

**Comparative Psychotherapies**  
**CCPX 4038.003**  
**Spring 2022**

Tuesdays 3:00-4:40PM  
Location: GDH 547

**Instructor: Dr. Debbie Joffe Ellis**  
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Other Email: [de2326@tc.columbia.edu](mailto:de2326@tc.columbia.edu)  
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**Course Assistant: Sydney DeCaro**  
Email: [sd3443@tc.columbia.edu](mailto:sd3443@tc.columbia.edu)

All questions regarding class format, logistics, assignments, etc. can be directed to the Course Assistant via email.

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**READINGS**

(Note: abbreviations in parentheses are used in body of syllabus)

Main Texts:

\*Corsini, R. & Wedding, D. (2019) *Current Psychotherapies*, 11<sup>th</sup> ed. Belmont, CA: Brooks-Cole. (C & W)

\*Corsini, R. & Wedding, D. (2011) *Case studies in Psychotherapy*, 7<sup>th</sup> ed. Belmont, CA: Brooks-Cole. (C & W Case studies)

**\*Please note: these are the current and latest editions of the Corsini/Wedding books. Students are expected to purchase both main texts. Unless otherwise indicated below, the additional required readings are provided on Canvas in the “files” section. Main texts are available at the TC bookstore, or at [www.CengageBrain.com](http://www.CengageBrain.com) where you may buy individual chapters.**

Additional Required Reading:

Ellis, A. (2003). Similarities and Differences between Rational Emotive Behavior Therapy and Cognitive Therapy, in *Journal of Cognitive Psychotherapy: An International Quarterly*, Vol. 17, no. 3. Springer Publishing Company.



Ellis, A. (2005). Discussion of Christine A. Padesky & Aaron T. Beck, “Science and Philosophy: Comparison of Cognitive Therapy and Rational Emotive Behavior Therapy”, in *Journal of Cognitive Psychotherapy: An International Quarterly*, Vol. 19, no. 2. Springer Publishing Company.

Ellis, A. & Ellis, D.J. (2019). *Rational Emotive Behavior Therapy*. American Psychological Association.  
**\*Available for purchase**

Ellis, D.J. (2015): Reflections: The Profound Impact of Gratitude: In Times of Ease and Times of Challenge. In *American Psychological Association (APA) Journal of Spirituality in Clinical Practice*. Volume 2, Issue No. 1, March, 2015.

Linehan, M. (1993). *Cognitive behavioral treatment of borderline personality disorder*. New York: Guilford Press. (Linehan)

**\*Available on E-book through Columbia Library**

Padesky, C. & Beck, A.T. (2003). Science and Philosophy: Comparison of Cognitive Therapy and Rational Emotive Behavior Therapy, in *Journal of Cognitive Psychotherapy: An International Quarterly*, Vol. 17, no. 3. Springer Publishing Company.

Roth, A & Fonagy, P. (2005). *What Works for Whom? A critical review of psychotherapy research*, 2<sup>nd</sup> ed. New York: Guilford. (WWFW)

**\*Available on E-book through Columbia Library**

Sperry, L. & Sperry J. (2020) *Case Conceptualization: Mastering This Competency with Ease and Confidence: Second Edition*. Routledge.

## REQUIREMENTS

1. **Class Presentation: 25%**
2. **Written Summary of Class Presentation: 10%**
3. **Written Summary of Gloria Tapes: 10%**
4. **Class Participation: 20%**
5. **Final Paper: 35%**

**\*\*No late assignments will be accepted, unless written approval is provided by Dr. Joffe Ellis or the Course Assistant.**

### 1. Class Presentation

Groups will choose the therapeutic modality/modalities (see topics in schedule) they will present on from week five and onwards.

The talks are to be thorough presentations of one hour's length covering:

- (i) History
- (ii) Theory
- (iii) The therapy process and primary change mechanisms and techniques
- (iv) Evaluation
- (v) Similarities and differences between it and other therapeutic approaches



- Presentations may include one video (video is optional) which cannot exceed 3 minutes in length.
- It is strongly suggested that students meet beforehand to rehearse presentations.
- All references are required to be included in the final slides of the presentation.

## 2. Written Summary of Class Presentation w/ Reference List

This will be a summary of the main points presented in the presentation. This is a group paper – one paper will be submitted per group.

