

Ψ 228 ADVANCED COUNSELING PROCESS AND SKILLS DR. DALE LARSON

Santa Clara University, Winter, 2020

Class meets January 25/26, and February 8/9 from 9am-6pm in Guadalupe Hall 150, 151

Office hours: Tuesdays, 1:30-4:30, with 3:30-4:30 for walk-ins

Office: Guadalupe 124

E-mail: dlarson@scu.edu

Office: 408.554.4320 Emergency: 408.806.4743

OBJECTIVES

- Identify and develop advanced individual counseling skills
- Explore and learn techniques for working effectively with process dimensions of therapy, including resistance, emotional dysregulation, transference, countertransference
- Expand understanding of theory and techniques of integrative psychotherapy, with special emphasis on the process-experiential and interpersonal process approaches presented in the texts for the class, which range from emotion-focused to objection relations to schema therapy and control mastery approaches.
- Enhance self-observation skills through live feedback, and supervision of in-class counseling experiences

REQUIREMENTS

- Class attendance (No misses allowed. If you will miss a day, or half-day, do not enroll in the class).
- A final paper **due Monday, finals week**.
- Completion of training exercises during class
- Passing grade (80% correct) on multiple choice take-home exam on Teyber text. **The exam is due the morning of Day 3.**
- **Class graded Pass/Fail**

CLASSROOM ETIQUETTE

- While in class please show respect to fellow students and the instructor by turning off wireless access for all electronic devices (e.g., laptop, tablet, phone, etc). All devices allow you to do this. You can use airplane mode if your device has that setting. For people in

caregiving roles who must be available in case of an emergency, cell phones can be set to vibrate. Please just advise me if you will need this exception or a different one, which can be the case with an all-day class. The key thing is we all need to be present to make this a valuable learning experience. Violations of these requirements will lead to a grade reduction. Also, because we try to simulate professional practice, please no eating or chewing gum during any counseling or skill-building sessions.

TEXTS

- Teyber, E., & McClure, F. H. (2011). *Interpersonal process in psychotherapy: An integrative model. (6th edition.!!!)*. Pacific Grove: Brooks/Cole ISBN 978-0-495-60420-4
- Elliott, R. et al. (2004). *Learning emotion-focused therapy: The process-experiential approach to change*. Washington, D. C.: American Psychological Association. ISBN 1-59147-080-3
- Wachtel, P. (2011). *Therapeutic communication. (2nd ed)*. New York: Guilford (Recommended)
- Additional readings in Camino

SCHEDULE

SATURDAY	January 25	DAY 1	9-6
SUNDAY	January 26	DAY 2	9-6
SATURDAY	February 8	DAY 3	9-6
SUNDAY	February 9	DAY 4	9-6

Days 1 and 2 will focus primarily on the process-experiential (P-E) approach presented in the Elliott text. Day 3 will focus on interpersonal approaches (IP) as presented by Teyber and other theorists. Day 4 will have a combined focus on P-E and IP theory and interventions.

- Each day will include two mini-sessions (25-30 minutes of actual counseling, with 5-10 minutes of writing about the session), with half the class acting as therapists in one session, and the other half acting as therapists in the second session. Clients complete feedback sheets for each session which are reviewed in peer-supervision sessions conducted for all mini-sessions.
- Lunch will be from about 1-2pm each day, with mini-breaks in the morning and afternoon
- On Day 4 we will go to lunch together at Roundtable Pizza. They have salads and vegetarian dishes.

TIMING THE READINGS

The two-weekend format of this class requires taking a different approach to the assignment of readings. Students are encouraged to read as much of the two primary texts (Teyber and Elliott) as possible before the first meeting of the class. Both texts should be thoroughly read before the second weekend meeting. The best approach to the Camino readings is to skim through them all before the class initially meets, just to know what is there, and then to return to them after the first weekend and try to have all the required (not all are required—I will help you rank order them) readings completed before the second weekend. The Camino readings are important but if time pressure precludes reading them while the class is still meeting, they can quite profitably be read after the final meeting of the class during the paper writing period. The Camino readings are helpful in writing the final paper, in consolidating learning from the class, and in applying that learning later in the real world of counseling.

