

Psychological Treatment I, CLP-6407, Section 8458
Research in Psychotherapy CLP-6905, Section 7556
UF PHHP Graduate Program in Clinical and Health Psychology
Summer Session C, 2018; Tues. & Thurs 5:00 – 7:00PM, HPNP Building, G-110
Role-playing exercise rooms: G-108, G-109, G-110 (Tuesdays only 5:00 – 6:00PM).
Delivery Format: On-campus live lecture and role-playing exercises.
Course Website: Canvas site used for announcements and posting grades.

(Revised 05-10-18)

Instructor Information

Duane Dede, Ph.D., Clinical Professor

Website: <http://chp.phhp.ufl.edu/people/core-faculty/duane-e-dede-phd/>

Department of Clinical and Health Psychology

Office: G-038 inside Suite G-036, Clinical Faculty Suite, in Shands ground floor

Office Hours: By appointment.

Email: ddede@phhp.ufl.edu

Phone: (352) 273-5267

Preferred Course Communications: email to set up appointments, in-person visits as needed.

Robert Guenther, Ph.D., Clinical Professor

Website: <http://chp.phhp.ufl.edu/people/core-faculty/robert-t-guenther-phd/>

Department of Clinical and Health Psychology

Office: G-039 inside Suite G-036, Clinical Faculty Suite, in Shands ground floor

Office Hours: By appointment or just stop by.

E-mail: rguenthe@phhp.ufl.edu

Phone: (352) 273-5268

Preferred Course Communications: email to set up appointments, in-person visits as needed.

Lori Waxenberg, Ph.D., Clinical Professor

Website: <http://chp.phhp.ufl.edu/people/core-faculty/lori-b-waxenberg-phd-abpp/>

Department of Clinical and Health Psychology

Office: Room 3154 in HPNP, Third Floor, CHP Main Office

Office Hours: By appointment.

Email: lwaxenbe@phhp.ufl.edu

Phone: (352) 273-5273

Preferred Course Communications: email to set up appointments, in-person visits as needed.

Jennifer Warnick, M.S., Doctoral Candidate

Department of Clinical and Health Psychology

Office: DG-127

Office Hours: By appointment

E-mail: jenniferlwarnick@ufl.edu

Phone: (352) 273-5285

Preferred Course Communications: email to set up appointments, in-person visits as needed

Prerequisites of course: Satisfactory completion of the first year of graduate coursework, Graduate Program in Clinical and Health Psychology, Department of Clinical and Health Psychology, College of Public Health and Health Professions, University of Florida, Gainesville Florida.

Course Overview and Purpose

This class is designed to be an introduction to psychotherapy and behavior change. Through readings, role-playing, observation and class discussion, the student will acquire an understanding of

how to become an effective therapist. The course will have a dual focus of a) introducing the student to the evidence base for various approaches to psychotherapy and behavior change and methodological issues relative to conducting psychotherapy research, and b) acquiring the skills and understanding the content (what is overtly said and done) and the process (what is happening on a conceptual and covert level) of psychotherapy in general. We will focus less on various theoretical orientations to psychotherapy. We will review what are considered to be state-of-the-art empirically supported treatments of common psychological conditions. We will discuss issues related to the therapy intake and first therapy sessions, recognizing transference, resistance and handling the “difficult patient.” Students will be encouraged to appreciate their role as therapist and the power of the therapeutic relationship/alliance as most strongly determining treatment outcomes, above and beyond intervention techniques. Reading assignments are selected to highlight empirical, methodological and practical aspects of psychotherapy (engaging clients, effecting change, and negotiating roadblocks as well as maintaining professional boundaries and managing ethical conflicts and responsibilities).

Relation to Program Outcomes

Graduates of the UF CHP graduate program in clinical psychology are expected to become licensed practitioners in their future positions. They may focus on research but they are also expected to be fully competent practitioners. This is the first and main course preparing graduate students as providers of psychological treatments. Dedication to the tasks of this course will prepare our graduate students for that role in graduate school and throughout their careers.