- Four pages, double spaced
- All references used in the presentation are required to be included
- **APA 7 Professional Style** (however, no abstract is needed)
  - For APA 7 Professional Style, see Style Guide: <https://apastyle.apa.org/products/publication-manual-7th-edition>
- Word Document Format (NOT PDF)
- *Optional but encouraged: Handouts can be written and provided to class members to refer to during the talk and include an organized, top-line overview of your presentation. Please submit the handout in PDF format. Handouts will be added to Canvas by Sydney and can be found in the following location: Canvas > Files > Class Presentation Handouts.*

## 1. & 2. Submission of Class Presentation, Written Summary w/ Reference List, and Optional Handout

The following items are due to Sydney DeCaro via email (sd3443@tc.columbia.edu) **on the date of your presentation no later than 10:00AM ET**. Please elect one group member to submit.

- Presentation Slides (Format: PDF)
- Written Summary of Presentation (Format: Word Document)
- *Optional Handout (Format: PDF)*

## 3. Written Summary of Gloria Tapes

After watching all three sessions of the “Gloria Tapes” in class, you will write a four-page, double-spaced summary. Your summary is to include a synopsis of each session as well as a final section identifying which approach you thought was most effective and why.

- References optional

Due Date: **Friday, April 8<sup>th</sup> 5:00PM ET**

Submission: Please submit via Canvas (format: Word Document)

## 4. Class Participation

- Students are expected to fully participate in a) class discussions, b) question and answer times. Students will be evaluated based upon the extent to which they participate appropriately in all of the above.
- Punctuality each week is required. Lateness or unexcused absences will result in a reduction of the class participation portion of the final grade.
- Excused Absences: Please notify Sydney DeCaro via email regarding any absences prior to the class date. In order to obtain an excused absence (vs. an unexcused absence), students will be required to:
  - View Class Recording (provided via email by Sydney DeCaro)
  - Submit a one-page, single-spaced summary of Class Recording



- APA 7 Style not required
- Format: Word Document (NOT PDF)
- Due Date: 10:00AM on the Wednesday following the missed class
- Class Etiquette:
  - No eating in class, or during virtual sessions is permitted. Non-alcoholic beverages (water, coffee, smoothies, etc.) are fine.
  - No cell phone use is permitted in class.
  - Cameras are required to be on during virtual classes.

## 5. Final Paper

For the final paper, each student will present on an imagined treatment for a fictional or living person.

- **APA 7 Professional Style**
  - For APA 7 Professional Style, see Style Guide: <https://apastyle.apa.org/products/publication-manual-7th-edition>
- Format: Word Document (NOT PDF)
- Length: 5-7 pages (length requirement does not include title and references)
- It is to include the following:
  - First, a detailed clinical presentation of the person in question will provide psychosocial and medical history, along with relevant behaviors and current complaint. Present a complete summary to give the reader a sense of the person's functioning and reasons why they might be seeking treatment at this time. (Suggested Length: approx. 1 page)
  - Next, a summary of two modes of treatment (that have been covered in class) are to be presented. Include for each a clear conceptualization of why this particular therapy would be chosen, with reference to relevant readings, and imagine how the client might respond. (Suggested Length: approx. 1.5-2 pages per treatment)
  - Imagine an integrative treatment with the client. Select the techniques from the previous section that might be most effective, and support these choices with reference to the literature. Write the response you think that the client might have to this treatment. (Suggested Length: approx. 1 page)
  - Finally, include your own response to the treatments presented in your paper. This section is to be your own opinion, and include your own preferences for treatment approaches. (Suggested Length: approx. 1 page)

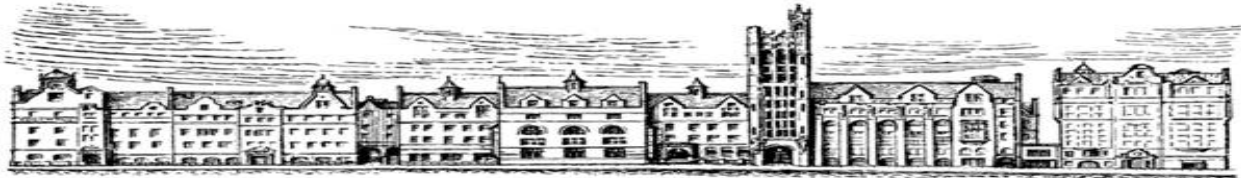
Due Date: **Tuesday, May 3<sup>rd</sup> 2022, 10:00AM ET**

