

Comparative Psychotherapies

CCPX 4038 01

Spring 2020

Instructor: Nancy Nereo, Ph.D.

nen2@tc.columbia.edu

Thursday, 9:00-10:40am

Grace Dodge 277

In this course we will review the breadth of theoretical orientations which form the basis for conducting psychotherapy. Most weeks will be dedicated to consideration of one or two theoretical approaches to psychotherapy. Students are expected to consider each approach for its merits and limitations, such that in future roles as practicing clinicians or psychotherapy researchers, they have access to the range of available approaches and the relative contributions of each. Course expectations and grading opportunities are outlined below.

Readings:

Text, available on Amazon, Barnes and Noble, or www.CengageBrain.com, as well as in course reserves:

Corsini, R. & Wedding, D. (2019). Current Psychotherapies, 11th ed. Belmont, CA: Brooks-Cole, Cengage Learning. (C & W)

Chapters in the following books, on reserve in the library:

Linehan, M. (1993). Cognitive behavioral treatment of borderline personality disorder. New York: Guilford Press.

Messer, S.B & Gurman, A.S. (2011). Essential Psychotherapies: Theory and Practice (3rd ed.) New York: Guilford.

Mitchell, S.A & Black, M.J. (1995). Freud and beyond: A history of modern psychoanalytic thought. New York: Basic Books.

Roth, A & Fonagy, P. (2005) What works for whom? A critical review of psychotherapy research, 2nd ed. New York: Guilford Press.

Yalom, I.D. (2005). The theory and practice of group psychotherapy (5th ed.) New York: Basic Books.

Requirements:

Class Participation

10%

Reaction Essays & Discussion Qs	20%
Applied Article	30%
Final Paper	40%

Reaction Essays/Discussion Questions

Students will email discussion questions and reaction essays (as described below) to the professor at nen2@tc.columbia.edu by 9pm on the Wednesday before class. This is a firm deadline; questions and essays submitted after this time will not receive credit. Students are required to submit 10 such questions/essays for the weeks of January 30 through April 23 (i.e., two weeks may be skipped.) Please submit the questions and reaction essays within the body of one email (not as an attachment).

Questions: In the body of the email, students will include two discussion questions about the week's readings. Some examples of possible questions include requesting further explication of a topic covered, inquiring about the application of the interventions described, considering treatment of certain groups (diagnostic, developmental, ethnic/racial, gendered) using the therapy under discussion, etc. As these examples demonstrate, questions may be geared towards improving your own knowledge or eliciting compelling class discussion.

Essays: Also within the body of the email, students will include a reaction essay of 250-500 words regarding the week's readings. The essay is not a summary of the week's readings. Rather, it is a critical response to the modality to be discussed that week, which may include, for example, positive and negative aspects of that form of psychotherapy or ideas about how the patient and the therapist might experience the modality in question. Your consideration of each week's orientation should demonstrate your developing clinical perspective. As such, your essay may contain as many questions as conclusions. These reflections are an opportunity to engage in the material as it relates to your own thoughts and experiences, without concern for evaluation. Letter grades will not be issued for these reaction papers; rather, you will receive credit for having submitted the essay. The purpose of these assignments is to present your own thoughts about the reading such that you incorporate the ideas from that week into your own clinical view and develop your own questions about the clinical perspective presented. The instructor's understanding of students' reactions to the reading will, in turn, help to guide class discussion.

Class Participation

Students are expected to drive class discussion, which requires attendance to each class. You will be evaluated based upon the extent to which you participate appropriately, not only to provide the instructor with a sense of your developing ideas, but also to encourage thought among all students. Timely attendance is expected. Please be aware that tardiness disrupts the class and also subjects a student to missing important announcements, which will occur at the beginning of the class. Please note that except in cases where students require accommodations, laptops will not be permitted in class, in order to promote engagement in the course material and class

discussion, improve understanding of the material, and eliminate the distraction and discourtesy associated with inappropriate laptop usage during class time.

Article review

Each student will submit an article review of 5-7 pages, written in APA style (without an abstract). The article review will be submitted in hard copy at the beginning of class on April 9, along with a hard copy of the article reviewed. (Please note that except in unusual extenuating circumstances, deadline extensions will not be given.)

The article to be reviewed must be either a research report from a study examining treatment of a particular disorder or a case study of a treatment. To locate an article you may search PubMed, PsychInfo, or PepWeb, all of which are available through Gottesman Library. In the paper, you will briefly present the main points of the article (1-2 pages maximum). The majority of the paper will be dedicated to a critical examination of findings presented or issues raised by the article. This may include strengths and weaknesses of the treatment in question, as demonstrated in the paper; future directions for better understanding the theoretical orientation presented; or questions and concerns raised by the article. The paper is not intended to be a methodological critique, though comments on method may be germane to your evaluation. More broadly, your review should describe what the article might teach you as a clinician or researcher, as well as what remains unexplained.

