Instructor: Andy Pomerantz, Ph. D.
Office: Alumni Hall, Room 0141
Phone: (618) 650-3661
E-mail: apomera@siue.edu
Office Hours: Monday and Wednesday 12:30pm to 2pm and by appointment

Texts:
Barkham, M., Lutz, W., & Castonguay, L. G. (2021). *Bergin and Garfield's Handbook of Psychotherapy and Behavior Change (50th Anniversary ed.).* Wiley.

Prochaska, J. O., & Norcross, J. C. (2018). *Systems of psychotherapy (9th ed.).* Oxford University Press.

Additional readings (listed below in Course Schedule) will be distributed via Blackboard.

Course Description and Goals:
This course is an introduction to the prominent approaches to psychotherapy for individual adult clients. Students will learn the theory and practice of numerous forms of psychotherapy, including psychodynamic, cognitive, behavioral, humanistic/person-centered, and others. Students will also become familiar with the literature on evidence-based treatment, efficacy of psychotherapy, historical and current issues in the psychotherapy profession, and issues related to multiculturalism and diversity in psychotherapy.

Grading Policies:
Students' grades will be determined by their scores on two written exams and one paper, each of which determines 33.3% of the final grade. Each exam will require essay responses to questions covering the full range of material covered prior to the exam. The paper, which will be explained in detail in a separate document, will require students to write four separate therapy summaries for a fictional client who they will imagine treating with four separate approaches (psychodynamic, humanistic/person-centered, behavioral, and cognitive). Course grades will be assigned according to the following criteria:

$$90\text{-}100\%=A$$
$$80\text{-}89\%=B$$
$$70\text{-}79\%=C$$
$$60\text{-}69\%=D$$
$$\text{below } 60\%=F$$

Make-up exams are not permitted unless the student provides documentation of serious health problems, a family emergency, an accident, or similar urgent situation. In such a

case, the student should notify the instructor before the scheduled exam or as soon as possible. When permitted, make-up exams may differ in content or format from scheduled exams.

Course Schedule:

Week	Content	Assignments
Week 1 Aug 19	Introduction: What is counseling/psychotherapy?	• Barkham et al. textbook, Chapter 1 • Prochaska & Norcross textbook, Chapters 1 and 18
Week 2 Aug 26	Psychodynamic Therapy	• Prochaska & Norcross textbook, Chapters 2, 3 (only section on brief psychodynamic therapy, pp. 69-70), and 7 (only pp. 156-162 on interpersonal therapy) • Mitchell, S. A., & Black, M. J. (2006). *Freud and beyond: A history of modern psychoanalytic thought*. New York: Basic Books. (only excerpt provided via Blackboard)
Week 3 Sep 2	Labor Day—No class	
Week 4 Sep 9	Psychodynamic Therapy	• Prochaska & Norcross textbook, Chapters 2, 3 (only section on brief psychodynamic therapy, pp. 69-70), and 7 (only pp. 156-162 on interpersonal therapy) • Mitchell, S. A., & Black, M. J. (2006). *Freud and beyond: A history of modern psychoanalytic thought*. New York: Basic Books. (only excerpt provided via Blackboard)
Week 5 Sep 16	Humanistic/Person-Centered Therapy	• Prochaska & Norcross textbook, Chapter 5 • Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of consulting psychology*, *21*(2), 95-103.
Week 6 Sep 23	Humanistic/Person-Centered Therapy	• Prochaska & Norcross textbook, Chapter 5 • Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of consulting psychology*, *21*(2), 95-103.
Week 7 Sep 30	Behavior Therapy	• Prochaska & Norcross textbook, Chapter 9
Week 8 Oct 7	Behavior Therapy	• Prochaska & Norcross textbook, Chapter 9
Week 9 Oct 14	Cognitive Therapy and Third-Wave/Mindfulness-Based Therapies	• Prochaska & Norcross textbook, Chapters 10 and 11 • Cognitive distortion list (handout via Blackboard)
Week 10 Oct 21	Cognitive Therapy and Third-Wave/Mindfulness-Based Therapies	• Prochaska & Norcross textbook, Chapters 10 and 11 • Cognitive distortion list (handout via Blackboard)

