course consists of 14 three hour class sessions with the 8th & 14th sessions for Exams. The course is oriented around a Transtheoretical Integrative framework, which includes a review and critical analysis of 16 therapy systems, and each models contribution toward students' synthesizing initial clinical practice skills for helping people change. However, the course is NOT designed as a "how to do it all" course.

Lectures & discussions are drawn from required text(s), other books, articles, instructors clinical practice experience & video demonstrations by practice experts. While no course can accommodate all student learning styles (or client styles), multiple teaching methods for seeing, hearing (lectures & videos), reading & reflecting on course content are provided. Emphasis is placed upon research based practice literature. Students have the opportunity to link classroom theory and practice content to their field practicum experiences.

Your Field Instructors have an important role in clinical learning. Students are encouraged to share this syllabus with FI's for their review. Active student involvement is required, including student role-playing & self-report inventories. Learning from peers is encouraged.

Course Limitations: This is NOT a "how to do it all" course. This course will NOT teach you everything you need to know to function independently in field, or as a clinician immediately upon graduation. Developing practice competence as a clinical social worker requires post-MSW supervised experience, more training & ability to continually learn for & from your clients. Going from LMSW to LCSW licensure level requires two years supervision & passing a licensure exam. This course is one building block toward that goal. Over time, your clients may be your best 'teachers,' when you strive to be an open learner & work hard to effectively help people trusting you to do your very best. Real clients in the real world are a much more intense learning experience than any GCSW course. But applying GCSW course work to that effort is essential. Continued LIT reading on behalf of your clients is also essential.

IV. Textbooks

Two texts are required for this class, with many highly recommended texts. The primary text is Prochaska & Norcross 2010 edition, which you are expected to read entirely, as midterm & final exams cover all chapters. *Additional reading is expected for this course in preparation for assignments or brief presentations, plus 3 hrs per video outside activity.* Students are encouraged to manage their time carefully to accommodate not only the required reading, but other reading assignments and activities. You are expected to keep up with chapter reading assignments as preparation for each class & to add to discussion.

1. Prochaska, J.O. and Norcross, J.C. (2010) Systems of Psychotherapy: A Transtheoretical Analysis (7th Edition). Thompson Brooks/Cole: Belmont CA. ISBN: 978-0-495-60187-6 (approx \$120). (This book focuses upon the 16 leading therapy systems & briefly surveys another 30 using a Transtheoretical framework. Students responsible for entire contents.)
2. Sprenkle, D.H., Davis, S.D., Lebow, J.L. (2009) Common Factors in Couple and Family Therapy: The Overlooked Foundation for Effective Practice. Guilford Press: NY ISBN: 978--1-60623-325-2. (approx \$35, just out Aug 09).

Highly Recommended:

1. Hubble, M., Duncan, BL, and Miller, SD, (Eds) (1999). The Heart and Soul of Change: What Works in Therapy. APA Press. 462 pages. (\$50) [Highly readable evidence based summary of the "common factors" from all therapies approach- buy a used copy, 447 pages; ISBN: 155798-557-X.
2. Lambert, MJ (2004). Bergin & Garfield's Handbook of Psychotherapy and Behavior Change (5th Ed). Wiley & Sons: NY ISBN: 978-0471-37755-9. [\$179.95] 854 pages.

