**Counseling**

PSYC 368-001, Fall 2024

MWF 10:25-11:15

Dumbach 6

Instructor: [Dr. Steve Davis](https://www.luc.edu/psychology/people/faculty/facultystaff/stevendavis/) (he/him)

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Office Hours: MWF 12:30-1:30, or by appointment (note that I generally work off-campus on TTh)

**Overview:**

 Welcome to Psychology 368! This course has two primary goals. The first is to introduce you to the theory and research behind several different types of counseling. We will explore similarities and differences among these types of counseling in their assumptions about what causes people to develop problems and how best to help those people. The second goal of this course is to help you begin to develop some of the skills used by counselors in helping others. We will explore, in some depth, a three-stage model of counseling, and practice skills used by this approach in class. Thus, class time will be divided between discussion of readings and experiential activities, such as role playing. Note that this online course meets via Zoom during our scheduled class times.

**From the Catalog:**

Introduction to the theory, techniques, and research behind major helping interventions, focusing on individual psychotherapy with adults. Interdisciplinary Option: Human Services

**Pre-requisites:** PSYC 101; PSYC 331 or 338 is also recommended

**Outcomes:** Students will critically evaluate different approaches to intervention in terms of their theoretical underpinnings, applications, goals and effectiveness, and will develop the ability to utilize some basic counseling skills.

**Required Textbook and Other Reading**

 Hill, C.E. (2020). *Helping Skills: Facilitating Exploration, Insight, and Action. 5rd Edition.* Washington, DC: APA.

 (For online supplemental material for the textbook go to <http://pubs.apa.org/books/supp/hill5/index.cfm?action=students> )

 I also have assigned articles and other selected readings throughout the term to supplement the text. These will be available to you by email, through Sakai, or electronically through the syllabus (ctrl/click to follow links).

**SOME CAMPUS RESOURCES AVAILABLE TO YOU**

[**Student Academic Services**](http://www.luc.edu/sas)

 [**LUC PSYC Dept. Student Page**](https://www.luc.edu/psychology/undergraduate/)

[**Writing Center**](http://www.luc.edu/writing)(x88468)

[**Career Development**](http://www.luc.edu/career)(x87716)

[**Wellness Center**](http://www.luc.edu/wellness)(x82530)

 [**Academic Calendar**](https://www.luc.edu/academics/schedules/fall/academic_calendar.shtml)

 [**University Calendar (of events)**](http://lucweb.luc.edu/newsevents/public/calendar.cfm)

[**Student Success Resources**](https://www.luc.edu/ace/resources/studentsuccessresources/)(compiled by the LUC ACE program)

[**“Optimizing Learning in College: Tips from Cognitive Psychology”**](https://go.openathens.net/redirector/luc.edu?url={UrlEncode(https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=118477456&scope=site)})(Putnam, et al., 2016)

 **A BIT ABOUT MY TEACHING PHILOSOPHY**

As I see it, my job is to provide you with **opportunities** to learn. What you choose to do with those opportunities is up to you. I believe in treating my students like adults, recognizing that their values and priorities might be very different than mine, and respecting their right to make their own choices. For example, while I **strongly** suggest that you attend all classes (and I have designed this course based on the assumption that you’ll do so), I do not keep track of student attendance. My assumption is that, if you are absent from class, that means that you have a conflicting priority for that day that is more pressing (to you) than coming to class. I am in no position to judge your priorities, and I certainly don’t want to put myself in that position. Therefore, unless your absence inconveniences me or your classmates (e.g., if you are going to be absent on the day of an exam), I do not need to know your reasons. **However, all choices have natural consequences, and class attendance is a strong predictor of class performance. Students who have multiple absences from class won’t learn as much or do as well on exams**. You’ll also have fewer opportunities to participate in class discussion (which is graded, see below) and activities. However, again, if these are not your priorities, it is certainly not my place to judge your decisions. Note that, if you are absent from a class, it is your responsibility to obtain notes from a classmate. You can read more about my teaching philosophy throughout this syllabus and [here](https://www.luc.edu/psychology/people/faculty/facultystaff/stevendavis/).

