

College of St. Joseph
Rutland, Vermont

Course Syllabus

GPS 502: Advanced Theories in Psychotherapy

Fall, 2010

Meeting Time: Wednesday, 7:00 – 9:30 PM, September 1 to Dec. 15

Instructor: W. David Hoisington, Ph.D.

Instructor Availability: Contact through use of email is the best way at dhoisington@csj.edu
You may leave information in my mailbox, picked up on class days only.

Course Description: This course provides an opportunity for students to develop both breadth and depth of knowledge regarding major theories of human behavior that have been developed during the past 100 years. Students will begin to develop their own theory of psychotherapy by comparing and contrasting those theories in terms of their philosophical foundations, theoretical concepts and applications to the field of counseling. A central outcome of the course is for students to present their own theoretical perspective for review and discussion.

Required Texts: **What Does It All Mean?: A Very Short Introduction to Philosophy** by [Thomas Nagel](#) Publisher: Oxford University Press, USA Pub. Date: October 1987

Developing Your Theoretical Orientation in Counseling and Psychotherapy by [Halbur, Duane A. / Halbur, Kimberly Vess Halbur, Duane A. / Halbur, Kimberly Vess](#) Publisher: Allyn & Bacon, Inc. Pub. Date: July 2005

Essential Psychotherapies : Theory and Practice by [Alan S. Gurman \(Editor\)](#) , [Stanley B. Messer \(Editor\)](#) Publisher: Guilford Publications, Inc. Pub. Date: June 2005

Recommended Texts **Both of these books are on reserve in the library:**

Ford, D., & Urban, H.B. (1998). *Contemporary models of psychotherapy: A comparative analysis* (2nd ed.). John Wiley: New York.

Sandel, M.J. (2009). *Justice: What's the right thing to do?* Farrar, Straus and Giroux: New York.

Course Objectives: By the conclusion of the course, the student will:

1. convey an understanding of the philosophical assumptions underlying their theoretical approach;
2. demonstrate knowledge of the major therapeutic models being used in the field and demonstrate proficient knowledge regarding one model;
3. Apply a comparative analysis to a minimum of two therapeutic models;
4. Articulate in a professional manner, both in written and oral form, one's own theoretical position.
5. School counselor will demonstrate a holistic philosophy developed through an emphasis on self-awareness, ethical and moral behavior, a developmental approach to the acquisition of a solid theoretical knowledge base and a commitment to community.

Proposed Course Topics/Learning Activities: **All assignments to be completed and sent by email before 6:00 PM on the class day that they are due. It is considered late if it is emailed to the professor after that. There are penalties for being late** (assignments are within the table below) and for turning in a radically incomplete paper. Remember that the assignments are graded using the Mastery approach (see evaluation below).

Date	Assignment	Class Work
09/01/09	Download syllabus from the extranet or from www.CompassionSpace.com Homework: Read chapters 1 - 4 in Nagel. Begin to think about philosophy.	Class overview. Discussion of paper 1.
09/08/09	Read chapters 6-8 in Nagel. Read chapters 1-3 in Halbur and Halbur.	Movies on philosophy Overview of philosophy.
09/15/09	Do an outline for philosophy paper	Movie on Philosophy
09/22/09	Philosophy Paper is Due! Class presentations on personal philosophy begin.	review
09/29/09	Make corrections on philosophy paper. Begin research for comparative analysis paper.	5 students present philosophy
10/06/09	Make corrections on philosophy paper. Begin research for comparative analysis paper.	6 students present philosophy
10/13/09	Write an outline (for yourself) for the comparative analysis paper that includes ideas from your research.	7 students present philosophy
10/20/09	Comparative analysis paper is due! Class presentations on Comparative analysis begin.	4 CA presentations
10/27/09	Class presentations on Comparative analysis	4 CA presentations
11/03/09	Class presentations on Comparative analysis	4 CA presentations
11/10/09	First draft of the Your Theory paper is due – free flowing under basic structure. Theory class presentations begin	2 CA presentations 2 PT presentations
11/17/09	Make corrections on the first draft. Second draft of your theory paper is due .	4 PT presentations
11/24/09	Thanksgiving	ENJOY!
12/01/09	Make corrections on the second draft. Third draft of your theory paper is due .	4 PT presentations
12/09/09	Student presentations of theory	4 PT presentations
12/15/09	Final Exam – Finished personal theory paper is due .	Overflow Presentations

