

Psychotherapy: Theory, Practice and Research (PST 453)

Syllabus 2016

Guarantee: PhDr. Roman Hytych, Ph.D.; e-mail: romhyt@gmail.com

Lectures: Mgr. Michal Čevelíček, PhDr. Roman Hytych, Ph.D., Mgr. Lenka Maruniaková, Mgr. Barbora Petránková, Mgr. Tomáš Řiháček, Ph.D., MUDr. David Skorunka, Ph.D., Mgr. Hana Tomicová, Mgr. Lucia Ukropová, prof. PhDr. Zbyněk Vybíral, Ph.D.,

ECTS: 4 credits

The course is offered for foreign students of BA and MA programs. It consists of lectures listed below. The final exam will take form of an essay (8 - 10 pages) on a chosen theme. 80% attendance on lectures is compulsory. Lectures are conducted on **Tuesdays from 18:45 till 20:15** in the room **M117 (attention – there will be one lecture on Thursday 20/10 from 18:45 till 20:15 in the room U23)**.

Courses start on **October 4th**.

Dates of lectures:

4/10, 11/10, 20/10, 25/10, 8/11, 15/11, 22/11, 29/11, 6/12, 13/12.

Note: There might be slight changes of the dates of lectures. In that case the students will be informed by e-mail in advance.

Course lectures:

Zbyněk Vybíral: Introduction to Theory, Practice and Research in Psychotherapy (4/10)

The lecture offers basic overview covering themes such psychotherapy as a profession, scientific view in psychotherapy and variety of research designs. The focus on psychotherapy as both, the science and “gift” includes several issues for questioning and discussion. Some biases are mentioned as well.

Stiles, W. B., Shapiro, D. A., Elliot, R. (1986). „Are All Psychotherapies Equivalent“? *American Psychologist* 41 (2), s.165-180;

O’Donohue, W., Cummings, N. A., Cummings, J. L. (2006). *Clinical Strategies for Becoming a Master Psychotherapist*. Burlington, San Diego, London: Academic Press.

Roman Hytych: Mindfulness in contemporary psychotherapy: Clinical practice and research findings (11/10)

Mindfulness is a core skill for life coping developed within Buddhist tradition. Recent years of its psychotherapy application and scientific research have showed a huge range of its benefits for psychotherapy clients as well as psychotherapists themselves.

Brown, K. W., Ryan, R. M., Creswell, J. D. (2007). Mindfulness: Theoretical Foundation and Evidence for its Salutary Effects. *Psychological Inquiry*. 4, 211-237.

Lenka Maruniaková: Biosynthesis: A psychotherapy approach which includes the wisdom of our somatic body (20/10 room U 23)

Biosynthesis is a holistic form of body psychotherapy which focuses on integration of three levels: cognitive, emotional and somatic (movement). In the lecture students will be presented some basic theories on which biosynthesis is built on, and after that, students will have a chance to try some practical exercises and bodywork.

Boadella, D. (1987): *Lifestreams: An Introduction to Biosynthesis*. Routledge Kegan & Paul.

Tomáš Řiháček: Psychotherapy integration from the perspective of training and professional development (25/10)

After a brief introduction to psychotherapy integration, the lecture will focus on various ways how therapists develop to integrative perspective, analyzing their potential advantages and drawbacks.

Norcross, J. C., Halgin, R. P. (2005). Training in psychotherapy integration. In Norcross, J. C., Goldfried, M. R. (Eds.). *Handbook of Psychotherapy Integration* (2. vyd.). New York: Oxford University Press, s. 439–458.

Hana Tomicová: Helpful and hindering events in psychotherapy (8/11)

The lecture will focus on research of helpful and hindering events in psychotherapy – its history, way of analysis of significant events, overview of the most important results and connection of events to therapy outcome. Understanding of helpful and hindering events can be useful particularly for therapists in practice.

Timulák, L. (2010). Significant events in psychotherapy: An update of research findings. *Psychology and Psychotherapy: Theory, Research and Practise*, 83, s. 421-447.

Timulák, L. (2007). Identifying core categories of client-identified impact of helpful events in psychotherapy: A qualitative meta-analysis. *Psychotherapy Research*, 17(3), 310-320.