**HOW TO DO WELL IN THIS COURSE**

Despite respecting your freedom to make your own choices (see preceding paragraph), I really do want you to succeed in this class. I hope that you learn a lot and enhance your critical thinking skills, and that you earn a grade that reflects this. Here are some tips to help you accomplish these goals (Also see handout on “Tips for doing well in a Davis class” and [Putnam, et. al. (2016)](https://go.openathens.net/redirector/luc.edu?url={UrlEncode(https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=118477456&scope=site)})).

**Complete assigned readings before class.** Even if you don’t fully understand the readings on your own, you’ll get more out of our class time together if you’ve at least attempted to do the readings. If study/discussion questions have been assigned for a reading, read with an eye toward trying to answer those questions. You also can use the general questions provided in the “Class Participation” section of this syllabus to read more actively (vs. passively).

**Come to class.** Seriously, you can’t expect to learn the material if you aren’t there. We’ll be discussing some complex ideas in this course, which might be difficult for you to learn on your own. Even relying on a classmate’s notes isn’t as helpful as being there yourself. Exams in this course are based almost entirely on material discussed in class. You won’t do well on them if you don’t attend.

**Pay attention in class.** Try to minimize distractions. If you’ve gone to the effort of showing up, don’t waste that effort by texting/emailing/etc. during class.

**Use good note-taking strategies.** In your notes, you should try to create an organized outline of the lecture. Use class outlines provided as a starting point for this. The very task of imposing an organization on class material forces you to actively engage with the material, leading to deep learning. Do NOT try to transcribe everything that I say in complete sentences in paragraph form! (One reason that handwritten notes are preferable is that students generally type faster than they write, so they are not as deliberate about what they put in their notes when typing). More tips on effective notetaking are available [here](https://libguides.luc.edu/workshops/note_taking).

**Try to engage actively in class.** While taking good notes is one way of staying engaged in class, I also would encourage you to speak up. Ask questions if something seems confusing. Offer your opinion about the ideas being presented. You’ll learn more and enjoy the class more.

**Study effectively for exams.** Focus on your notes, but don’t just passively read and reread your notes. Try to anticipate what questions might be on the exam (based on what we focused on in class) and quiz yourself (or each other) on those questions. Allocate enough time to study before an exam.

**Don’t procrastinate.** Use effective [time management](https://www.luc.edu/media/lucedu/ace/pdfs/TimeManageTips.pdf) to spread your workload out over the semester. There is too much course material for you to try to learn it all the night before an exam.

**EVALUATION**

 Your final grade will be based upon several different measures of performance in this course. These measures include exams, role play recordings and evaluations of those recordings, and class participation. The relative weights, and a description of each requirement are listed below.

**Class Participation (50 points)**

 This course is an upper-level course and will be run in a **discussion** format. Your active participation is essential for the course to succeed. I therefore expect you to prepare for class discussions and experiential activities by completing all readings and assignments *on time* and spending some time *before class* contemplating those readings. Because we will spend class time primarily in discussion and experiential activities, your classmates’ learning as well as your own depends upon your commitment to preparing for class. There is quite a bit of reading for this course, so try to keep up (Note that students should spend about 6 hours/ week outside of class working on a 3-credit hour course). I will be keeping track of student contributions to class discussions. Your participation grade is largely based on the number of on-topic contributions that you make to class discussion, rather than on any kind of evaluation of the “quality" of your contributions, so please feel free to speak up! (Note however that, just as I expect you to challenge my ideas and those of your classmates, you should be prepared for us to challenge your ideas as well. This is how learning happens). Pop quizzes may be used from time to time to ensure that students are coming to class prepared.