Final Paper

For the final paper, each student will present an imagined treatment of a familiar historical figure, fictional character, or living public personage. The final paper is due in hard copy at the beginning of the last class session, on May 7. (Please note that except in unusual extenuating circumstances, deadline extensions will not be given.) The paper should be 10-15 pages long, written in APA style (without an abstract), and should include the following:

First, a detailed clinical presentation of the person in question will provide psychosocial and medical history, along with relevant behaviors and current complaint. Present a complete summary to give the reader a sense of the person's functioning and reasons why he/she might be seeking treatment at this time.

Next, a summary of three forms of treatment will be presented. For each, include a clear conceptualization of why this particular therapy would be chosen, with reference to relevant readings, and imagine how the patient might respond. This section may include a "transcript" of an important or illustrative moment in a session, observations about the patient's progress using the modality in question, or relative strengths and weaknesses about the treatment described in this context.

Then, imagine an integrative treatment with the patient. Select the techniques from the previous section that might be most effective, and support these choices with reference to the literature. Again, imagine the response the patient might have to this treatment.

Finally, your conclusion should include own critical assessment of the treatments presented in your paper, including the integrative treatment. This section is meant to be your own critical opinion, that is, your evaluation of each treatment approach for this

patient (and possibly for other populations). Would the treatments you've imagined be effective? Why, why not?

Another important note

Students are expected to develop contacts in the class, and to call on those contacts if basic questions arise. For example, though regular attendance in class is expected, if a class is missed, you are expected to ask your peers for notes or other information. Information about course materials may be found in the syllabus, which is available on Moodle, along with most of the course materials themselves. Similarly, if there is a question about the class schedule, you are expected to consult the syllabus or the TC academic calendar. If you have a question about anything related to the course which cannot be answered by classmates, the syllabus, Moodle, the TC website, or other sources available to you, please contact the instructor by email. Though I do not hold office hours, I am available at nen2@columbia.edu and am happy to respond to your questions. Please note that on weekends and during academic holidays I will not check email.

Class schedule

January 23 Introduction

Roth, A. & Fonagy, P. (2005). Defining the Psychotherapies. In A. Roth & P. Fonagy, eds. (2005). What works for whom? A critical review of psychotherapy research, 2nd ed. New York: Guilford Press. Chapter 1, pp. 5-15.

Holmes, J. (2016) . Flossing and the art of scientific investigation. New York Times, November 6. <https://www.nytimes.com/2016/11/25/opinion/sunday/flossing-and-the-art-of-scientific-investigation.html>

January 30 Psychoanalysis and Psychodynamic Therapy I

Mitchell, S.A., & Black, M.J. (1995). Sigmund Freud and the classical psychoanalytic tradition. In S.A. Mitchell & M.J. Black, Freud and Beyond. New York, Basic Books. Chapter 1, pp. 1-22.

Mitchell, S.A., & Black, M.J. (1995). Ego Psychology. In S.A. Mitchell & M.J. Black, Freud and Beyond. New York, Basic Books. Chapter 2, pp. 23-59.

Shedler, J. (2010). The efficacy of psychodynamic psychotherapy. American Psychologist, 99-109. <https://www.apa.org/pubs/journals/releases/amp-65-2-98.pdf>

Optional further reading:

Wolitzky, D. (2011). Contemporary Freudian Psychoanalytic Psychotherapy. In S.B Messer and A.S. Gurman, eds., Essential Psychotherapies. New York, Guilford Press. Chapter 2, pp. 33-71.

Mitchell, S.A., & Black, M.J. (1995). Melanie Klein and contemporary Kleinian theory. In S.A. Mitchell & M.J. Black, Freud and Beyond. New York, Basic Books. Chapter 4, pp. 85-111.

February 6 Psychoanalysis and Psychodynamic Therapy II

Mitchell, S.A., & Black, M.J. (1995). The British object relations school: W.R.D. Fairbairn and D.W. Winnicott. In S.A. Mitchell & M.J. Black, Freud and Beyond. New York, Basic Books. Chapter 5, pp. 112-138.

Mitchell, S.A., & Black, M.J. (1995). Psychologies of Identity and Self: Erik Erikson and Heinz Kohut. In S.A. Mitchell & M.J. Black, Freud and Beyond. New York, Basic Books. Chapter 6, pp. 139-169.

Optional further reading:

Kohut, H. (2013) How does analysis cure? Chicago: University of Chicago Press.