Week	Content	Assignments
	FICTIONAL THERAPY CLIENT PAPER ASSIGNMENT DUE OCTOBER 27 (DETAILS PROVIDED IN CLASS)	
Week 11 Oct 28	Eclectic/Integrative Therapy and Evidence-Based Practice/Managed Care	• Prochaska & Norcross textbook, Chapter 16 (pp. 388-395 only) • Chambless, D. L., Babich, K., & Crits-Christoph, P. (1995). Training in and dissemination of empirically-validated psychological treatments: Report and recommendations. *The Clinical Psychologist*, *48*(1), 3-24. • Chambless, D. L., et al. (1998). An update on empirically validated therapies. *The Clinical Psychologist, 49 (2)*, 5-18. • Chambless, D. L., Baker, M. J., Baucom, D. H., Beutler, L. E., Calhoun, K. S., Crits-Christoph, P., ... & Johnson, S. B. (1998). Update on empirically validated therapies, II. *The clinical psychologist*, *51*(1), 3-16. • Chambless, D. L. (1996). In defense of dissemination of empirically supported psychological interventions. *Clinical Psychology: Science and Practice*, *3*(3), 230-235. • Garfield, S. L. (1996). Some problems associated with "validated" forms of psychotherapy. *Clinical Psychology: Science and Practice*, *3*(3), 218-229. • Nehrig, N., Prout, T. A., & Aafjes-van Doorn, K. (2019). Whose anxiety are we treating, anyway? *Journal of Clinical Psychology*. • Shedler, J. (2015). Where is the evidence for "evidence-based" therapy?. *The Journal of Psychological Therapies in Primary Care*, *4*(1), 47-59. • Stewart, R. E., Chambless, D. L., & Stirman, S. W. (2018). Decision making and the use of evidence-based practice: Is the three-legged stool balanced?. *Practice Innovations*, *3*(1), 56-67. • Wolfe, B. E. (2012). Healing the research–practice split: Let's start with me. *Psychotherapy*, *49*(2), 101-108.

Week	Content	Assignments
Week 12 Nov 4	Eclectic/Integrative Therapy and Evidence-Based Practice/Managed Care	• Prochaska & Norcross textbook, Chapter 16 (pp. 388-395 only) • Chambless, D. L., Babich, K., & Crits-Christoph, P. (1995). Training in and dissemination of empirically-validated psychological treatments: Report and recommendations. *The Clinical Psychologist*, *48*(1), 3-24. • Chambless, D. L., et al. (1998). An update on empirically validated therapies. *The Clinical Psychologist, 49 (2)*, 5-18. • Chambless, D. L., Baker, M. J., Baucom, D. H., Beutler, L. E., Calhoun, K. S., Crits-Christoph, P., ... & Johnson, S. B. (1998). Update on empirically validated therapies, II. *The clinical psychologist*, *51*(1), 3-16. • Chambless, D. L. (1996). In defense of dissemination of empirically supported psychological interventions. *Clinical Psychology: Science and Practice*, *3*(3), 230-235. • Garfield, S. L. (1996). Some problems associated with "validated" forms of psychotherapy. *Clinical Psychology: Science and Practice*, *3*(3), 218-229. • Nehrig, N., Prout, T. A., & Aafjes-van Doorn, K. (2019). Whose anxiety are we treating, anyway? *Journal of Clinical Psychology*. • Shedler, J. (2015). Where is the evidence for "evidence-based" therapy?. *The Journal of Psychological Therapies in Primary Care*, *4*(1), 47-59. • Stewart, R. E., Chambless, D. L., & Stirman, S. W. (2018). Decision making and the use of evidence-based practice: Is the three-legged stool balanced?. *Practice Innovations*, *3*(1), 56-67. • Wolfe, B. E. (2012). Healing the research–practice split: Let's start with me. *Psychotherapy*, *49*(2), 101-108.
	EXAM 1—NOVEMBER 6 (DETAILS PROVIDED IN CLASS)	
Week 13 Nov 11	Psychotherapy outcome research methods and issues	• Barkham et al. textbook, Chapters 2, 5, and 6 (pp. 191-194 and 213-218)
Week 14 Nov 18	Efficacy/effectiveness: General and comparative, and client/therapist factors	• Barkham et al. textbook, Chapters 5, 7, 9 Strupp, H. H., & Hadley, S. W. (1977). A tripartite model of mental health and therapeutic outcomes: With special reference to negative effects in psychotherapy. *American Psychologist*, *32*(3), 187-196.
Week 15 Nov 25	Thanksgiving break—no class	
Week 16 Dec 2	Diversity/multicultural issues in therapy; Microcounseling Skills; Psychotherapy Ethics	• Prochaska & Norcross textbook, Chapter 14 • "Four Listening Responses" (handout via Blackboard) • American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. American Psychologist, 57, 1060-1073.

Week	Content	Assignments
	EXAM #2—DECEMBER 9 (DETAILS IN CLASS)	

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Complete Alphabetical List of Assigned Articles

American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. American Psychologist, 57, 1060-1073.

American Psychological Association. (2010). 2010 amendments to the 2002 "Ethical Principles of Psychologists and Code of Conduct." American Psychologist, 65, 493.