Methodology/Course Requirements:

The class will consist primarily of discussion in a seminar format. The assignments below are all aimed at the final product of a scholarly paper describing one's personal theoretical perspective regarding counseling and/or therapy. There will be three papers due. All papers will be a minimum of 10 double-spaced typed pages. In addition all papers will be presented in class and a minimum one page handout is expected. This is a collaborative teamwork approach where you are sharing your wisdom with your fellow classmates and also helping them prepare for orals.

Papers will be **graded using the mastery approach** to learning. Multiple drafts of this paper are built into the syllabus to assist with this process. The mastery approach is one where the professor continues to return the paper to the student until it has reached B level competence. The student has the option of resubmitting to seek a higher level of competence (an A). Because of this mastery format there are **penalties** for late paper assignments.

- 20% *My Philosophy*: In this paper the student will discuss their philosophical views and present them to the class. These views must include ontology, cosmology, epistemology and justice. The paper will have separate heading for all four topics. *Note*: A handpicked list of philosophy terms is available on this professor's web page. See Appendix A. The library also has a reasonable selection of materials. Also use the beginning of Halbur and Halbur (2005).
- 25% *Comparative Analysis*: In this paper the student will pick two therapeutic models and compare/contrast them. One of the models will be assigned in class, taken from a list of models on pages 40 and 41 in Halbur and Halbur (2005). Guidelines for doing the comparative analysis are given in chapter 1 of Gurman and Messer (2005). In addition both books provide some comparative information and additional references. See Appendix B.
- 35% *Your Theory*: In this paper you will be able to use much of what you have written in the first two papers. This paper will address a list of nine questions. This list can be found in Appendix C. You will have a separate heading for each of the nine topics (and likely subheadings under them). **There will be three draft versions of this paper. Penalties for late papers! Passing this class is dependent upon the successful completion, and timely submission, of all drafts and the final version.**
- 20% *Class Participation*: Regular attendance and participation in class discussions, and learning activities including oral presentations.

Evaluation:

The evaluation process uses the Mastery Approach. No grade is given on any written assignment until it has reached B level competence. Since every student is unique in their learning style the requirements to meet competence are communicated between student and professor, mostly by email. This is done with every written assignment.

The mastery approach is one where the professor continues to return the paper to the student until it has reached B level competence. The student has the option of resubmitting to seek a higher level of competence (an A). Because of this format there are **heavy penalties** (one entire grade, for example the maximum grade you could receive for a late paper would be a B, reduced down from the maximum of an A). This same penalty applies to submitting a paper that is grossly missing the fundamentals required of the assignment as outlined above (and in the attached appendices). This approach is described in more detail on the professor's CSJ web page. The student is encouraged to read the material on this web page and ask questions.

The papers each contribute to 20%, 25% and 35% of the final grade for a total of 80%. The remaining 20% is for class participation as outlined above.

Writing Across the Curriculum: Dedicated to the proposition that the ability to write effectively is an important life skill, the faculty of the College of St. Joseph advocates writing across the curriculum for all students as a vehicle to develop good writing habits. Writing across the curriculum enhances student success by encouraging writing to learn and learning to write in all academic disciplines, recognizing a diversity of needs in society. Developing these skills is

incorporated in course work throughout the curriculum in a manner which promotes writing as a valuable and enjoyable means of learning.

Course Policies:

1. Absences in excess of one class may result in a significant penalty to the student's final course grade. Extenuating circumstances may be considered. Missed assignments (written), and/or class presentations, may only be made up for excused absence (approved in advance) or at the discretion of the instructor for extenuating circumstances. Punctuality is considered responsible professional behavior. Consequently, 3 late arrivals will be considered one absence.
2. All written work submitted for course credit should be retained by the student for the duration of the course. All assignments are to be done IN CLASS and turned in at the end of class. Late submittal of assignments will result in a grade penalty of one full letter grade for each day late. Qualitative evaluation will then be rendered. Example: 1 day late = B highest possible grade before evaluation of actual assignment by instructor. Any instances of plagiarism will result in a grade of "F" for the assignment. Additional action as outlined in the student handbook will also be taken.
3. Policy on Professional Behavior: It is expected that during all aspects of their involvement with the College and Division of Psychology and Human Services programs, services, and activities, all faculty, staff, and students will display appropriate professional demeanor; including active listening skills, respect for divergent views and opinions expressed by others, and sensitivity to the feelings of other members of the College community. Unprofessional behavior will not be accepted and will be addressed, as appropriate, with any person engaging in such behavior, in accord with the College Handbook, Student Handbook and other College policies, and may result in removal from class and /or group meetings, course failure, referral to the appropriate undergraduate or graduate committee, and/or to the Vice President for Academic and Student Affairs. A pattern of such behavior may be cause for recommendation of termination or dismissal from the program.

In some instances this class may trigger participants to recall personal situations that helped shape their philosophy. Stating these orally or in writing is not a requirement of the assignments. Yet it is likely to occur and professional behavior requires that respect is given to each student's statements and that all such statements are maintained in confidentiality.

4. ADA/Disability Statement: If you require an accommodation based on a disability, I would like to meet with you in private during the first week of the semester. This meeting would address the reasonable accommodations that you could receive within my class.
5. Grievance Policy: A student who has concerns regarding any aspect of this course is encouraged to seek a resolution by implementing the following process in the order outlined below:
 - Consult with the instructor to resolve the issue in question.

- If not resolved, address the issue with the Division Chair.
- If a resolution is still not attained, consult the Vice President of Academic and Student Affairs.

Should the student so desire, he or she may seek the guidance of his or her academic advisor to facilitate the process outlined above.

School Closing Information: When there are severe winter weather conditions, you can get information concerning school closure from the following:

Television: Channel 15 WPTZ Channel 5

Radio: Z97(WZRT)FM97.1, WSYBAM1380, WJJR98.1, Cat Country 95.1, 94.5 WEBK, 105.3FM

Appendices Attached:

Appendix A: My Philosophy Guidelines (and a bit more)

The Introduction and Format Guidelines

The paper should follow APA format and start (after the title page) with an introduction that summarizes your central theme, or core theoretical construct. It is also a good idea to use headings and sub-headings throughout the paper. The headings would correspond to the headings below.

Ontology (What does it mean to be human?): It has a long history in philosophy, in which it refers to the subject of existence. A science or study of being: specifically, a branch of metaphysics relating to the nature and relations of being; a particular system according to which problems of the nature of being are investigated. It is a systematic account of existence. What does being mean? What is existence? How we define what it means to exist as a human being has direct implications for how we interact with human beings.

What should you include in the paper about ontology? There should be a discussion of what it means to “exist” as a “human being”. Defend and support your point of view on the nature of human “existence” and this should include “Model of Mind” and its relation to body (and or soul). Make links to your core theoretical construct.

Cosmology (What is reality?): the branch of philosophy dealing with the origin and general structure of the universe, with its parts, elements, and laws. It includes such characteristics as space, time, causality, and freedom. It is the study of the large-scale structure of the Universe, where *‘the Universe’* means all that exists in a physical sense. This is to be distinguished from *‘the Observable Universe’*. Cosmology deals with the world as the totality of space, time and all phenomena – from whatever point of view you may have (for example: the Biblical origin versus the scientific origin of the Universe). What is the nature of our world, the “cosmos” in which we live? It is an important concept in human services called a **worldview**, and is a term that has direct therapeutic connections.

What should you include in the paper about cosmology?

- a. There should be a discussion about the nature of reality (“cosmos”), the structure of reality and its various relationships and features.
- b. Examine this in reference to your own “worldview”.
- c. The discussion about the “cosmos” should be linked to your ontology.
- d. Make links to your core theoretical construct.

Epistemology (How do we know?): The field of study that examines how “knowing”, or how we come to know and believe things about our world. It examines the question of what is “truth” and what can be known as “false”. Epistemology is the theory of knowledge, of how we construct domains of knowledge, and ultimately asks the question, “How do we know what we know?” Whenever you seek to help another person you ultimately need to ask “How do they understand what is happening?” and, perhaps equally important, ask “How do I come to understand what is happening?”