- (*The BEST empirical overview of psychotherapy research available* Ongoing series of editions, with the future 6th edition not due until ????. Clinicians serious about keeping up with psychotherapy research find this book invaluable. Segments will be reviewed & discussed.)
3. Roth, A. and Fonagay, P. (2005). What Works For Whom? A Critical Review of the Psychotherapy Research (2nd Ed). Guilford: New York, ISBN: paperback: 1-59385-272-X (costs \$36?).
 4. Norcross, J, Beutler, L, & Levant, R. (2006) Evidence-Based Practices in Mental Health: Debate & Dialogue on the Fundamental Questions. APA Press. ISBN: paperback:1-591-47-310-1.
 5. Connors, G., Donovan, D. & DiClemente, C. (2001) Substance Abuse Treatment and the Stages of Change. Guilford: New York. ISBN 1-57230-657-2.
 6. The Practice Planner Series at www.practiceplanners.wiley.com is HIGHLY recommended. (Especially useful for beginning clinicians. Pick & choose.)
 7. Cheung, M. & Leung P. (2008). Multicultural Practice & Evaluation: A Case Approach to Evidence-Based Practice. Love Publishing, Denver, CO.
 8. Glicklen, M. (2004). Using the Strengths Perspective in Social Work Practice. Person (Allyn & Bacon): NY. ISBN: 0205335128. Integrates "strengths model" with clinical practice.
 9. Satcher, D. (Dec 1999) Mental Health: A Report of the Surgeon General, [this 450 page "1st ever" report may be accessed or downloaded for **free** <http://www.mentalhealth.samhsa.gov/cmhs/surgeongeneral/surgeongeneralrpt.asp>
 10. Corey, G (2005) Theory and Practice of Counseling and Psychotherapy (7th Edition). Belmont: California. Wadsworth-Brooks/Cole Thomson Learning, 576 pages. [replaced by Prochaska & Norcross text in 2005.]

V. Course Requirements

A. Reading Assignments

Supplementary Book or Journal Article reading is required for completing student assignments. The UH library has full text articles in the electronic resources section and you are encouraged to make use of them. You are encouraged to register for remote access to the HAM-TMC Medical Library at the M. D. Anderson Library Service Desk, which allows students to access other mental health journal resources.

B. Written Assignments

There will be special topic paper with a power point summary. Also 5 DVD/ Video Reviews are expected when due.

C. Projects

Choose from 100 DVD/Videotape Resources: Approximately 50 DVD/VTs with "experts" are provided exclusively for this class, demonstrating multiple models of therapy practice or techniques. These DVD/VT are for outside viewing at home or on your personal laptops as a course assignment. An additional 25 educational DVD/VT are available for the Sexual Education clinical care arena. Others DVD/videos are at the UH Library. Appendix II

lists DVD/Videotapes available for review and selection. Opportunity is provided to receive credit for viewing practice theory DVD/videos and summarizing five (5) viewed. Students are encouraged to watch more than 5 practice theory DVDs. Dr. Alexander will utilize some DVD/VT in class to demonstrate practice theory concepts. (NOTE: Only 1 review may be on a sexual education DVD/VT.)

D. Two Exams

There will be a **Midterm & Last Exam** on the final class session.

Both exams will be multiple choice based upon the required text and all lecture discussion materials covered by Dr. A up thru the exam date (i.e Midterm CF/ TM frameworks, LD's & chapters covered by week 7; Last exam only new chapters from week 9 on, plus TM model which is integral to integrating different models thruout the course). Scantrons provided by Dr. A; Students must bring #2 pencils for responding.

E. Course Assignments Summary

There are four required assignments for this course with the DUE DATES and percentages toward your final grade outlined below. You will potentially learn more from this course than the assignments & evaluations will tap. Bonus learning via DVD/video, reading class presentations & discussion is encouraged.

Grades & Evaluation will be determined using the following formula: **Due**

- | | | |
|---|------------|--|
| 1. Five Video Reviews (view 5, 2 written) | 25% | Due NLT NOV 22nd |
| * Optional 2 Extra Video Reviews 0.5% each | | (Due NLT NOV 22nd) |
| See Guidelines for applying Transtheoretical Framework Analysis | | |
| 2. Midterm Exam | 25% | on OCT 11th (8th class) |
| 3. Paper on Concept / Technique with Pwr Pts | 25% | Due NLT NOV 22nd |
| (Power Points draft due sooner - preferred the day model presented) | | |
| 4. Last EXAM – All LD's & Text chapters | 25% | on NOV 29th (last class) |

Clarifications:

- 1. Paper on Model Concept / Technique with Power Points due NLT NOV 22nd.**

Students are expected to write a paper (8-10 single spaced content pages separate from references) with a power point summary presentation covering a theory concept or technique; or a supplemental spin-off theory or technique. For assistance in selecting a topic see **Appendix I** examples & guidelines & ideas listings. Students are expected to demonstrate critical thinking in their paper by applying the Common Factors / Transtheoretical framework in their analysis of the topic chosen. Student paper selections should occur NLT 3rd or 4th class session. See **Appendix I** for assignment expectations & ideas. Appendix I provides examples, guidelines & approximately 100 topics to choose from, that are keyed to the 16 primary therapy systems presented in the text. There are 400 different Therapy models hundreds of techniques reported in the Literature. Students may choose to research numerous concepts or techniques flowing from these different models.