American Psychological Association. (2016). Revision of ethical standard 3.04 of the "Ethical Principles of Psychologists and Code of Conduct" (2002, as amended 2010). American Psychologist, 71, 900.

Chambless, D. L., Babich, K., & Crits-Christoph, P. (1995). Training in and dissemination of empirically-validated psychological treatments: Report and recommendations. *The Clinical Psychologist*, *48*(1), 3-24.

Chambless, D. L., et al. (1998). An update on empirically validated therapies. *The Clinical Psychologist, 49 (2)*, 5-18.

Chambless, D. L., Baker, M. J., Baucom, D. H., Beutler, L. E., Calhoun, K. S., Crits-Christoph, P., ... & Johnson, S. B. (1998). Update on empirically validated therapies, II. *The clinical psychologist*, *51*(1), 3-16.

Chambless, D. L. (1996). In defense of dissemination of empirically supported psychological interventions. *Clinical Psychology: Science and Practice*, *3*(3), 230-235.

Garfield, S. L. (1996). Some problems associated with "validated" forms of psychotherapy. *Clinical Psychology: Science and Practice*, *3*(3), 218-229.

Mitchell, S. A., & Black, M. J. (2006). *Freud and beyond: A history of modern psychoanalytic thought*. New York: Basic Books.

Nehrig, N., Prout, T. A., & Aafjes-van Doorn, K. (2019). Whose anxiety are we treating, anyway? *Journal of Clinical Psychology, 75,* 1866-1878.

Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of consulting psychology*, *21*(2), 95-103.

Shedler, J. (2015). Where is the evidence for "evidence-based" therapy?. *The Journal of Psychological Therapies in Primary Care*, *4*(1), 47-59.

Stewart, R. E., Chambless, D. L., & Stirman, S. W. (2018). Decision making and the use of evidence-based practice: Is the three-legged stool balanced?. *Practice Innovations*, *3*(1), 56-67.

Strupp, H. H., & Hadley, S. W. (1977). A tripartite model of mental health and therapeutic outcomes: With special reference to negative effects in psychotherapy. *American Psychologist*, *32*(3), 187-196.

Wachtel, P. L. (2010). Beyond "ESTs": Problematic assumptions in the pursuit of evidence-based practice. *Psychoanalytic Psychology*, *27*(3), 251-272.

Wolfe, B. E. (2012). Healing the research–practice split: Let's start with me. *Psychotherapy*, *49*(2), 101-108.

Course Policies and University Policies

Academic integrity/plagiarism
Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location.
Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the SIUE academic dishonesty policy. Students are responsible for complying with University policies about academic honesty as stated in the University's Student Academic Conduct Code.

Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

Turnitin
This course may utilize the Turnitin plagiarism detection software. A Turnitin link will be available anywhere written work is to be submitted in the course. Find out more about using Turnitin.

Recordings of Class Content
Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here:
https://www.siue.edu/policies/3c1.shtml.

Diversity and Inclusion
SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Inclusive Excellence, Education, and Development Hub is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Lindy Wagner, Assistant Vice Chancellor for Inclusive Excellence, Education and Development at (618) 650-3179 or linwagn@siue.edu.

Pregnancy and Newly Parenting Policy
This policy and procedure are established to ensure the protection and equal treatment of pregnant students, students with pregnancy-related medical conditions including as a

result of the termination of pregnancy, and students who become new parents including parents adopting or fostering to adopt for the first 12 weeks a child is in the home, in accordance with Federal and State guidelines and regulations. "New Parents" refers to a parent who has recently welcomed a newborn or adopted a child or is fostering to adopt a child and needs support to mitigate the disruption in academic progress within the first 12 weeks of parenting or a parent that needs support due to medical necessity attributed to pregnancy or delivery of a child; care of newborn; or lactation within the first year of child's life or legal adoption/fostering. Visit Policies & Procedures - Student Rights and Conduct - Newly Parenting Policy - 3C15 to view the full policy and learn how to request accommodations through the Office of Equal Opportunity, Access, and Title IX Coordination (EOA).

Additional Support

Services for Students Needing Accommodations
It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos— please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726.

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Academic and Other Student Services
As an enrolled SIUE student, you have a variety of support available to you, including:
- Lovejoy Library Resources
- Academic Success Sessions
- Tutoring Resource Center
- The Writing Center
- Academic Advising
- Financial Aid
- Campus Events
- Counseling Services

If you find that you need additional support, please reach out to me and let me know.

Cougar Care
Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siue.edu or by calling 618-650-2842.

Student Success Coaches

[Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

Technology Privacy Information

We will be using Blackboard in this course. View the [Anthology Blackboard Privacy Statement](#) to review how your data is being used and stored.