

Western University
Department of Psychology

Psychology 9320: Psychotherapy Approaches
Fall Semester 2024

ENROLLMENT

Enrollment is restricted to clinical psychology graduate students.

COURSE INFORMATION

Instructor: Dr. David J. A. Dozois
Westminster Hall, 313E
Phone: 679-2111 x.84678
e-mail: ddozois@uwo.ca

Classes: Tuesdays 9:00 - 12:00

COURSE OBJECTIVES

This course will introduce students to important concepts, issues, and theories in contemporary psychotherapy, with major emphasis on evidence-based practice. The course will examine the theoretical rationale, goals, therapeutic techniques, and efficacy of several different therapeutic approaches, broadly subsumed under psychodynamic, cognitive, behavioral, humanistic, existential, and experiential modalities. This course will also address various issues in psychotherapy such as investigating effectiveness and assessing psychotherapy outcome. Through lectures, class presentations, readings, videos, class discussions, and experiential class exercises, students will critically evaluate the theories and techniques of major approaches to psychotherapy. Enrollment is restricted to clinical psychology students. This course is intended to serve as an overview course for more junior clinical graduate students. Half course; one term.

COURSE FORMAT

This class will be delivered in a hybrid format. Although most classes will be held in person, several classes will be held virtually (by Zoom).

COURSE LEARNING OUTCOMES/OBJECTIVES

Upon completion of this course, students should be able to:

1. Demonstrate broad knowledge of various evidence-based approaches to psychotherapy.
2. Demonstrate a basic understanding of psychotherapy skills and techniques.
3. Reflect on which psychotherapeutic approaches resonate with them most in terms of their personal goals and the empirical evidence.
4. Critically examine and synthesize the research literature and articulate conceptual and practical trends in psychotherapy.

5. Locate research articles and demonstrate critical thinking about research findings pertaining to a particular approach to psychotherapy.
6. Consider diversity issues as they pertain to psychotherapy research and practice.
7. Express knowledge of psychotherapy and/or related issues (and relevant empirical evidence) in written form.
8. Engage in evidence-based and clinically relevant dialogue with the course instructor and peers.
9. Reflect thoughtfully on psychotherapy strategies and how they might impact their future research and clinical work.

COURSE MATERIALS

Wedding, D., & Corsini, R. J. (Eds.). (2019). *Current Psychotherapies* (11th ed.). Cengage.

A list of required readings for the course will also be made available to you.

Recommended Professional Texts (for future reference)

- Antony, M. M. & Barlow, D. H. (Eds.). (2020). *Handbook of assessment and treatment planning for psychological disorders* (3rd ed.). Guilford Press.
- Barkham, M., Lutz, W., & Castonguay, L. G. (Eds.). (2021). *Bergin and Garfield's handbook of psychotherapy and behavior change* (7th ed.). Wiley.
- Barlow, D. H. (2021). *Clinical handbook of psychological disorders: A step-by-step treatment manual*. (6th ed.). Guilford Press.
- Bennett, R., & Oliver, J. E. (2019). *Acceptance and commitment therapy: 100 key points and techniques*. Routledge.
- Beck, A. T., Rush, A. J., Shaw, B. F., & Emery, G., DeRubeis, R. J., & Hollon, S. D. (2024). *Cognitive therapy of depression* (2nd ed.). Guilford Press.
- Beck, J. S. (2020). *Cognitive therapy: Basics and beyond* (3rd ed.). Guilford Press.
- Castonguay, L. G., & Beutler, L. E. (Eds.). (2006). *Principles of therapeutic change that work*. Oxford University Press.
- Clark, D. A., & Beck, A. T. (2010). *Cognitive therapy of anxiety disorders: Science and practice*. Guilford Press.
- Dobson, D., & Dobson, K. S. (2017). *Evidence-based practice of cognitive-behavioral therapy* (2nd ed.). Guilford Press.
- Dobson, K. S., & Dozois, D. J. A. (Eds.). (2019). *Handbook of cognitive-behavioral therapies* (4th ed.). Guilford Press.
- Dozois, D. J. A., & Dobson, K. S. (Eds.). (2023). *Treatment of psychosocial risk factors in depression*. American Psychological Association
- Dozois, D. J. A. (Ed.). (2014). *CBT: General Strategies*. Volume 1. In S. G. Hofmann (Series Ed.), *The Wiley handbook of cognitive-behavioral therapy*. Wiley-Blackwell.
- Feldman, C., & Kuyken, W. (2019). *Mindfulness: Ancient wisdom meets modern psychology*. Guilford Press.
- Greenberg, L. S. (2011). *Emotion-focused therapy*. American Psychological Association.
- Hayes, S. C., & Lillis, J. (2012). *Acceptance and Commitment Therapy*. American Psychological Association.
- Klerman, G. L., Weissman, M. M., Rounsaville, B. J., & Chevron, E. S. (1984). *Interpersonal*