Submission: Please submit via Canvas (format: Word Document)



## CLASS SCHEDULE

<b>Week</b>	<b>Topic</b>	<b>Reading</b>
<b>Week 1</b> 1/18/22	Introduction The Effective Therapist Class Exercise and Discussion	<i>(C &amp; W) Chapter 1: Introduction to 21<sup>st</sup>-Century Psychotherapies</i> <i>(WWFW) Chapter 1. Defining the Psychotherapies.</i>
<b>Week 2</b> 1/25/22	Rational Emotive Behavior Therapy	<i>(C &amp; W) Chapter 5: REBT; (and associated chapter in C &amp; W Case studies).</i> <i>(Ellis &amp; Ellis) Rational Emotive Behavior Therapy.</i>
<b>Week 3</b> 2/1/22	Rational Emotive Behavior Therapy	<i>(C &amp; W) Chapter 5: REBT; (and associated chapter in C &amp; W Case studies).</i> <i>(Ellis &amp; Ellis) Rational Emotive Behavior Therapy.</i>
<b>Week 4</b> 2/8/22	Gloria Tapes	
<b>Week 5</b> 2/15/22	Psychoanalytic Psychotherapies	<i>(C &amp; W) Chapter 2: Psychoanalytic Psychotherapies (and associated chapter in C &amp; W Case studies).</i>
<b>Week 6</b> 2/22/22	Adlerian Psychotherapy *Guest Speaker: Dr. Jon Sperry*	<i>(C &amp; W) Chapter 3: Adlerian Psychotherapy (and associated chapter in C &amp; W Case studies).</i> <i>(Ellis &amp; Ellis) Rational Emotive Behavior Therapy.</i>
<b>Week 7</b> 3/1/22	Client Centered Therapy	<i>(C &amp; W) Chapter 4: Client-Centered Therapy. (and associated chapter in C &amp; W Case studies).</i>
<b>Week 8</b> 3/8/22	Behavior Therapy	<i>(C &amp; W) Chapter 6: Behavior Therapy (and associated chapter in C &amp; W Case studies).</i>
3/15/22	SPRING BREAK – NO CLASS	
<b>Week 9</b> 3/22/22	Cognitive Therapy	<i>(C &amp; W) Chapter 7: Cognitive Therapy (and associated chapter in C &amp; W Case studies).</i> <i>Ellis, A. (2003). Similarities and Differences between Rational Emotive Behavior Therapy and Cognitive Therapy, in Journal of Cognitive Psychotherapy: An International Quarterly, Vol. 17, no. 3. New York: Springer Publishing Company.</i> <i>Ellis, A. (2005b). Discussion of Christine A. Padesky &amp; Aaron T. Beck, "Science and Philosophy: Comparison of Cognitive Therapy and Rational Emotive Behavior Therapy", in Journal of Cognitive Psychotherapy: An International Quarterly, Vol. 19, no. 2. New York: Springer Publishing Company.</i> <i>Padesky, C. &amp; Beck, A.T. (2003). Science and Philosophy: Comparison of Cognitive Therapy and Rational Emotive Behavior Therapy, in Journal of Cognitive Psychotherapy: An International</i>