What should you include in the paper about epistemology?

- a. There needs to be a discussion about how we come to know, gain knowledge, understand and believe.
- b. This discussion should be linked to both your ontology and your cosmology.
- c. Make links to your core theoretical construct.
- d. School counselors should have a sub-heading called “Education Epistemology”.

Justice: The nature of “right” and “wrong”, morality and choice (free will versus free choice).

Appendix B: Comparative Analysis

Comparative Analysis Paper Guidelines

First begin the paper with an introduction that speaks to the two theoretical approaches to be discussed and the basic topics that will be covered.

The student is to take two major psychotherapeutic approaches and compare both on the following (use these as headings in your paper):

1. **Philosophical Assumptions**: Basic assumptions regarding human nature (If this is not obvious it is your job to figure it out by what is said by the therapist.) Is the person a dualist or monist? What is the cosmology? Epistemology?
2. **Abnormality**: How normality and abnormality are defined and how well do the definitions fit with their basic assumptions? (Again, if this is not obvious, you are to figure it out.) Include how the etiology of each is described. Does this fit with their cosmological position?
3. **Techniques** : How do the techniques relate to the theorist's assumptions regarding human nature? Do they fit with how the therapist defines abnormality and how it comes about? Are they consistent with the theorist's assumptions?
4. **Goals**: How are the therapeutic goals articulated and do they relate to the theorist's assumptions regarding human nature? Do they fit with how abnormality is defined and how they come about?
5. **Limitations and strengths**: How well are the major concepts defined? Can they be measured? Are they easy to understand? Can they be easily applied and related to self? How internally consistent is the theory?
6. **Social Applications**: To conclude the paper **the student will need to assume a position** on which theory would appear to be most efficacious in today's world. (One could argue, for instance, that psychoanalytic theory may not be as useful today as it once was to understand the human condition.) This can be discussed in terms of the assumptions, the constructs and the logic presented as well as the application. It is easier to discuss application but the student needs to keep in mind that the assumptions, constructs and logic are what make the theory applicable so do not give this less attention in your evaluation.

Please describe each theory below a subheading under each of the above headings. The texts of this class will be a place to begin this assignment but will not be sufficient to complete it adequately. This means the student will need to do additional reading and references will be required. Start by using the reference lists given in the texts.

The maximum length of this paper should be what is required to do the job competently. The student is to use APA style with appropriate headings, title page and abstract page.

Appendix C: Personal Theory Paper

Personal Theory Paper Guidelines

The paper should be done in APA format and include an introduction where the core tenets are briefly summarized at the very start of the paper. The paper will then address each of the nine points bulleted below. These will serve as major headings (there may be sub-headings under these) and should be presented in the order given below. You will be presenting this in class – be prepared to defend your position.

Philosophical Assumptions: Describe your basic philosophical assumptions including ontology, cosmology, epistemology and justice (see appendix A). You should seek to tie these assumptions to your core tenet.

Abnormality*: Describe your definition of normal and abnormal, including etiology.

Concepts of Change*: What is the nature of human change and how does a professional act as an agent in the change process. Include developmental theories.

Counseling Process*: Describe the stages of the counseling process (or the sequence/process).

Theorists with Similar Views*: Describe the theories of a few theorists (and they do not have to be limited to psychotherapy) who have views similar to yours.

**Philosophy Relevance*: Speak to how your philosophical assumptions apply to your definitions of abnormality, change, the counseling process and theorists. Address the similarity with other theoretical views, but do this within the above four sections, NOT as a separate section as it will read more fluidly that way. It is IMPORTANT to attend to this.

At this point you might say that you have provided the “meat” of your paper. These five sections should be clear and theoretically consistent. The second half of the paper will focus on applying what you have stated above and thus if there are errors in the first half they will show up again in the second half.

Application to a Disorder: Apply your theory to a specific case study in which you may refer to a given DSM disorder or to a collection of concerns that need to be addressed.

Application to Social Responsibility: Discuss how your theory can help to address some of the current social issues. Also speak to what steps you personally would take as part of your responsibility to the well being of society. **Note**: School counselors should make special mention of applications to the school environment.

Strengths and Limitations: Describe what you consider to be the strengths and limitations of your theory and its applications.