MINI-THERAPY SESSIONS

Each student will participate in four mini-therapy sessions as a client (with a single fellow student as therapist for all four sessions) and four mini-therapy sessions as a therapist (with a single (and different) fellow student as client for all four sessions). The sessions will be 25-30 minutes in length, followed by 5-10 minutes of note taking on the events of the interview. Sessions cannot be recorded. Arrange chairs so that there are no tables or other objects between the therapist and client. The mini-sessions will take place in designated rooms in Guadalupe Hall. Details on the sessions will be given in class.

FINAL PAPER ASSIGNMENT

Write an 8-10 page (no more!) double-spaced paper analyzing your mini-therapy sessions. Devote half of the paper to your experiences as client and half to your experiences as therapist. In both sections, use concepts from Teyber (*Interpersonal Process in Psychotherapy*) and Elliott et al (*Learning Emotion-Focused Therapy*) to describe, clarify, explain, and formulate what transpired. Also apply concepts and ratings from the Experiencing Scales, the Working Alliance Inventory, and the Experiential Therapy Adherence Manual (Greenberg & Goldman, Camino) where relevant. If ideas from class illuminate what happened, bring these in as well. The goal of this paper is to maximize your learning, not to test you. Approach this assignment as an opportunity to think more systematically and integratively about the content and process of psychotherapy. The focus of the paper is making sense of a therapeutic encounter, perhaps the most important of all clinical skills. Do not use your client's real name in your paper. Because these papers are about you and your client, I don't want to leave your paper in the office because it's too easy for a student from another class to mistakenly pick it up. Therefore, please include a SASE so that I can return the paper directly to you. If you don't include the SASE, the paper will be read and then shredded immediately. Please give me a hard copy of your paper.
GOOD LUCK!

FILMS

Time permitting, entire interviews or sections from most of these films will be shown. All the Media Service films (those with Media Service #s) will be available for viewing from the SCU Library after the class ends.

1. *Existential-Humanistic Psychotherapy in Action: A Demonstration with James Bugental* (Dr. Larson's Library)
2. *Integrative psychotherapy: A Demonstration with Leslie Greenberg* (1989) (MS # 04057)
3. *Resolving Problematic Reactions in Emotion-Focused Therapy*, Robert Elliott
4. *Case Formulation in Emotion-Focused Therapy*, Rhonda Goldman
5. *Emotion-focused Therapy for Trauma*, Sandra Paivio
6. *Presence in Psychotherapy*, Shari Geller
7. *Carl Rogers Counsels an Individual on Hurt and Anger* (MS # 05531 A & B)
8. *Accelerated Experiential Dynamic Psychotherapy*, Diana Fosha
9. *Emotion-focused Therapy in Practice: Working with Grief and Abandonment* Jeanne Watson
10. *Emotion-Focused Therapy for Depression*, Leslie Greenberg [MS #s 05842A (50') 05842B (97')] (segments)
11. *Gestalt Therapy*, Gordon Wheeler (MS# DVD-00245)

CAMINO READINGS

- *Bohart (1993): Experiencing: The basis of psychotherapy. *Journal of Psychotherapy Integration*, 3, 51-67
- Clinical primer of control mastery theory, Broitman <http://www.behavior.net/column/broitman/>
- Curtis, J. T., & Silberschatz, G. (1997). The plan formulation method. In T. D. Eells (Ed.), *Handbook of psychotherapy case formulation* (pp. 116-136). New York: Guilford Press.
- *Empty chair example and skill building (Erford, *35 Techniques Every Counselor Should Know*)
- *Focusing and empty chair theory and practice (Hackney & Cormier)
- Goldman, R., & Greenberg, L. S. (1997). Case formulation in process-experiential therapy. In T. D. Eells (Ed.), *Handbook of psychotherapy case formulation* (pp. 402-429). New York: Guilford Press.
- Greenberg et al. (2008). Differential effects of emotion-focused therapy and psychoeducation in facilitating forgiveness and letting go of emotional injuries. *Journal of Counseling Psychology*, 55, 185-196.
- Greenberg & Goldman. *Rater's manual for experiential therapy adherence measure*.
- Greenberg & Minden. Manual for three specific marker-driven interventions drawn from Gestalt therapy
- *Horvath: Working Alliance Inventory: Client and therapist versions
- *Hudgins & Kiesler: *Instructional manual for doubling in individual psychotherapy*