- psychotherapy of depression*. Basic Books.
- Barkham, M., Lutz, W., & Castonguay, L. G. (Eds.). (2021). *Bergin and Garfield's handbook of psychotherapy and behavior change* (7th ed.). Wiley.
- Lemma, A., Target, M., & Fonagy, P. (2011). *Brief dynamic interpersonal therapy: A clinician's guide*. Oxford University Press.
- Martell, C. R., Dimidjian, S., & Herman-Dunn, R. (2010). *Behavioral activation for depression: A clinician's guide*. Guilford Press.
- Nezu, A. M., Nezu, C. M., & D'Zurilla, T. J. (2013). *Problem-solving therapy: A treatment manual*. Springer.
- Prochaska, J. O., & Norcross, J. C. (2018). *Systems of psychotherapy: A transtheoretical analysis* (9th ed.). Brooks/Cole.
- Rief, W. (Ed.). (2014). Specific Disorders. Volume 2. In S. G. Hofmann (Series Ed.), *The Wiley handbook of cognitive-behavioral therapy*. Wiley-Blackwell.
- Roemer, L., & Orsillo, S. M. (2009). *Mindfulness- and acceptance-based behavioural therapies in practice*. Guilford Press.
- Segal, Z. V., Williams, J. M. G., & Teasdale, J. D. (2013). *Mindfulness-based cognitive therapy for depression* (2nd ed.). Guilford Press.
- Smits, J. A. (Ed.). (2014). Specific Disorders. Volume III. In S. G. Hofmann (Series Ed.), *The Wiley handbook of cognitive-behavioral therapy*. Wiley-Blackwell.
- Stosahl, K., Robinson, P., & Gustavsson, T. (2012). *Brief interventions for radical change: Principles and practice of focused acceptance and commitment therapy*. New Harbinger.

Other Resources

Journals

In addition to theory and research in various journals which deal with psychopathology and other behavioral and emotional problems (e.g., *Journal of Psychopathology and Clinical Science*, *Journal of Consulting and Clinical Psychology*, *Psychological Assessment*, *Clinical Psychology Review*), are several journals that specialize in cognitive and behaviour therapy (e.g., *Journal of Behavior Therapy and Experimental Psychiatry*, *Journal of Rational-Emotive and Cognitive-Behavior Therapy*, *Behaviour Research and Therapy*, *Behavior Therapy*, *Behavior Modification*, *Behavioral Assessment*, *Journal of Applied Behavior Analysis*, *Cognitive Therapy and Research*, *Cognitive and Behavioral*, and *International Journal of Cognitive Therapy*). Also available is the *Journal of Psychotherapy Integration*, published by the Society for the Exploration of Psychotherapy Integration and devoted to theoretical and empirical articles on different therapy orientations.

Evidence-Based Practice

A number of resources related to evidence-based practice can be found at the following website:
<https://mcgill.ca/psy/evidence-based-practice>

Other Psychotherapy Internet Resources

The Beck Institute: www.beckinstitute.org

The International Association for Cognitive Psychotherapy: <https://www.the-iacp.com/>

Association for Behavior and Cognitive Therapies (ABCT): <https://www.abct.org/Home/>

Academy of Cognitive and Behavioral Therapies: www.academyofct.org

Psychotherapy.net: www.psychotherapy.net/home

4.0 EVALUATION

In addition to reading and participating in class discussions, demonstrations, and exercises, you will be required to do the following:

1) Term Paper (45%)

You are to write a term paper of 12-15 pages in length, excluding references. Please conform to APA (2020; 7th edition) format.

For the paper, there are at least three possible options:

1) *Comparative Treatment Analysis*. Provide a critical comparison of two or more types of treatment for the same disorder. This may or may not be a disorder and/or form of treatment presented in the course, and you can include treatments that do not currently have empirical support. Identify the ways in which the treatments are similar (common factors) and the ways in which they differ, both at a conceptual level and in practice. *Briefly* summarize the research support for the efficacy of each treatment and any relevant psychotherapy process research that illuminates its mode of action.

2) *Review Paper*. Provide an in-depth critical review of the research literature on the efficacy of one specific treatment protocol or approach to a specific disorder. This should follow the format of a *Psychological Bulletin* or *Clinical Psychology Review* article. Again, you need not limit yourself to interventions discussed in the course. The review should address any conceptual and methodological limitations of the existing literature.