- 2. Five Video Reviews (view 5 with 2 written - per below format):**

Review 5 DVD/Videotapes from Appendix II. Students are expected to select 5 DVD/videotapes for viewing and written listing. (NOTE: Only 1 of these may be from the sexual education DVD/videos.) Students are to select DVD/videos from the 100 listed as options for the course in the Appendix II handout.

DVD / Video Reviews change: View 5 - write-up a review of two (2) = 5 total reviews.

3. The Last Exam will be on Tues NOV 29 from 1-4:30pm The Midterm & Last Exam will cover all Lecture Discussions and Text Chapters up to that point in time.

F. Late Assignments

Submission of a late assignment is unacceptable. Late assignments will only be considered for acceptance IF: 1) the student has significant reasons why the assignment must be late; 2) with the understanding late submission of an assignment will generally result in lowering the earned grade; and 3) only with prior notification and approval of the Instructor.

G. Attendance, Class Participation and Absence Policy

Our class meets Tues from 1:30-4:30 pm for 15 classes for approximately 45 hours. The Last Exam is on Tues April 26th, our last regularly scheduled class session, from 1:30pm-4:30pm. Due to our limited class time together, attendance and class participation are important components for effective learning. Should a student's grade be marginal, attendance may influence the final outcome. Each unexcused absence results in 1 point loss, as does arriving 15 minutes late or sleeping in class. More than 1 unexcused absence may result in a lower letter grade & Dr. Alexander reserves the right to ask students to withdraw for excessive absences. Leaving early also results in 1 pt deduct. Students are expected to email Dr. Alexander prior to class regarding lateness and/or any absence. To focus listening skills & avoid disrupting class, students will turn off cell phones, text message beepers, & Laptops during class. If a special circumstance merits leaving a cell phone or beeper on, or using a laptop, please discuss with the Dr. Alexander prior to classes. Put them away during class. Please resolve or have back-up plans for any potential work or child care conflicts with class attendance prior to semester or class beginning. For any medical illness or personal situation resulting in absence please provide description & verification by email.

H. Consultation

I am available to speak with students before or after class, or by appointment. I prefer office email: dalexander@uh.edu but can be reached by phone: 713-743-8672. My office hours are posted on my door, Room 313. I am NOT available from noon until 1:30 any day, unless by appointment.

VII. Evaluation and Grading

The following standard grading scale has been adopted for all courses taught in the college. Please use this scale to assign final course letter grades.

| | | | |
|------|-----------------------|------|----------|
| A = | 96-100% of the points | C+ = | 76-79.9% |
| A- = | 92-95.9% | C = | 72-75.9% |
| B+= | 88-91.9% | C- = | 68-71.9% |
| B = | 84-87.9% | D = | 64-67.9% |

B- = 80-83.9%

F = Below 64%

VIII. Policy on grades of I (Incomplete)

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. The mutually agreeable arrangements for an Incomplete must be worked out in order for students to complete the course requirements NLT early the next semester. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements. A grade of "I" must be changed by fulfilling course requirements within one year of the date awarded or it automatically revert to "F" (or "U" -Unsatisfactory- in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements; the grade may be changed by the instructor at any time to reflect work complete in the course. The grade of "I" may not be changed to a grade of **W**.

IX. POLICY on APA FORMAT and ACADEMIC DISHONESTY or PLAGIARISM

Consistent with other GCSW faculty syllabi policies...

To avoid any confusion regarding plagiarism, please consult and use the APA style manual. The contents of ALL papers must use APA format and be fully and properly referenced, with credit given to any authors whose ideas you use. If you use direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation format. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. This also applies to any on-line non-journal-referred sources used.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using papers from students who have previously taken this course as the basis for your work. This includes, but is not limited to submitting the same paper to more than one class. It also includes looking at another person's quiz or exam during testing. I will be using University licensed software or websites to check for plagiarized contents on selected papers. IF there is any doubt in your mind, you may be self accountable by using similar methods (i.e. TurnItIn.com) in advance of turning your paper in. IF you do so, confirm with me that you have done so and what percentage of your paper contains direct quotes. Papers with over 40% direct quotes are considered questionable creative graduate student efforts, even if referenced properly.

