

Course Title : Comparative Therapies

Course Code : PSY- 824

Credit Hours : 3

Course Description:

1. This course is designed to help one begin thinking about specific approaches to treat a variety of clients. The field is rapidly moving toward a theory of differential treatment. Rather than “What is the best theory of counseling and psychotherapy?” we are increasingly thinking “What treatment, by whom, is most effective for this individual, with that specific problem, and under what set of circumstances?”(Paul,1967). As a result we must learn/get exposed to a variety of treatment approaches, some of which may be less comfortable for us. We must also learn to hear and respect vastly differing worldviews.

Course Objectives:

2. This course is designed to provide
 - a. Educate students on ethico-legal, cultural, clinical, and therapeutic considerations associated with psychotherapy, emphasizing diverse therapeutic approaches from various schools of psychology.
 - b. Facilitate the development of skills for clinical judgment and analytical thinking, grounded in understanding the theoretical underpinnings of different psychotherapeutic models.
 - c. Foster greater self-awareness and self-reflection as essential components of effective therapy by exploring diverse philosophical approaches to human behavior and change.
 - d. Provide experiential and theoretical learning opportunities to practice an empathic, evidence-based, and culturally informed approach to conducting psychotherapy across different modalities.
 - e. Enable students to construct case formulations for various therapeutic schools and develop intervention strategies tailored to each philosophy.

Learning Outcomes:

3. After successful course completion student should be able to:
 - a. Understand the structure and stages of psychotherapy across major schools—psychodynamic, behavioural, cognitive, humanistic, systemic, and integrated—highlighting unique therapeutic progressions.
 - b. Compare the philosophical assumptions of various approaches—views on human nature, change processes, and therapist-client roles—to deepen understanding of theoretical diversity.
 - c. Learn to construct case formulations based on each school's unique framework, focusing on how problems are understood and addressed from different perspectives.
 - d. Explore clinical and interpersonal dynamics such as transference, countertransference, empathy, and alliance-building as conceptualized within different therapeutic modalities.
 - e. Develop skills in designing treatment plans responsive to client needs, cultural background, presenting concerns, available resources (Feasibility), and limitations of the therapeutic setting.
 - f. Practice core techniques aligned with each approach—e.g., free association (psychoanalysis), behavioral rehearsal (behavioral), Socratic questioning (CBT), empathic listening (person-centered), and systemic reframing (family therapy) for example.
 - g. Encourage students to engage in self-reflection and personal process work to understand their own emotional reactions, values, and blind spots within therapeutic relationships.
 - h. Observe, explore, and manage transference and countertransference phenomena in clinical work, with an emphasis on using these insights constructively in supervision and practice.
 - i. Critically evaluate psychotherapy outcomes and process variables across different models, fostering evidence-informed clinical decision-making.
 - j. Examine models adapted to or originating in Asia, integrating indigenous philosophies and local cultural practices with contemporary psychotherapy. This will ensure students gain a comprehensive

understanding of diverse therapeutic approaches, learn to apply them effectively, and develop skills for informed and culturally sensitive psychotherapy practice.

Course Content:

- (a) Psychodynamic Therapies
- (b) Adlerian Therapy
- (c) Interpersonal Process in Therapy, an Integrative Approach
- (d) Supervised Clinical Practicum
- (e) Personal Therapy and Continuous professional/personal development

Suggested Readings:

- a. Norcross, J. C., & Goldfried, M. R. (Eds.). (2005). *Handbook of psychotherapy integration*. Oxford University Press.
- b. Corey, G. (2012). *Case approach to counseling and psychotherapy*. Cengage learning.
- c. Stricker, G., & Gold, J. R. (Eds.). (2013). *Comprehensive handbook of psychotherapy integration*. Springer Science & Business Media.
- d. Murdock, NL. (2012) *Theories of Counseling and Psychotherapy: A case approach, Third Edition*. Pearson Publications.
- e. Corey, G. (2015). *Theory and practice of counseling and psychotherapy*. Nelson Education.
- f. Cornish, J. A. E., Schreier, B. A., Nadkarni, L. I., Metzger, L. H., & Rodolfa, E. R. (Eds.). (2010). *Handbook of multicultural counseling competencies*. John Wiley & Sons