- *Kellogg, S. (2004). Dialogical encounters: Contemporary perspectives on “chairwork” in psychotherapy. *Psychotherapy: Theory, Research, Practice, Training*, 41, 310-320.
I think this might be one of the most important Camino readings. You will love it because it will show you how to use 228 skills in a wide variety of clinical situations.
- *Klein et al: The experiencing scales
- Levenson, H., & Strupp, H. H. (1997). Cyclical maladaptive patterns: Case formulation in time-limited dynamic psychotherapy. In T. D. Eells (Ed.), *Handbook of psychotherapy case formulation* (pp. 84-115). New York: Guilford Press.
- Mahalik (1994): Client resistance scale
- *Missirlian, T. M., Toukmanian, S. G., Warwar, S. H., & Greenberg, L. S. (2005). Emotional arousal, client perceptual processing, and the working alliance in experiential therapy for depression. *Journal of Consulting and Clinical Psychology*, 73, 861-871.
- *Pascual-Leone, A., & Greenberg, L. S. (2007). Emotional processing in experiential therapy: Why 'the only way out is through.'. *Journal of Consulting and Clinical Psychology*, 75(6), 875-887. If you want to really understand emotional processing and therapeutic change take some time and read this carefully. Try to get the three-step process and what goes with each step.
- *Rappoport, A. (1997). The patient's search for safety: The organizing principle in psychotherapy. *Psychotherapy*, 34, 250-261.
- Rappoport A. (1996). The structure of psychotherapy: Control-mastery theory's diagnostic plan formulation. *Psychotherapy*, 33, 1-10.
- *Rappoport, A.: Major concepts of control mastery theory, and diagnostic plan formulation
- *Teyber, E. (2000). Case study from *Student workbook for interpersonal process in psychotherapy*. Belmont, CA: Wadsworth
- Wachtel, P. (1996). Cyclical psychodynamics: Key concepts

Note. * = don't overlook this

GREAT SUPPLEMENTARY RESOURCES THAT CAN BRING 228 CONCEPTS AND SKILLS TO LIFE IN YOUR CLINICAL THINKING AND PRACTICE

- Arkowitz, H., Miller, W. R., Rollnick, S. (2015). *Motivational interviewing in the treatment of psychological problems* (2nd ed.). New York, NY: Guildford Press.
- Bednar, R., & Peterson, S. R. (1995). *Self-esteem: Paradoxes and innovations in clinical theory and practice* (2nd ed.). Washington, D. C.: American Psychological Association
- Cooper, M. et al. (Eds.) (2013). *The handbook of person-centred psychotherapy and counselling* (2nd ed.). New York, NY: Palgrave. I have a chapter in this handbook, so I am biased, but it has lots of wonderful and useful ideas that can guide your thinking and practice.
- Fosha, D. (2000). *The transforming power of affect: A model for accelerated change*. New York: Basic Books.
- Engle, D. E. & Arkowitz, H. (2006). *Ambivalence in psychotherapy: Facilitating readiness to change*. New York: Guilford. This is a fantastic book. Very practical and with excellent illustrations of two-chair work.
- Erford, B. T. (2015). *40 techniques every counselor should know* (2nd. Ed). Upper Saddle River, NJ: Pearson. I may make this a required book soon. It has a really nice description of some key techniques across orientations. If we created a video with demonstrations of all of them we could fund a trip for the entire class to Hawaii, or maybe just learn a lot.
- Gendlin, E. (1996). *Focusing-oriented psychotherapy: A manual of the experiential method*. New York: Guilford.
- Greenberg, L. S. (2002). *Emotion focused therapy: Coaching clients to work through their feelings*. Washington, D. C.: American Psychological Association.
- Jones, E. E. (2000). *Therapeutic action: A guide to psychoanalytic therapy*. Northvale, NJ: J. Aronson. (An integrative approach to psychoanalytic work. Rico Jones was a dear friend of mine who recently passed away and this book is a testament to his brilliance and his commitment to understanding and teaching the core processes in psychotherapy).
- Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.). New York, NY: Guilford.
- Paivio, S. C., & Pascual-Leone, A. (Eds.). (2010). *Emotion-focused therapy for complex trauma: An integrative approach*. Washington, DC: American Psychological Association.
- Wallin, D. J. (2007). *Attachment in psychotherapy*. New York, NY: Guilford. David is brilliant.