The University Policy on Academic Dishonesty can be found in your UH Student Handbook. Any graduate student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an Incomplete for the class and will be referred to GCSW for a college level hearing with the recommendation that a grade of F be assigned for the course. Other actions may also be taken by the College to suspend or expel a student who engages in academic dishonesty.

X. Americans with Disabilities Statement:

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with DisAbilities.

XI. Course Schedule and Assignments

Dr. Alexander reserves the right to revise Syllabus content & schedule for time management or topical reasons after the course begins. It is possible not all topics listed below will be covered in class because of time limitations or guest lecturers. Slides will be provided for topics or text chapters not covered in class. Students MUST read the text & attend LD's to do well on exams.

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**Spring 2011 7397 (Section 3 Lecture 21178) Transtheoretical Class Session Outline:
Topics, Lecture & Discussions, Readings & Assignment Due Dates**

1st Aug 23: Introductions & Overview of Transtheoretical Clinical Practice Course

Introductions, Syllabus Review, Administrative tasks, L&D topics

Lecture & Discussion (L&D # 1-4) topics:

1. Administrative issues: What to Expect -- Course Expectations & Limitations
2. **The Roots of Clinical SW: TransCultural & TransHistoric Perspectives**
Joining the 2nd oldest profession: What social work clinicians can learn from witchdoctors, shamans & curanderas and my grandmothers "root doctoring."
3. **What is the PsychoBioSocial (PBS or the BioPsychoSocial) Model?**
4. **Transtheoretical Common Factors in Helping: A Review of What They Are.**
Four General Common Factors? What is Evidence Based Practice (EBP)?
5. What is Clinical Social Work? Who does it? Who needs it?
Where do Clinical SW's practice? (Time permitting) What is Mental Health?
6. Is Psychotherapy Clinical SW? Definitions by ABECs, CSWF & Texas LCSW;
Theory Allegiances of Clinical SW and other professions.

Read before or after 1st class:

P & N Chap 1: Defining & Comparing Therapies

Sprenkle et al Chap 1 & 2 (A Brief History of Common Factors)

Optional Articles on WebCT:

Hubble, Duncan, & Miller, (Eds) (1999). The Heart and Soul of Change: What Works in Therapy. Chap 1, 2 & 3: "The Empirical Case for the Common Factors in Therapy," -- the entire book advocates a common factors approach to psychotherapy.

Engle, G. (1980) The Clinical Application of the Biopsychosocial Model. American Journal of Psychiatry, 137(5), 535-544.

Pilgram, D. (2002). *The biopsychosocial model in Anglo-American psychiatry: past, present and future?* *Journal of Mental Health*, 11(6): 585-594.

2nd Aug 30: Continuation LD Session on Common Factors

New: **Does Psychotherapy “really” work?**

New: **Theory is Good and the Transtheoretical Framework Even Better!**

Lecture & Discussion (L&D) topics:

1. Does Psychotherapy “really” work? (by Dr. Alexander)

Influencing Clinician Expectations & Hope

Review of a ‘classic’: The Benefits of Psychotherapy study by Smith & Glass 1980. (LD 4), and Lambert’s 2004 Update on Effectiveness of Therapy (LD5) What does Consumers Report Say? “Does Therapy Help?”

2. Theory is Good and the Transtheoretical Framework Even Better (by Dr. Alexander)

Transtheoretical framework defined; Intro to Core Dimensions of Change: How, When & What to change (processes, stages of readiness and what levels to change) Why bother with Theory? How we learn theory (What’s the “Growth & Development Plan” for a Clinical SW “therapist in the making?”)

READ:

P & N Chap 16, Comparative Conclusions: Toward a Transtheoretical Theory.

Optional Articles on WebCT:

1. “Mental Health: Does Therapy Help ?” (Nov 1995) Consumer Reports. Pgs 734-739.

2. Seligman, MEP (Dec 95) “The effectiveness of psychotherapy: The Consumer Reports Study.” American Psychologist 50:12, 965-974.