 You can prepare for discussion by asking yourself the following questions as you read:

* What is the main message that the author is trying to communicate?
* What arguments does the author make in order to support that message? Are those arguments logically sound?
* How good is the quality of the evidence used by the author? Does the author provide enough detail to be able to evaluate that quality?
* What was my emotional reaction to this reading, if any? Why do I think that I reacted this way?
* What examples can I think of that either support or contradict the point(s) that the author is making? Are my examples good evidence?
* What are the implications of the author’s ideas for interventions, policy, attitude change, social justice, etc.?
* What from this reading can I apply to myself or to people around me?
* How does this reading reinforce or contradict ideas that I have learned about in other classes?

**Exams (400 points)**

 There will be four exams scheduled during the term. These exams will cover materials presented in class as well as material assigned in the text and other readings. Each of these exams will consist of multiple choice, short answer, and essay questions, and each will count 100 points toward your final grade. DO NOT MISS A SCHEDULED EXAM!! Only in an extreme case (which you will be asked to document) will alternative arrangements be made for a make-up exam, and I must be aware of your absence **PRIOR** to the exam. Unfortunately, failure to adhere to this policy will result in no credit, and no possibility of a make-up.

**Role Play Recordings (100 points)**

 Recordings will allow you to gain experience in the roles of both counselor and supervisor. These assignments will strengthen your professional growth by allowing you to practice counseling skills, reflect on your experiences, receive feedback and suggestions from others, learn from the strengths and weaknesses of your classmates’ skills, and practice giving constructive feedback.

 Two times during the term, you will be expected to record a 20-25 minute counseling session with a role-play "client" outside of class time (a partner from class). Your partner is to create a character to play, a client dealing with a problem, and should put some thought into that client’s backstory before beginning this exercise. After the interview (and off the recording), spend some time discussing with your "client" how the interview went. Get feedback on what it was like to be interviewed by you, and on the strengths and weaknesses of your style and skills. What observations and suggestions does your "client" have? Then, listen to the recording, and write up your reflections on the interview process in 2 full pages (double-spaced). Organize your paper by general themes, but also include specific instances describing what you did well, and what you might have done differently and why. What worked well? What didn't? Why? How did your use (or misuse) of specific skills affect the role play client? What would you do differently based on this experience? If you made “mistakes,” why do you think you made them, and what might you do in the future to prevent similar mistakes? **Overall, what did you learn about yourself and about becoming a more effective helper**? Reflection papers will be graded on thoughtfulness, depth of self-analysis, and use of concepts discussed in class and in the readings, and are worth 25 points.

 On the day recordings are due, you will email me an audio file of your recording and submit your reflection paper on Sakai. I will redistribute the recordings to members of the class. Each member of the class is then to write up a 2 full-page feedback paper for the recording he/she receives (double-spaced). The title of the feedback paper should read, “A’s feedback on B’s first (second) recording” (substituting your name for “A” and the name of the student for whom you are providing feedback for “B”). Feedback papers should be supportive and should include positive feedback about specific counseling skills demonstrated on the tape, as well as CONSTRUCTIVE criticism and suggestions for change. Be specific about what your classmate did well and what he or she might consider doing differently in the future.

 On the date your feedback paper is due, you should both email me a copy of the paper, and also submit a copy on Sakai. The emailed copy will then be redistributed to the appropriate "counselor", and the other will be graded by me. Feedback papers will be graded on quality of feedback and suggestions (including how well feedback “fits” with course concepts) and are worth 25 points.

***Note that all recordings must be submitted by the beginning of class the day they are due or you will lose your opportunity to participate in that round of recordings (and the corresponding 50 points). Your conscientious participation is necessary not only for your own success, but also for the success of your classmates.***

**Extra Credit**

If you choose, you may earn up to six extra credit points by ANALYZING (not just summarizing) examples of course-related research or theory from the popular press (newspapers or magazines, not journals). There are at least two ways you can earn extra credit points, by analyzing cartoons and/or by analyzing articles describing counseling-related research. I welcome other creative ideas you may have for analyzing course concepts in the media, but I strongly suggest you clear such ideas with me ahead of time. All extra credit is due by the last day of class (not the final) and should be emailed to the instructor.