Barbora Petránková: Postmodern, dialogical and collaborative approaches in psychotherapy (15/11)

What do the terms *postmodern*, *dialogical* and *collaborative* mean in psychotherapy?

How does it look like, when we stay in *not knowing position*? And why would we do it?

After a basic theoretical introduction and orientation in the philosophical context, we would like to discuss some of the promises, possibilities and challenges of collaborative and dialogical practices in psychotherapy and related fields.

Anderson, H. Goolishian, H. A. (1988), Human Systems as Linguistic Systems: Preliminary and Evolving Ideas about the Implications for Clinical Theory. *Family Process*, 27: 371–393

Anderson, H. (2012). Collaborative Practice: A Way of Being "With". *Psychotherapy and Politics International*, 10(2), 130-145.

Rober, P. (2005). The therapist's self in dialogical family therapy. Some ideas not.knowing, inner conversation. *Family Process*, 44: 477–495

Michal Čeveliček: Case formulation as a process and product of therapists' thinking about their clients (22/11)

Broadly defined, psychotherapy case formulation captures the ways in which therapists think about their clients (cases). Specifically, it is a process and a product of capturing and structuring complex information, developing hypotheses about the nature of issues at hand, and forming plans to resolve these issues. First, we will focus on specifics of “therapeutic thinking”. Is thinking of therapists any different from “common” thinking? What do therapists learn to think as therapists? Second, we will take a look at some specific methods of case formulation (both integrative and orientation-specific), which therapists' may use to shape their thinking.

Eells, T.D. (Ed.). (2007) *Handbook of Psychotherapy Case Formulation*. New York, London: The Guilford Press.

Ingram, B. L. (2010). *Clinical case formulations: Matching the integrative treatment plan to the client*. New Jersey, NY: John Wiley & Sons.

David Skorunka: Narrative and psychotherapy; from psychological to post psychological perspective (29/11)

In this lecture, a metaphor of story and narrative is discussed with regard to both major psychotherapeutic approaches and practice. A particular emphasis is given to narrative therapy inspired by theory of social construction.

Angus, L., McLeod, J. *The Handbook of Narrative and Psychotherapy*, Sage, 2004
Payne, M. *Narrative Therapy; An Introduction for Counsellors*, Sage, 2006

David Skorunka: Contemporary family therapy and systemic practice (6/12)
The lecture introduces main assumptions and variety of practice in contemporary family therapy including integrative approaches in this field. Major research findings regarding both outcome and process of family therapy will be presented.

Dallos, R., Draper, R. *Introduction to Family Therapy*, Open University Press, 2010, 3rd Edition
Carr, A. *Family Therapy; Concepts, Process and Practice*, Wiley and sons, 2009, 2nd Edition

Zbyněk Vybíral: How many psychotherapies we have (List of recognized treatments) (13/12)

We decided to create and henceforth manage a comprehensive list of widely (i.e. scientifically) recognized contemporary psychotherapies (particularly in North America and Europe) that is aimed to be as complete and valid as possible. The lecture is based on some papers from conferences.

Castonguay, L. G. (2006). Personal pathways in psychotherapy integration. *Journal of Psychotherapy Integration*, 16 (1), s. 36–58.

Themes for final essay (choose one of them):

1. Short outline of situation of psychotherapy in your country;
2. Main psychotherapy approaches, personalities and training institutes in your country;
3. Psychotherapy politics in your country (legal framework);
4. What are the researchers focused on in the field of psychotherapy in your country?

Final essay submission deadline: 18th December, 2016

Essay evaluation criteria:

- personal elaboration of the subject – predominance of own considerations, insights, opinions and interpretations (*work with literature, but do not just describe or cite it.*)
 - sophistication, structuring, distinct line of thought or concept
 - content density and depth (*of course depth is inversely proportional to the breadth of the topic – also an essay with a broad topic and less sophisticated sub-themes may be excellent; anyway we rather recommend to elaborate a chosen sub-theme, in detail and in context.*)
 - ability of a clear presentation of the main ideas of the essay and ability to participate in critical discussion
 - keeping to the topic and length
 - formally correct working with terminology and literature, apparent distinguishing of own ideas from those of others, citing according to APA standard
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- **see also Bad and Good example of final essay in Information system**