3. American Psychologist Oct 1996– Special Issue: Outcome Assessment of Psychotherapy.

(Lambert Chap 5: Efficacy & Effectiveness of Psychotherapy)

(Lambert Chap 6 Influence of Client Variables on Psychotherapy)

Assignments

1. Discussion: Student Paper & Choices

2. Optional: Take the Family of Origin Scale - Students may score their own with WebCT instructions from Dr. Alexander. This is a clinically useful inventory for some clients, so learning how to score it on your own will be useful.

3rd Sept 6: Theory is Good and the Transtheoretical Framework Even Better (con’t)

Stages of Change Readiness (demo & expansion)

Lecture & Discussion topics:

1. Theory is Good and the Transtheoretical Framework Even Better (con’t >)(by Dr. Alexander)

2. Stages of Change Demo & Expansion (by Dr. Alexander)

Dr. A presents: *Video Stages of Change for Addictions* John C. Norcross

Objectives: (1) Review and list the stages of change

READ:

P & N Chap 16: Comparative Conclusions: Toward a Transtheoretical Therapy

Optional reading:

Lambert Chap 2 Methodology, Design, & Evaluation in Psychotherapy Research

Lambert Chap 4 Methodological Issues... Psychotherapy Processes & Outcomes

Supplemental Readings:

Norcross, J & Goldfried, M. (Eds), (2005) Handbook of Psychotherapy Integration (2nd Edition),

Oxford University Press, NY: NY. Chap 1 "A Primer on Psychotherapy Integration," by Norcross; and Chap 7 "The Transtheoretical Approach," by Prochaska & DiClemente.

4th Sept 13: **Continuation LD Session on TM**
Intro to > What does Integrative Therapy Look Like in Practice?
How does it fit with primary emphasis on Transtheoretical Framework?

Lecture & Discussion topics:

1. Presentation: Integrative Model – How It Looks When Applied [NOTE: Time permitting]
 Focus on L&D Video Art of Integrative Counseling Dr. Gerry Corey
2. Class Practice Scenarios with Stages of Change – Review
 *Video tapes on Stages of Change

READ:

Sprenkle et al Chap 4, 5, & 6
 (optional books):

1. *Conners, Donovan & DiClemente (2001) Substance Abuse Treatment and the Stages of Change*
2. *Miller & Rollnick,(2002). Motivational Interviewing: Preparing People for Change*

5th Sept 20: Psychoanalytic & Psychodynamic Models: Foundation Models

Lecture & Discussion topics:

1. Overview of Psychodynamic with TM emphasis (by Dr. Alexander)
 3. Is Therapy for MSW students? (by Dr. Alexander)
- L&D Discussion Focus: Are there potential influence issues from the clinician's Family of Origin that may have an effect on clinical practice? (NO students FOS will be discussed.)
 Using FOS to promote Self Awareness with Social Workers & Physicians & Clients.
 Family of Origin Scales returned by students; use of feedback form with clients.

Video Options: Psychoanalytic Psychodynamic Videos

1. *Video- Object Relations Therapy Dr. Jill Savage Scharff*
2. *Video - Adlerian Therapy Dr. Jon Carlson*

READ:

P & N Chap 2: Psychoanalytic

P & N Chap 3: Psychodynamic Therapies

P & N Chap 15 pages 483-491, Integrative Psychodynamic-Behavior Therapy

Articles reviewed by LD: WebCt reading file

Siebert, D (2004) Depression in NC Social Workers: Implications for practice & research, SW Research, 28(1), 30-40.

Lloyd et al (2002) Social Work Stress & Burnout: A Review, Jour Mental Health, 11(3), 255-265.

Strozier & Stacey (2001) The relevance of personal therapy in the education of MSW students. Clinical Social Work Journal, 29(2), 181-195.

Norcross, J. (2005) The Psychotherapists Own Psychotherapy, Am Psych 60(8), 837-850.