**Cartoons** (up to 3 points each). Find a cartoon from a newspaper or magazine that was published during the current term, and that illustrates a concept discussed in class. Type up a brief summary (3-5 sentences) of how the **main point** of the cartoon illustrates the concept and submit the summary with the cartoon.

**Articles** (up to 3 points each). Find an article from a newspaper or magazine (not a professional journal) that was published during the current semester, and that **discusses research** pertaining to some concept from class. Type up a brief (5-7 sentences) discussion of the article. Include the article's main point **and a critical evaluation of the research** presented (e.g., does the research, as reported, support the conclusions)? Does the article mistake correlation for causation? Idiographic conclusions from nomothetic research? Adequacy and representativeness of the sample? Biased experimenters? What other information would you need to evaluate the research properly?) Submit both the article and your discussion.

**General Policies**

**Late assignments**. All assignments are due at the beginning of class time. Any papers submitted more than 5 minutes after class has started will be considered late. Assignments will be penalized 10% for each calendar day late.

**Professional Communication.** Students are expected to maintain professional standards in all oral and written communication. In class, students are expected to show respect for the perspectives of others, to stay on task, and to present differing points of view politely. Please make an effort to address classmates at all times by using their chosen modes of address (including preferred names and gender pronouns). No emailing, texting, social media use, etc. is permitted during class (cell phones should be turned off before class). Similarly, while not forbidden, I would discourage you from using laptops to take notes, as [research suggests](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=96698291&site=ehost-live) that longhand notes are more helpful, and that non-academic laptop use is both tempting and negatively related to performance ([Ravizza, 2017](http://journals.sagepub.com/doi/abs/10.1177/0956797616677314)). Written assignments are expected to be typed, double-spaced and stapled, grammatically correct, well-organized, and proofread for typos and clarity. Clearly unprofessional papers will be returned ungraded.

**Academic Honesty.** The highest standard of academic honesty is expected from all students. Any form of academic dishonesty, such as plagiarism or cheating, will not be tolerated, and may be grounds for an automatic grade of 0 on exams or assignments, and may result in a failing grade for the course. *Students are responsible for knowing Loyola University’s* [*Code of Academic Integrity*](https://catalog.luc.edu/academic-standards-regulations/undergraduate/)*!* Please refer to the Code of Academic Integrity or ask the instructor if you have questions about what constitutes academic dishonesty. Ignorance of the definition of “plagiarism” is not an excuse.

### **Requests for Accommodation.** Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually to discuss their accommodations. All information will remain confidential. For more information about registering with SAC or questions about accommodations, please contact [SAC](https://www.luc.edu/sac/) at 773-508-3700 or SAC@luc.edu.

 **LUC Course Drop Policy.** Please see the [academic calendar](https://www.luc.edu/academics/schedules/fall/academic_calendar.shtml) for a list of relevant dates. Note that the last date to withdraw with a grade of W is November 1.

**COVID Policy.** The University has decided that mask use in the classroom is optional this semester. I would encourage you to consider the risks and advantages of going maskless in class in order to make a good decision for yourself. For my part, I won’t be wearing a mask during class since (a) I believe that when I’m speaking (which happens a lot in class!) students find me much easier to understand without a mask (an important advantage) and (b) I’m at the front of the room, where I’m pretty well distanced from students (a mitigated risk). However, these same risks and advantages of going maskless probably don’t apply to your situation in the classroom, since you’ll be closer to your fellow students and (probably) won’t be speaking as much as me. Therefore, I would strongly encourage you to consider wearing a mask during class, as well as keeping some physical distance from your fellow students whenever possible.