3) *Theoretical Paper*. Provide an in-depth analysis of a theoretically driven topic, drawing on data to support your arguments or points. Example topics include whether the results of randomized controlled trials can be generalized to typical clinical settings, diversity issues and the adaptation of a particular form of psychotherapy to underrepresented groups, whether “common factors” across forms of psychotherapy are more powerful than specific interventions, or whether a credible “psychotherapy placebo” could be developed for clinical research. These are just examples, and I am open to many possible ideas.

The objective of the term paper is to broaden and deepen your knowledge in a particular system of psychotherapy or issue pertinent to its evaluation or use.

2) Research Presentation (25%)

You will be responsible for delivering a presentation (15 minutes max) covering the *research literature* on one of the psychotherapy approaches covered in this class. Your presentation should provide an up-to-date critical review of empirical literature pertaining to the assigned psychotherapeutic approach (mainly relying on meta-analyses and systematic reviews) and, to the

extent possible, coverage of this approach in underrepresented groups. Your grade for this assignment will be based on the clarity, organization, and style of presentation; appropriateness and relevance of the research reviewed; depth of understanding of the empirical literature; attention to issues of equity, diversity, and inclusion; discussion of the implications and future research directions; and the degree of critical thinking demonstrated. The presentation will take place after the instructor presents on the theory and practice of a specific therapeutic approach. Topic areas and dates of presentations will be assigned at the beginning of the course. Please send a copy of your PowerPoint slides to the instructor following the class.

3) *Thought Papers* (20%)

You will submit 5 thought papers over the course of the semester. Each thought piece will be **maximum** 1 page and **maximum** 500 words (single spaced is fine). Additional pages and/or words will not be read or graded. On the other hand, shorter pieces are welcome. Each thought piece should discuss a single idea taken from a given week's readings and must be submitted at the beginning of the class in which the material covered is being discussed.

The purpose of the thought pieces is to encourage critical reflection on the course material. Having prepared in advance should also facilitate class discussion. One should take as a starting point a single issue, observation, controversy, reaction, etc., that comes from the readings. There is no specified form or style that must be used, personal pronouns are permissible (even encouraged), and citations are not necessary provided that the sources are clear. Personal observations about the link between the material, one's own presuppositions, emerging clinical experience, and/or development of identity as a clinician are welcome. External sources may be used if they are already familiar to you, but time should *not* be spent consulting additional materials. Although the form of presentation is flexible, submissions should be free of spelling and grammatical errors; style will not be graded directly, but good style always helps one to convey ideas more clearly.

Four of the thought papers must stem from one of the topics covered in the class. The fifth thought paper will address the following questions: Which psychotherapeutic approach resonates with you most both in terms of a match with your personality style and the empirical evidence? Which therapeutic approach would you be least likely to use in practice? Why?

4) *Class participation* (10%)

In addition to the aforementioned requirements, you will also receive a mark for class participation. This mark will be based on your showing up for class, demonstrating that you have read the material consistently and are able to take part in discussion, your involvement in classroom demonstrations, and your input on the films.

Assignment	Percentage	Due Date
Term Paper	45%	December 13, 2024
Presentation	25%	To be scheduled
Thought Papers	20%	Four to be scheduled (5 th due on December 3, 2024)
Class participation	10%	Ongoing

TOPICS AND SCHEDULE

Most classes will be held in person; however, some classes will be held by Zoom. See schedule below:

Topic	Date
Introduction to Systems of Psychotherapy and their Evaluation	September 10, 2024
Assessment-Treatment Link and Case Conceptualization	September 17, 2024
Psychodynamic Therapy (including Brief Dynamic Psychotherapies)	September 24, 2024
Client-centered Therapy and Existential Psychotherapy Join Zoom Meeting: https://westernuniversity.zoom.us/j/6891724254 Meeting ID: 689 172 4254	October 1, 2024
Experiential Therapies (Gestalt therapy and Emotion-Focused Therapy)	October 8, 2024
Fall Reading Week – No Class	October 15, 2024
Behavior Therapy	October 22, 2024
Cognitive Therapy	October 29, 2024
Rational Emotive Behaviour Therapy Join Zoom Meeting: https://westernuniversity.zoom.us/j/6891724254 Meeting ID: 689 172 4254	November 5, 2024
Interpersonal Psychotherapy Join Zoom Meeting: https://westernuniversity.zoom.us/j/6891724254 Meeting ID: 689 172 4254	November 12, 2024
Motivational Interviewing	November 19, 2024
Acceptance and Commitment Therapy Join Zoom Meeting: https://westernuniversity.zoom.us/j/6891724254 Meeting ID: 689 172 4254	November 26, 2024
Mindfulness-Based Cognitive Therapy Join Zoom Meeting: https://westernuniversity.zoom.us/j/6891724254 Meeting ID: 689 172 4254	December 3, 2024