Course Objectives

Upon successful completion of the course, students should be able to:

1. Describe the research literature in general terms with respect to findings regarding empirical support for treatments of those common psychological conditions covered by our texts.
2. Describe the distinction between process and outcome in psychotherapy.
3. Detail the conceptual underpinnings of the empirically supported treatments being reviewed.
4. Demonstrate knowledge of the material via weekly quizzes, active classroom participation during reviews of material.
5. Demonstrate basic process skills of active listening and empathic responding in interactions with role-played clients.
6. Develop interventions for a broad range of conditions not specifically covered, using the principles learned in this course.
7. Provide a general conceptual framework for the psychotherapeutic enterprise across the spectrum of psychopathology.
8. Demonstrate basic practical skills with regard to record generation (note-writing) and management (development of problem list and treatment plan).
9. Review basic methodological issues relevant to conducting research in this area.

Instructional Methods

Completion of quizzes, lecture with group discussion, and focused skill-building role-play exercises will comprise the majority of class sessions. The role of the instructors will be to: present an overview of selected topics from the readings, provide additional reading material and learning resources with up-to-date research findings, encourage active participation in discussions of the material, guide the role-play exercises and provide timely performance feedback. Expectations for students are to attend class fully prepared, read assigned materials prior to class in preparation for quizzes and lectures, participate actively in discussions, and embrace the role-play exercises so as to allow assessment of the basic clinical skills of students.

Course Materials REQUIRED TEXTBOOKS: (AVAILABLE AT UF BOOKSTORE)

Clinical Handbook of Psychological Disorders, Fifth Edition: A Step-by-Step Treatment Manual.
Edited by David H. Barlow. New York: The Guilford Press, 2014. ISBN-10: 1462513263 ISBN-13:
978-1462513260 (Older editions are not the same. Do not use them.)

Building Basic Therapeutic Skills: A Practical Guide for Current Mental Health Practice by Jeanne Albronda Heaton. Jossey-Bass; San Francisco, 1998. ISBN: 0787939846.

Suicide & Psychological Pain: Prevention That Works by Jack Klott, 2012. Eau Claire, WI: Premier Publishing and Media. ISBN-10: 1936128160; ISBN-13: 978-1936128167

Course Policies

Expectations Regarding Course Behavior:

You are expected to attend every lecture well prepared to participate actively in discussions of the reading material. You are responsible for demonstrating your understanding (or lack thereof) of the material via comments that you initiate. Critical comments are welcome as long as they contribute to open ongoing discussion.

Electronic devices may be required for some of the quizzes, which can be taken via Canvas. Unless otherwise instructed, please refrain from excessive use of tablets, laptops, cell phones or any other electronic devices during class as it can become distracting and inconsiderate of other students and the instructor. Please do not arrive late to class as it is distracting and inconsiderate of others.

To the extent permitted by facility rules and restrictions, you may bring food and/or beverages to class as long as it does not interfere with your ability to work and/or participate in class, and it does not annoy others. You will be expected to clean-up after yourself and dispose of all trash before leaving.

Policy related to make-up work:

Attendance of class is mandatory. Three or more unexcused absences will result in failure of the course. Missed classes due to illness will require demonstration of making up missed work and experiences. If students must be absent, it is expected they will contact the instructor as soon as possible and be responsible for any missed material. Students who miss lectures are expected to acquire lecture notes from other students who attended.

We expect you to attend and to be prepared to participate in all class sessions. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. If you must miss a class because of a foreseeable conflict (i.e., professional conference, athletic competition, religious observance, etc.) you are expected to notify us immediately to set-up alternative arrangements *prior* to the date when you will be absent. Please note that all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Reporting illnesses and family emergencies:

In the event you experience an unexpected illness, family, or otherwise personal emergency please notify us immediately to set up alternative arrangements. You must provide clear evidence that you have made up any and all work and training experiences that you missed.

What is expected of you:

Quizzes on reading assignments will be administered at the beginning of the class for which that assignment was made. The quizzes will assess student learning of therapeutic procedures, understanding of the evidence base for treatment approaches, and methodology for establishment of empirical support for treatments. Quiz scores will count for 50% of the course grade. Written work (see Case Write-Up below) will count for 20%. Role-play participation and associated project completion will count for 30%.

Case Write-Up: The student is required to 1) observe three or more sessions of ongoing therapy by advanced students or faculty, 2) attend *at least* two supervision sessions on those cases (more is better), and 3) write a problem list, treatment plan, and three session notes for the case observed.