**Psychology Department Diversity Statement.** The Department of Psychology at Loyola University Chicago believes that our department is best served when students, faculty, and staff reflect and celebrate the diversity of society at large. An integrated academic community is characterized by a broad range of perspectives. As such, our Department is committed to advocating for and supporting the interests of individuals from all races, sexes, gender identities, gender expressions, sexual orientations, religions, ethnic backgrounds, socioeconomic backgrounds, physical and mental abilities, and residency statuses. In the context of this course, students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social and racial justice.

**Honoring Student Religious Observances.** Loyola faculty members will make efforts to accommodate students if the observance of a major religious holiday interferes with a student’s academic work. See the University statement on this topic [here](https://www.luc.edu/academicaffairs/homenews/honoringstudentreligiousobservances.shtml).

**Notice of My Reporting Obligations as a “Responsible Campus Partner.”** As a Loyola instructor, I am a Responsible Campus Partner (“RCP”) under Loyola’s [**Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation**](https://www.luc.edu/comprehensivepolicy/) (available at [**www.luc.edu/equity**](http://www.luc.edu/equity)). While my goal is for you to be able to engage fully and authentically with our course material through class discussions and written work, I also want to be transparent that as a RCP I am required to report certain disclosures of sexual misconduct (including sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the [**Office for Equity & Compliance**](http://www.luc.edu/equity) ("OEC"). As the University’s [**Title IX**](http://www.luc.edu/titleix) office, the OEC coordinates the University's response to reports and complaints of sexual misconduct (as well as discrimination of any kind) to ensure students' rights are protected. As an instructor, I also have an obligation under Illinois law to report disclosures of or suspected instances of child abuse or neglect ([**https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/**](https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/)). The University maintains such reporting requirements to ensure that any student who experiences sexual/gender-based violence receives accurate information about available resources and support. Such reports **will not generate a report to law enforcement** (no student will ever be forced to file a report with the police). Additionally, the University’s resources and supports are available to all students even if a student chooses that they do not want any other action taken. If you have any questions about this policy, you are encouraged to contact the OEC at **equity@luc.edu** or 773-508-7766. If you ever wish to speak with a **confidential** resource regarding gender-based violence, I encourage you to call [**The Line**](https://www.luc.edu/wellness/gender-basedviolence/advocacyline/) at 773-494-3810. The Line is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with resources as needed -- *without* generating a report or record with the OEC. More information about The Line can be found at [**luc.edu/wellness**](https://www.luc.edu/wellness/).

**Summary**

 The relative weight given to each course requirement is listed below.

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points** |  Final course grades will be assigned as follows: |
| Four Exams @ 100 points each | 400 |  **A** | = 92.0 - 100%  | or 506-550 points  |
| Two Recordings (25 points/paper) | 100 |  **A-** | = 90.0 - 91.9% | or 495-506 points |
| Class Participation |  50 |  **B+** | = 88.0 - 89.9% | or 484-494 points |
| **TOTAL** | **550** |  **B** | = 82.0 - 87.9% | or 451-483 points |
|  |  |  **B-** | = 80.0 - 81.9% | or 440-450 points  |
|  |  |  **C+** | = 78.0 - 79.9% | or 429-439 points |
|  |  |  **C** | = 72.0 - 77.9% | or 396-428 points  |
|  |  |  **C-** | = 70.0 - 71.9% | or 385-395 points |
|  |  |  **D+** | = 68.0 - 69.9% | or 374-384 points |
|  |  |  **D** | = 60.0 - 67.9% | or 330-373 points |
|  |  |  **F** | = < 60% | or at or below 329 points |

## **Tentative Daily Course Schedule**

## (Note that I am likely to adjust this schedule several times during the semester,

## based on how long we spend discussing various readings. This is a feature of the course, not a bug.

## Readings without links are generally available in the Resources tab of the course Sakai page.)

## **Week 1 (beginning August 26) – Introduction to Helping, Careers in Counseling, Commonalities**

## M Introduction

##  (recommended – read syllabus, [Putnam](https://go.openathens.net/redirector/luc.edu?url={UrlEncode(https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=118477456&scope=site)}), my [teaching philosophy](https://www.luc.edu/psychology/people/faculty/facultystaff/stevendavis/), “Tips for doing well in a Davis class.”)