The Structure of Class Time

The structure of our class time will typically be divided into two sections. I will provide a lecture on a particular psychotherapeutic approach lasting 1-1.5 hours. Following this, we will either watch and discuss a film on one of the psychotherapeutic approaches or practice some of the psychotherapy skills that bear on a particular approach.

Class Videos:

A variety of different videos will be shown in class throughout the semester to illustrate the application of various therapeutic approaches. These videos are an integral part of the course. When watching the videos, try to keep the following questions in mind:

1. What was the therapist trying to accomplish? What were the therapist's goals?
2. How was the therapist trying to accomplish the goals (in #1 above)?
3. What was the theoretical basis for what the therapist was doing? Do you think the theory was applied skillfully?
4. Do you think the therapy was helpful to the person? If so, what about it was helpful? If not, why do you think it wasn't?
5. Was the therapy ethical (why or why not)?
6. If you were looking for a therapist, would you consider going to the one in the video (why or why not)?

COURSE READINGS

Introduction to Systems of Psychotherapy and their Evaluation

Dumont, F. (2019). Introduction to 21st-century psychotherapy. In R. J. Corsini & D. Wedding (Eds.), *Current Psychotherapies* (11th ed., pp. 1-19). Cengage.

Sue, D. W., Neville, H. A., & Smith, L. (2024). Racism in counseling and psychotherapy: Illuminate and disarm. *American Psychologist*, 79(4), 593–605.
<https://doi.org/10.1037/amp0001231>

Assessment-Treatment Link and Case Conceptualization

Christon, L. M., McLeod, B. D., & Jensen-Doss, A. (2015). Evidence-based assessment meets evidence-based treatment: An approach to science-informed case conceptualization. *Cognitive and Behavioral Practice*, 22, 36-48. <https://doi.org/10.1016/j.cbpra.2013.12.004>

Persons, J. B., Brown, C. L., & Diamond, A. (2019). Case formulation-driven cognitive behaviour therapy. In K. S. Dobson & D. J. A. Dozois (Eds.), *Handbook of cognitive-behavioral therapies* (4th ed., pp. 145-168). Guilford Press.

Psychodynamic Therapy (including Brief Dynamic Psychotherapies)

Safran, J. D., Kriss, A., & Foley, V. K. (2019). Psychodynamic psychotherapies. In R. J. Corsini & D. Wedding (Eds.), *Current Psychotherapies* (11th ed., pp. 21-57). Cengage.

Abbass, A. A., Tasca, G. A., Vasiliadis, H.-M., Spagnolo, J., Kealy, D., Hewitt, P. L., Hébert, C., Drapeau, M., & Doidge, N. (2020). Psychodynamic therapy in Canada in the era of evidence-based practice. *Psychoanalytic Psychotherapy*, 34(2), 78–99.
<https://doi.org/10.1080/02668734.2020.1803390>

Client-Centered Therapy and Existential Psychotherapy

Raskin, N. J., Rogers, C. R., & Witty, M. C. (2019). Client-centered therapy. In R. J. Corsini & D. Wedding (Eds.), *Current Psychotherapies* (11th ed., pp. 101-156). Cengage.

Yalom, I. D., & Josselson, R. (2019). Existential psychotherapy. In R. J. Corsini & D. Wedding (Eds.), *Current Psychotherapies* (11th ed., pp. 273-308). Cengage.

Experiential Therapies (Gestalt therapy and Emotion-Focused Therapy)

Greenberg, L. S., & Watson, J. C. (2022). Emotion-focused therapy for depression: Canadian contributions. *Canadian Journal of Behavioural Science*, *54*(2), 152–162.

<https://doi.org/10.1037/cbs0000317>

Yontef, G., Jacobs, L., & Bowman, C. (2019). Gestalt therapy. In R. J. Corsini & D. Wedding (Eds.), *Current Psychotherapies* (11th ed., pp. 309-348). Cengage.

Behavior Therapy

Antony, M. M. (2019). Behavior therapy. In R. J. Corsini & D. Wedding (Eds.), *Current Psychotherapies* (11th ed., pp. 199-236). Cengage.