Weiss, J. (1993). *How psychotherapy works: Process and technique*. New York: Guilford Press.

Yalom, I. D. (2002). *The gift of therapy*. New York: HarperCollins

Young, J. E. et al. (2003). *Schema therapy: A practitioner's guide*. New York: Guilford Press.

OTHER READINGS AND RESOURCES THAT YOU MIGHT FIND HELPFUL

Bush, M., & Gassner, S. (1988). A description and clinical research application of the control-mastery theory. *Clinical Social Work Journal*, 16, 231-242.

Farber, B. A., Brink, D. C., & Raskin, P. M. (Eds.). (1996). *The psychotherapy of Carl Rogers: Cases and commentary*. New York: Guilford Press.

Kirschenbaum, H., & Henderson, V. (1989). *The Carl Rogers reader*. Boston: Houghton Mifflin.

Klein, M., Matthieu-Coughlan, P., & Kiesler, D. (1986). The experiencing scales. In L. Greenberg & W. Pinsof (Eds.). *The psychotherapeutic process: A research handbook* (pp. 21-71). New York: Guilford Press.

Levenson, H. (2010). *Brief dynamic therapy*. Washington, DC: American Psychological Association.

Mallinckrodt, B., & Nelson, M. (1991). Counselor training level and the formation of the psychotherapeutic working alliance. *Journal of Counseling Psychology*, 38, 133-138.

Nicholas, M. (1994). *The mystery of goodness and the positive moral consequences of psychotherapy*.

Schema Therapy website: www.schematherapy.com This site has some great material and does a decent job introducing schema therapy. In Camino as well.

Control Mastery, Jessica Broitman <http://www.behavior.net/column/broitman/>

Wallin, D. J. (2007). *Attachment in psychotherapy*. New York, NY: Guilford. David, a friend of Dr. L, is brilliant.

POLICY ON SELF-DISCLOSURE

As per 2004 APA ethics standards, a policy statement on Student self-disclosure is necessary. The following statement is the SCU statement on self-disclosure in our program.

The professional training philosophy of the Counseling Psychology Department is predicated on the notion that an effective counselor must be a whole person. Indeed, in the practice of counseling, it is the person of the counselor that is a major component of healing. As a counselor-in-training, then, self-reflection is a necessary and required part of the training that helps one better understand and empathize with his/her future clients' experience.

Such reflection is a significant component of one's personal and professional development as an effective and sensitive instrument of change. Thus, it is customary that in the CPSY Masters Program's classes at SCU, students are regularly assigned work that involves self-disclosure and personal study of the content of that self-disclosure. Students are expected to reflect on their past and present personal experiences in courses and program related activities, in oral and/ or in written assignments.

We respect students' rights to confidentiality, and do not require that any particular or specific information be disclosed. Moreover, we do not evaluate students' progress in the program based on the disclosure of any specific information (except as mandated by ethical codes or law). It is our experience that this philosophy and related formats in our classes provides a rich and superlative educational experience, involving more aspects of student experience than do standard lectures or written material which does not include the person of the therapist in training.

Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

Disabilities Resources

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations. While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>