W Hill Ch. 1

[Careers Selector](http://selectsmart.com/plus/select.php?url=counsel)

Careers in Counseling and Psychotherapy (2021)

Arkowitz, H. & Lilienfeld, S.O. (2007). [The best medicine](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=27094181&site=ehost-live)? *Scientific American Mind, 18*(5), 80-83.

(completely optional) Walfish, S., Zimmerman, J., & Nordal, K.C. (2016). [Building and managing a private practice.](http://flagship.luc.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2015-25842-016&site=ehost-live) In: *APA handbook of clinical psychology: Education and profession.,* Vol. 5. Norcross, J.C., VandenBos, G.R., Freedheim, D.K. & Campbell, L.F. (Eds); pp. 237-253, APA Books.

F Frank, J.D. (1982). Therapeutic components shared by all psychotherapies. In Harvey & Parks (Eds.) *Psychotherapy Research and Behavior Change.* Washington, D.C.: American Psychological Association.

(completely optional) Muran, J. C. &; Lipner, L.M. (2024). [How can we most effectively conceptualize and conduct psychotherapy according to evidence-based principles? A consideration of change processes, clinical choices, and positions](https://go.openathens.net/redirector/luc.edu?url={UrlEncode(https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=pzh&AN=2024-20893-009&scope=site)}). In: *APA handbook of psychotherapy: Evidence-based practice, practice-based evidence, and contextual participant-driven practice., Vol. 2*. Leong, F.T. L. (Ed); Callahan, J.L. (Ed); Zimmerman, J. (Ed); Constantino, M.J. (Ed); Eubanks, C.F. (Ed); APA Books; pp. 135-152.

## **Week 2 (beginning September 2) – Hill’s 3-stage model, Self-awareness**

M **Labor Day (no class)**

W Hill Ch. 2

*Opportunity -* [*Job, Internship, and Service Fair*](https://lucweb.luc.edu/newsevents/public/calendar_detail_jmd.cfm?eventid=125024&siteid=0&month=9&year=2024&day=4&range=d&audience=0&view=mw&skin=default) *(Damen MPR, 1-4)*

F Hill Ch. 3

## **Week 3 (beginning September 9) – Client-centered therapy, Exploration Skills**

M Hill Ch. 5

Rogers, C.R. (1957). [The necessary and sufficient conditions of therapeutic personality change](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=1993-14516-001&site=ehost-live). *Journal of Consulting Psychology, 21*(2), 95-103.

W Kaufman, S.B. (2019). [Authenticity under fire](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=138136852&scope=site&custid=s8448101). *Scientific American Mind, 30*(5), 15-17.

Hill Ch. 6

F Arkowitz, H. & Lilienfeld, S.O. (2010). [The "Just do it!" trap](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=58698965&site=ehost-live). *Scientific American Mind, 21*(4), 64-65.

## **Week 4 (beginning September 16) – Skills Training**

W Hill Ch. 7-8

W Hill Ch. 9

F **Exam 1**

## **Week 5 (beginning September 23) – Gestalt Therapy, Psychodynamic Foundations, Insight**

M Schilling, L.E. (1984). *Perspectives on Counseling Theories*. Englewood Cliffs, NJ: Prentice-Hall. (Ch. 8).

W Hill Ch. 10

 Shedler, J. (2010). [Getting to know me](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=59700761&site=ehost-live). *Scientific American Mind, 21*(5), 53-57.

Mansell, W. (2011). [Talk therapy’s cousins](http://flagship.luc.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=59264812&site=ehost-live). *Scientific American Mind, 22*(1), 6-7.