6th Sept 27: Finish Psychodynamic Model and Begin Person Centered Model

7th Oct 4: Person Centered Therapy

Families & Couples Therapy

Lambert Chap 16 Combining Psychotherapy & Medications

Optional: Bentley 2006 Book: The SW & Psychotropic Medication (3rd Ed)

10th Oct 25: Existential Therapy & Gestalt & Experiential Therapies

Lecture & Discussion topics: Existential Therapy Overview by Dr. Alexander
Guest Speaker(?): Psychodrama (Time permitting)

Video Options:

| | |
|--|---------------------|
| <i>Existential-Humanistic Therapy</i> | <i>Dr. Bugental</i> |
| Reality or Choice Therapy for Addictions | Dr. Wubbolding |
| <i>Experiential Psychotherapy</i> | <i>Dr. Mahrer</i> |

READ:

P & N Chap 4 Existential Therapies

P & N Chap 6 Gestalt & Experiential Therapies

Lambert Chap 11 Experiential Psychotherapies

11th Nov 1: Cognitive and Cognitive Behavioral Therapies

Lecture & Discussion topics: (Time may not permit all LD's)

1. LD: Cognitive Therapy Model Overview by Dr. Alexander
2. Cognitive Therapy & Clinical Practice with Depressed Clients –Dr. A
3. An example of “**Stress Inoculation Training**” to prevent Burn Out -- Dr. A.
“Stress, Strain & Coping Scale strategies for Job Stress, Residency Stress”

Video Options:

1. Video-Cognitive Behavioral Therapy Dr. Meichenbaum
2. Practice application of Cognitive Therapy with Addictions -- Video Dr. Liese
3. Alternative Models of Depression with B2 video

READ:

P & N Chap 10 Cognitive Therapies

Lambert Chap 10 Cognitive and Cognitive Behavioral Therapies

Optional: David Burns (1980; 1989) Feeling Good: The New Mood Therapy

12th Nov 8: Behavioral Therapy & Exposure Therapies

Clinical Practice with Clients with Anxiety

Lecture & Discussion topics: (Time may not permit all topics)

1. Dr. A- The “PLISSIT Model” for addressing sexual issues + Sex in America –
2. Relaxation Based Therapy Approaches: TM perspective (by Dr. Alexander)

Video Options:

| | |
|--|-------------------------|
| Behavioral Therapy | Dr. Richard Stuart, DSW |
| Eye Movement Desensitization & Reprocessing | Dr. Francine Shapiro |
| Behavioral Solutions for Ejaculatory Control | Sinclair Tapes |

READ:

P & N Chap 9 Behavior Therapies

P & N Chap 8 - Exposure Therapies

Lambert Chap 9: Behavior Therapy with Adults

**13th Nov 15: Focus on Integrative & Eclectic Therapies (Lazarus & Wachtel)
What does Integrative Therapy Look Like in Practice?**

How does it fit with primary emphasis on Transtheoretical Framework this semester?**Lecture & Discussion topics:**

1. Multimodal Therapy – Lazarus Integrative model Overview (by Dr. Alexander)

Video Options:

| | | |
|---|-----------------------|-----------------|
| Multimodal Therapy | by Dr. Arnold Lazarus | |
| Integrative Therapy | Dr. Ivey | |
| Integrating Therapy with 12-Step Programs | | Joan Zweben |
| Harm Reduction Therapy for Addictions | | G. Alan Marlatt |

READ:

P & N Chap 15 Integrative & Eclectic Therapies (Lazarus & Wachtel)

14th Nov 22: THE FUTURE of PSYCHOTHERAPY & EVB Practice?**LAST LECTURE****Summing Up & Review****Lecture & Discussion topics:** (by Dr. Alexander)

1. 12 Future Direction Predictions -- & more from those with Crystal Balls or Ovaries
2. Trendy Therapy Tales of Caution: From the Orgone Box, Primal Scream, Rebirthing, Past Life Regression, Marathon Encounter Groups, THC-Ecstasy Therapy, Coaching to Reparative Therapy.
3. What is Evidence Based Practice? The Debate around 9 fundamental issues.
 - Will COMMON FACTORS & TRANSTHEORETICAL Models survive?
 - Or be overshadowed by emphasis on EBP's disorder specialization?
 - How will politics or Health Care Reform 2009-10 impact SW practice?
 - Mental / Health care as a Right? Or Privilege for those who can afford?
 - How will the Managed Behavioral Health Care Models Shake Out?
 - Will recognition of Co-Occurring Disorders influence directions?
 - How will Future Directions Influence the Way you practice clinical SW?
 - Will there be Universal HC? One payer systems? i.e. Canada / Netherlands etc
 - EVB vs Special Interests \$\$ → POLITICS → Will Your VOTE count?