February 13 Psychoanalysis and Psychodynamic Therapy III

Mitchell, S.A., & Black, M.J (1995). Harry Stack Sullivan and Interpersonal Psychoanalysis In S.A. Mitchell & M.J. Black, Freud and Beyond. New York, Basic Books. Chapter 3, pp. 60-84.

Curtis, R.C. & Hirsch, I. (2011). Relational psychoanalytic psychotherapy. In S.B Messer and A.S. Gurman, eds., Essential Psychotherapies. New York, Guilford Press. Chapter 3, pp. 72-104.

Optional further reading:

Stern, D. And Hirsch, I. (2017). Interpersonal Perspectives on Psychoanalysis, 1960s-1990s: Rethinking Transference and Countertransference. New York: Rutledge.

Stern, D. And Hirsch, I. (2018). Further Developments in Interpersonal Psychoanalysis, 1980s-2010s: Evolving Interest in the Analyst's Subjectivity . New York: Rutledge.

February 20 Client-Centered Therapy

C & W Chapter 5: Client-Centered Therapy

February 27 Rational Emotive Behavior Therapy

Guest speaker: Debbie Joffe Ellis, PhD.

C & W Chapter 6: REBT

Also please watch: <https://www.youtube.com/watch?v=odnoF8V3g6g>

March 5 Gestalt Therapy

C & W Chapter 9: Gestalt Therapy

March 12 Cognitive & Behavioral Therapies

C & W Chapters 6 &7: Behavior Therapy, Cognitive Therapy

Optional further reading:

Leahy, R.L. (2006). Contemporary Cognitive Therapy: Theory, Research, Practice. New York: Guilford.

March 19 NO CLASS

March 26 NO CLASS

**April 2 Dialectical Behavior Therapy, Interpersonal Therapy
ARTICLE REVIEW DUE**

Linehan, M. (1993). Overview of treatment: Targets, strategies, and assumptions in a nutshell. In M. Linehan: . New York: Guilford Press. Chapter 4, pp. 97-119

Linehan, M. (1993). Behavioral targets in treatment: Behaviors to increase and decrease. In M. Linehan: Cognitive Behavioral Treatment of Borderline Personality Disorder. New York: Guilford Press. Chapter 5, pp. 120-164

C & W Chapter 11: Interpersonal Therapy

April 2 Couples & Family Therapy

Gurman, A.S. (2011). Couple therapies.. In S.B Messer and A.S. Gurman, eds., Essential Psychotherapies. New York, Guilford Press. Chapter 10, pp. 345-383.

April 9 C & W Chapter 12: Family Therapy Group Therapy

Yalom, I.D. (2005). Interpersonal learning. In I. Yalom, The Theory and Practice of Group Psychotherapy (5th ed.) New York: Basic Books. Chapter 2, pp.117-139.

Yalom, I.D. (2005). The therapist: Working in the here and now. In I. Yalom, The Theory and Practice of Group Psychotherapy (5th ed.) New York: Basic Books. Chapter 6, pp. 141-200.

April 16 Third Wave Therapies

Guest Speaker: Jennifer Egert, PhD

Siegel, R. D., Germer, C.K., & Olendski, A. (2008). Mindfulness: What Is It? Where Does It Come From? In Didonna, F. (Ed.) *Clinical Handbook of Mindfulness*. New York: Springer.

Kabat-Zinn, J. (2013). The foundations of mindfulness practice: Attitudes and commitment. In J. Kabat-Zinn, *Full Catastrophe Living*, New York: Bantam Books, pp. 19-38.

Optional further reading:

Dimidjian, S., Arch, J., Schneider, R.L., Desormeau, P., Felder, J. N., & Egal, Z. V. (2016). Considering meta-analysis, meaning and metaphor: A systematic review and critical examination of “third wave” cognitive and behavior therapies. *Behavior Therapy*, 47, 886-905.

Crane, R. S., Brewer, J., Feldman, C., Kabat-Zinn, J., Santarelli, S., Williams, J. M. G., & Kuyken, W. (2016). What defines mindfulness- based programs? The warp and the weft. *Psychological Medicine*, 29, 1-10.

April 23 Integrative Psychotherapies

**May 7 C & W Chapter 14: Integrative psychotherapies
FINAL PAPER DUE**

Presentations: Case reports, article reviews. Wrap-up

College Policies:

1. TC DISABILITY POLICY: Students with disabilities who will be taking this course and may need disability-related classroom accommodations or support services are encouraged to speak with someone in the Disabled Student Services Office for more specific information regarding support services and accommodations.
2. TC POLICY ON INCOMPLETE GRADES: IN Incomplete. The grade of incomplete is to be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of incomplete was received and a first grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of incomplete, with a transcript notation indicating the date that the grade of incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of incomplete was received, the grade will remain as a permanent incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement.

Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.