Insight Handout

F **Due – Recording/reflection 1**

## **Week 6 (beginning September 30) – Modern** **Psychodynamic Therapies, Awareness**

M Smith, J. (2009). [In and out of focus: Brief dynamic therapy](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=40121726&site=ehost-live). *Healthcare Counselling & Psychotherapy*

 *Journal, 9*(2), 19-22.

 Wachtel, P.L. (2014). [An integrative relational point of view](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-29890-002&site=ehost-live). *Psychotherapy, 51*(3), 342-349.

(completely optional) Gelso, C. J. & Kline, K.V.; (2024). [Psychodynamic and relational psychotherapies](https://go.openathens.net/redirector/luc.edu?url={UrlEncode(https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=pzh&AN=2024-20574-003&scope=site)}). In: *APA handbook of psychotherapy: Theory-driven practice and disorder-driven practice., Vol. 1.* Leong, F.T. L. (Ed); Callahan, J.L. (Ed); Zimmerman, J. (Ed); Constantino, .J. (Ed); Eubanks, C.F. (Ed); American Psychological Association; pp. 33-52.

W Hill Ch. 11

F **Due – Feedback 1**

## **Week 7 (beginning October 7) – Fostering Insight**

M **Mid-Semester Break (no class)**

W Hill Ch. 12

Wachtel, P.L. (1980). [What should we say to our patients? On the wording of therapists' comments](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=1980-30814-001&site=ehost-live). *Psychotherapy: Theory, Research & Practice, 17*(2), 183-188.

F **Exam 2**

## **Week 8 (beginning October 16) – Immediacy, Cultural Concerns**

M Hill Ch. 13

W Hill Ch. 4

Cardemil, E.V. & Battle, C.L. (2003). [Guess who’s coming to therapy? Getting comfortable with conversations about race and ethnicity in psychotherapy](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2003-05025-011&site=ehost-live). *Professional Psychology: Research and Practice, 34*(3), 278-286.

F No new reading

## **Week 9 (beginning October 21) – Difficult Clients, Insight Integration, Cognitive Therapy**

M Hill Ch. 18, pp. 414-419

Kottler, J. (1993). Patients who test our patience. Ch. 5 of *On Being a Therapist*. New York: Jossey Bass.

W Hill Ch. 14

F Schilling, L.E. (1984). *Perspectives on Counseling Theories*. Englewood Cliffs, NJ: Prentice-Hall. (Ch. 8).

## **Week 10 (beginning October 28) – Cognitive Therapy, Action Stage, Behavior Therapy and Skills**

M Beck, Rush, Shaw, & Emery (1979). *Cognitive Therapy of Depression.* (excerpts)

Ford, B.Q. & Troy, A.S. (2019). [Reapppraisal reconsidered – A closer look at the costs of an acclaimed](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=135769234&scope=site&custid=s8448101)  emotion-regulation strategy. *Current Directions in Psychological Science, 28*(2), 195-203.

W Springer, J.M. (2012). [Acceptance and commitment therapy: Part of the "third wave" in the behavioral tradition](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=78296867&site=ehost-live). *Journal of Mental Health Counseling, 34*(3), 205-212.

F Hill Ch. 15-16

## **Week 11 (beginning November 4) – Behavior Therapy, Integration**

M Hill Ch. 17

W Hill Ch. 18

Molyneux, C. (2014). [The problem with pluralism](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=96326288&site=ehost-live). *Therapy Today, 25*(4), 32-33.

F **Exam 3**

## **Week 12 (beginning November 11) – Group Therapy, Legal/Ethical Issues**

M Vinogradov, S. and Yalom, I.D. (1989). *Concise Guide to Group Psychotherapy.* Washington, D.C.: American Psychiatric Press, Inc. (Chapters 1,2, and 6)

W **Due – Recording/reflection 2**

F Hill Ch. 1, pp. 19-22

Committee on Professional Practice and Standards (2003). [Legal issues in the professional practice of psychology](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2003-10053-003&site=ehost-live). *Professional Psychology: Research and Practice, 34*(6), 595-600.