		<i>Quarterly, Vol. 17, no. 3. New York: Springer Publishing Company</i>
<b><u>Week 10</u></b> 3/29/22	Dialectical Behavior Therapy	<i>(Linehan) Chapters 4 &amp; 5.</i>
<b><u>Week 11</u></b> 4/5/22	Existential Psychotherapy and Gestalt Therapy	<i>(C &amp; W) Chapter 8 (and associated chapter in C &amp; W Case studies). (C &amp; W) Chapter 9 (and associated chapter in C &amp; W Case studies).</i>  <b>**Reminder: Written summary of Gloria tapes due 4/8/22 at 5:00 PM ET.</b>
<b><u>Week 12</u></b> 4/12/22	Positive Psychology	<i>(C&amp;W) Chapter 13 Positive Psychology (and associated chapter in C &amp; W Case studies).</i>
<b><u>Week 13</u></b> 4/19/22	Family Therapy	<i>(C &amp; W) Chapter 11 Family Therapy (and associated chapter in C &amp; W Case studies).</i>
<b><u>Week 14</u></b> 4/26/22	Interpersonal Psychotherapy and Mindfulness and Other Contemplative Psychotherapies	<i>(C &amp; W) Chapters 10 (and associated chapter in C &amp; W Case studies). (C &amp; W) Chapter 12 (and associated chapter in C &amp; W Case studies).</i>
<b><u>Week 15</u></b> 5/3/22	Integrative Psychotherapies and Multicultural Theories of Psychotherapy  Concluding remarks and Discussion	<i>(C &amp; W) Chapter 14 (and associated chapter in C &amp; W Case studies). (C &amp; W) Chapter 15 (and associated chapter in C &amp; W Case studies). (C &amp; W) Chapter 16</i>  <b>REMINDER: FINAL PAPER DUE 5/3/22 10:00AM ET</b>



## CLASS STRUCTURE

- Weeks 1, 2, and 3 will be presented by Dr Joffe Ellis, and include discussion, exercises and a clinical demonstration.
- Students will give their class presentations each week from Week 5 till the final class. For the first hour students will present. Following that there will be general Q&A, discussion, and class activities in pairs or small groups.
- **No Class during Spring Break – 3/15/22.**
- The final week of the course will, following the final student presentation, include concluding remarks and discussion and time for Q and A.

## POLICIES AND OTHER INFORMATION

### Policies:

In addition to the required policies of Columbia University TC on Academic Dishonesty, Regarding Religious Holidays, Services for Students with Disabilities, and Incompletes:

(a) Cell Phone Policy: All cell phones are to be turned off during classes.

(b) Due Date Policy: No late assignments will be accepted, unless written approval is provided by Dr. Joffe Ellis or the Course Assistant. No extensions will be granted for the final paper.

### Academic Dishonesty:

All work done for this class must be your original work. If you are using the exact words of others, quotation marks must be used and appropriate citation must be given to the correct authors of that work and page numbers should be included. If you are paraphrasing the words of others, appropriate citations must be used. Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, or engage in cheating, or misrepresentation of academic records may be subject to charges. Sanctions may include dismissal from the college for violation of the TC principles of academic and professional integrity fundamental to the purpose of the College.

### Religious Holidays:

It is the policy of Teachers College to respect its members' observance of their major religious holidays. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involve. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director. If an additional appeal is needed, it may be taken to the Provost. Personally, I ask that you inform me in advance of dates you will be absent due to major religious holidays. In the same vein, please also inform me of any other times you may be absent.

### Services for Students with Disabilities:

The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well.

### Incompletes:

The grade of Incomplete will be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed



within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

#### Uni Activation:

Teachers College students have the responsibility for activating the Columbia University Network ID (UNI) and a free TC Gmail account. As official communications from the College – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc. -- will be sent to the student's TC Gmail account, students are responsible for either reading email there, or, for utilizing the mail forwarding option to forward mail from their account to an email address which they will monitor.

#### Sexual Harassment and Violence Reporting:

Teachers College is committed to maintaining a safe environment for students. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to the Title IX Coordinator, Janice Robinson. She will treat this information as private, but will need to follow up with you and possibly look into the matter. The Ombuds officer for Gender-Based Misconduct is a confidential resource available for students, staff and faculty. "Gender-based misconduct" includes sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual exploitation, and gender-based harassment. For more information, see <http://sexualrespect.columbia.edu/gender-based-misconduct-policy-students>.

#### Emergency Preparedness:

TC is prepared for a wide range of emergencies. After declaring an emergency situation, the President/Provost will provide the community with critical information on procedures and available assistance. If travel to campus is not feasible, instructors will facilitate academic continuity through Canvas and other technologies, if possible.

- It is the student's responsibility to ensure that they are set to receive email notifications from TC and communications from their instructor at their TC email address.
- Within the first two sessions of the course, students are expected to review and be prepared to follow the instructions stated in the emergency plan.
- In the event of an emergency that requires the cancellation of classes, please download or obtaining all available scheduled readings for the course.