READ:

P & N Chap 17: The Future of Psychotherapy

Optional Readings:

Lambert Chap 18 Overviews, Trends & Future Issues

APA Task Force EVB 2006 article on WebCT

Lambert Chap 2 Methodology, Design, & Evaluation in Psychotherapy Research

Lambert Chap 4 Methodological Issues in Studying Psychotherapy Processes & Outcomes

Norcross, J, Beutler, L, & Levant, R. (2006) Evidence-Based Practices in Mental Health: Debate & Dialogue on the Fundamental Questions. APA Press.

Rubin, A. (2008) Practitioner's Guide to Using Research for Evidence Based Practice. John Wiley & Sons, Hoboken, NJ.

APA Presidential Task Force (2006) Evidence-Based Practice in Psychology, American Psychologist, 61(4), 271-285. May-June 2006.

SAMHSA Report on Co-occurring Disorders www.samhsa.gov/reports/congress2002

Brief Review for Last Exam & Selected Topics from Below

The topics below will be covered only if time permits, but students will be responsible for the required text chapter content

**2ndary focus on --- Constructivist Therapies (Solution Focused & Narrative)
& Gender Sensitive Therapies, Multicultural Therapies**

Potential Lecture & Discussion topics: *(Time may not permit all topics)*

1. A Brief Guide to Brief Therapy (time may not permit)
What is Brief Therapy? Common Features of Brief Therapy Models.
2. Feminist, Gender, Racial, Ethnic & Cultural Issues in Clinical Practice
3. An Old Debate: "Should" women work only with female therapist & men with male therapist?
"Should" minority members work with therapist from the same ethnic background?

Guest Speakers (time may not permit)

1. Gay, Bi, Lesbian & Transgender Issues in Therapy: Guest Speaker option or Dr. Alexander
2. Feminist Therapy Presentation

Video Options: Constructivist Rx

| | |
|---|---------------------|
| Solution Focused Therapy | Insoo Kim Berg, MSW |
| Solution-Oriented Therapy | Bill O'Hanlon |
| Clinical Hypnosis - Mind-Body Therapy with Hypnosis | Dr. E. Rossi |
| Narrative Therapy | Dr. Madigan |
| Brief Therapy – Complaint Based Problem Resolution | Richard Fisch |

Video Options: Gender & Culture Sensitive

| | |
|---------------------------------------|-------------------------------|
| Feminist Therapy | Dr. Cheryl Rampage |
| Cognitive-Behavioral Feminist Therapy | Dr. Lenore Walker |
| Culture-Sensitive Therapy | Dr. Carlson / Dr. Mary Arnold |

READ:

P & N Chap 12 Gender Sensitive Therapies

P & N Chap 13 Multicultural Therapies

P & N Chap 14 Constructivist Therapies (Solution Focused & Narrative)

Optional Reading:

1. Lambert Chap 17 Research on Psychotherapy with Culturally Diverse Populations
Supplemental: Black, CJ (2003). Translating principals into practice: Implementing the Feminist and Strengths Perspectives in work with battered women, *Affilia*, 18(3), 332-349.
2. Gladwell, Malcolm (2008) Outliers: The Story of Success -- the subtle but powerful influences of culture on airplane crashes, math skills and murder will give you pause to think, as well as appreciate the roles of "birth date, luck, serendipity & hours of experience" in success.
3. APA 2009 Task Force on Appropriate Therapeutic Responses to Sexual Orientation ..
<http://www.apa.org/pi/lgbc/publications/therapeutic-response.pdf>.
4. Brief Review for Final Exam

All papers DUE NLT NOV 22nd Before THANKSGIVING BREAK

15th Nov 29: Last exam Last EXAM during the Last regularly scheduled Class Session
The Last Exam will cover all Lecture Discussions and P&N Text Chapters.

THEN YOUR OFF TO ENJOY the HOLIDAYS !!!!

XII. Bibliography

See text books and handouts on WebCT.

Students are expected to generate their own additional bibliography with their power point and special topic presentations.