Hailes, H.P., Ceccolini, C.K., Gutowski, E., & Liang, B. (2021). [Ethical Guideline for Social Justice in Psychology](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=149497022&scope=site&custid=s8448101). *Professional Psychology Research and Practice, 52*(1), 1-11.

## **Week 13 (beginning November 18) – Distance Therapy, Psychotherapy Equivalence, and Fooling Oneself**

M Epstein, R. (2011). [Distance therapy comes of age](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=60530740&site=ehost-live). *Scientific American Mind, 22*(2), 60-63.

W **Due – Feedback 2**

F Lilienfeld, S.O. & Arkowitz, H. (2012). [Are all psychotherapies created equal](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=78168628&site=ehost-live)? *Scientific American Mind*, 68-

69.

Lilienfeld, S.O.; Ritschel, L.A.; Lynn, S.J.; Cautin, R. L.; Latzman, R.D. (2014). [Why Ineffective Psychotherapies Appear to Work: A Taxonomy of Causes of Spurious Therapeutic Effectiveness](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=98555454&site=ehost-live). *Perspectives on Psychological Science, 9*(4), 355-387.

(only read through p. 363, focus on the three categories of CSTEs)

## **Week 14 (beginning November 25) – Fooling Ourselves**

M Lilienfeld, S.O. (2007). [Psychological treatments that cause harm.](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2007-06757-005&site=ehost-live)   *Perspectives on Psychological Science, 2*(1), 53-70.

(read only pp. 58-63)

Dawes, R. (1994). Psychotherapy: The myth of expertise. In: *House of Cards: Psychology and Psychotherapy Built on Myth.* New York: the Free Press.

(read only pp. 54-63)

W-F **Thanksgiving (no class)**

## **Week 15 (beginning December 2) – Medical Model Alternatives**

M Community Psychology handout

W Goldfried, M.R. (2019). [Obtaining consensus in psychotherapy: What holds us back?](http://flagship.luc.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2018-45817-001&site=ehost-live) *American Psychologist, 74*(4), 484-496.

F No new reading

**Final Exam – Monday December 9, 9-11**

**Writing Rules**

 I have noticed that several common writing mistakes appear repeatedly in students’ papers. In order to help you avoid these mistakes, I have listed them for you below. Please remember that in all papers you submit, clarity and organization count!

\* Words to use correctly:

 affect is a verb (except when used as a noun meaning “emotion”)

 effect is a noun (except when used as a verb meaning

 “to cause or accomplish” as in “to effect change”)

 their possessive form of they, used to describe something they have

 they’re contraction of “they are”

 there any other use of the word. There is, over there, etc.

 too also, or in excessive quantity (too much)

 two 2

 to any other use of the word.

 it’s it is

 its any other use of the word, including the possessive form

 empathic not “empathetic”

 should/would/could HAVE not should/would/could OF

\* Use complete sentences. This means that all sentences ending in a period should have a subject and a predicate, and should express a complete idea.

\* Writing should be formal (i.e., don’t use slang expressions), but don’t try to be overly formal by using “big words” when ordinary words will do.

\* Don’t make broad generalizations that you can’t back up with a source or reason, unless they are truly common knowledge, or unless you make clear in some way that you are just stating your opinion. (Students sometimes begin papers with statements like, “Since the earliest days of mankind, people have wondered how the mind works.” Unless you are prepared to show me cave paintings illustrating this claim, don’t write it.)

\* Use commas correctly. Commas belong at the points where you would pause if you were reading a sentence aloud.

\* Paragraphs should be at least two sentences long.

\* Proofread your paper even after using spell checking programs, to make sure that words like “from” don’t come up as “form,” etc.

\* I also strongly suggest you have a friend or classmate proofread your paper to make sure that it makes sense to other people and to catch grammatical and organizational mistakes. Also, you should not assume any prior specific knowledge on the part of your audience; having someone else read your paper will help you catch this.

\* Remember to type, double-space, and staple, unless specifically directed not to.