Forbes, C. N. (2020). New directions in behavioral activation: Using findings from basic science and translational neuroscience to inform the exploration of potential mechanisms of change. *Clinical Psychology Review*, *79*. <https://doi.org/10.1016/j.cpr.2020.101860>

Vorstenbosch, V., Newman, L., & Antony, M. M. (2014). Exposure techniques. In D. J. A. Dozois (Ed.), CBT: General Strategies. Volume 1. In S. G. Hofmann (Series Ed.), *The Wiley handbook of cognitive-behavioral therapy* (pp. 45-65). Wiley-Blackwell.

Cognitive Therapy

Beck, A. T., & Dozois, D. J. A. (2014). Cognitive theory and therapy: Past, present and future. In S. Bloch, S. A. Green, & J. Holmes (Eds.), *Psychiatry – past, present and prospect* (pp. 366-382). Oxford University Press.

Beck, A. T., & Weishaar, M. E. (2019). Cognitive therapy. In R. J. Corsini & D. Wedding (Eds.), *Current Psychotherapies* (11th ed., pp. 237-272). Cengage.

Rational Emotive Behaviour Therapy

Dozois, D. J. A., Dobson, K. S., & Rnic, K. (2019). Historical and philosophical bases of the cognitive-behavioral therapies. In K. S. Dobson & D. J. A. Dozois (Eds.), *Handbook of cognitive-behavioral therapies* (4th ed., 1-31). Guilford Press.

Ellis, A., & Ellis, D. J. (2019). Rational emotive behavior therapy. In R. J. Corsini & D. Wedding (Eds.), *Current Psychotherapies* (11th ed., pp. 157-1-98). Cengage.

Interpersonal Psychotherapy

Verdeli, H., & Weissman, M. M. (2019). Interpersonal psychotherapy. In R. J. Corsini & D. Wedding (Eds.), *Current Psychotherapies* (11th ed., pp. 349-390). Cengage.

Motivational Interviewing

Miller, W. R., & Rollnick, S. (2023). *Motivational interviewing: Helping people change* (4th ed.). Guilford.

- Chapter 1: The mind and heart when helping (pp. 3-14).
- Chapter 2: What is motivational interviewing? (pp. 15-33).

Westra, H. A. (2014). Using motivational interviewing to manage resistance. In D. J. A. Dozois (Ed.), *CBT: General Strategies. Volume 1*. In S. G. Hofmann (Series Ed.), *The Wiley handbook of cognitive-behavioral therapy* (pp. 331-352). Wiley-Blackwell.

Acceptance and Commitment Therapy

Herbert, J. D., & Forman, E. M. (2014). Mindfulness and acceptance techniques. In D. J. A. Dozois (Ed.), *CBT: General Strategies. Volume 1*. In S. G. Hofmann (Series Ed.), *The Wiley handbook of cognitive-behavioral therapy* (pp. 131-156). Wiley-Blackwell.

Hayes, S. C., Ciarrochi, J., Hofmann, S. G., Chin, F., & Sahdra, B. (2022). Evolving an idionomic approach to processes of change: Towards a unified personalized science of human improvement. *Behaviour Research and Therapy*, 156, 104155.
<https://doi.org/10.1016/j.brat.2022.104155>

Mindfulness-Based Cognitive Therapy

Alsubaie, M., Abbott, R., Dunn, B., Dickens, C., Keil, T. F., et al. (2017). Mechanisms of action in mindfulness-based cognitive therapy (MBCT) and mindfulness-based stress reduction (MBSR) in people with physical and/or psychological conditions: A systematic review. *Clinical Psychology Review*, 55, 74-91. <https://doi.org/10.1016/j.cpr.2017.04.008>

Fruzzetti, A. E., McLean, C., & Erikson, K. M. (2019). Mindfulness and acceptance interventions. In K. S. Dobson & D. J. A. Dozois (Eds.), *Handbook of cognitive-behavioral therapies* (4th ed., 271-296). Guilford Press.

OTHER INFORMATION

Health/Wellness Services

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Accessible Education Western (AEW)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

Plagiarism Detection Software

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western and Turnitin.com.

Use of AI

The use of generative AI tools such as ChatGPT to produce written work is not permitted unless permission is granted by the instructor for specific circumstances. Any work submitted must be the work of the student in its entirety unless otherwise disclosed. When used, AI tools should be used ethically and responsibly, and students must cite or credit the tools used in line with the expectation to use AI as a tool to learn, not to produce content.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Land Acknowledgement

We acknowledge that Western University is located on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton. Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant

Wampum. This land continues to be home to diverse Indigenous Peoples (First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society.