The student is expected to participate in classroom discussions and role-playing activities. Instructors and TA will observe and evaluate the quality of each student's participation in these activities. Although classroom participation will not factor into the grade, unacceptable participation may result in the requirement of make-up work, and it may potentially result in course failure if felt to be frankly inadequate. Performance in the role-play exercises will be evaluated by performance rubric, scores will be recorded in Canvas, and they will affect the final course grade.

Extra Credit:

No extra credit is offered for this course.

Grading Scale:

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Final Grades:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Points	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.00	0.00	0.00	0.00	0.00

We will utilize Canvas for this course. However, if problems are encountered, please contact the UF Help Desk for technical support at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

Academic Support:

If you feel that you need additional academic support in this class please contact us immediately. Please do not wait until it is too late to ask for assistance (i.e., last day of class or when your grade is very low and may be unrecoverable). Come and discuss issues with us during office hours or by appointment.

University Honesty Policy:

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University

of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TA in this class.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from the Alachua County Crisis Center: (352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- You may also contact the University Police Department at 392-1111, or you can call 9-1-1 for any emergency.

Please do not wait until you reach a crisis to come in and talk with someone. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing the anonymous online course evaluation at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>. The quality of instruction depends very heavily on student feedback via these evaluations. Course evaluations strongly influences faculty candidacy for promotion. We sincerely hope all students make use of this important resource for maintaining the quality of instruction in our programs.

Calendar of Topics and Readings

Day Date	#	Instr	Topic	Barlow text	Heaton text	Supplemental Readings
Tu 5/15	1	LW RG DD	Intro to course. Preparations for conducting psychotherapy. Active listening skills Necessary & sufficient conditions for change – Person-Centered ΨTx.		Intro, 1 Observation 2 Eval/Assessmt 4 Rapport	Rogers 1992
Th 5/17	2	LW	Clinical interviewing		3 First session, Dx/Tx 5 Tx interviewing	
Tu 5/22	3	LW DD RG	Role-play exercise. Relaxation training			Goldfried & Davison, 1994
Th 5/24	4	LW	Charting – treatment planning, problem listing, note writing in the problem-oriented medical record (POMR) format; Supervision		9 Making the most of supervision	
Tu 5/29	5	RG DD WL	Role-play exercise. Panic disorder	1 Panic d/o		
Th 5/31	6	RG	Post-traumatic stress disorder	2 PTSD		
Tu 6/5	7	DD RG WL	Dynamic therapy		8 Using yourself	Kohut, Cha 4 & 5; Blagys & Hilsenroth 2000
Th 6/7	8	DD	Crisis management, suicidality, parasuicidality Cocaine dependence	14 Drug abuse & dependence		Morrison & Downey 2000; Klott, 2012
Tu 6/12	9	RG LW DD	Role-play exercise. Generalized Anxiety Disorder	5 Acceptance tx/o GAD		
Th 6/14	10	LW	Behavioral Interventions Interpersonal Therapy	8 Interpers Ψtx		
Tu 6/19	11	DD LW RG	Role-play exercise. Diversity Issues			Watters 2010
Th 6/21	12	DD	Diversity Issues			
Tu 6/26			WEEK OF SUMMER BREAK			
Th 6/28			WEEK OF SUMMER BREAK			
Tu 7/3	13	TBD	TBD	TBD		
Th 7/5	14	LW	CBT	7 Cog Ψtx dep		
Tu 7/10	15	RG	Role-play exercise. Social anxiety disorder	3 Soc anx d/o		
Th 7/12	16	RG	Obsessive Compulsive Disorder Tx/o alcohol abuse. Structural issues: boundaries, goal-setting, developing client expectations for change, etc.	4 OCD 13 Alcohol use d/o	7 Predicaments and ethical dilemmas	
Tu 7/17	17	LMG	Dr. Lisa Merlo Greene will present on Motivational Interviewing: Theory and Technique (No role playing this class)			Miller & Rose, 2009
Th 7/19	18	RG	Treatment of Eating Disorders	17 Eating d/o		
Tu 7/24	19	LW DD RG	Acceptance and commitment therapy			Luoma, Cha's 1 & 2
Th 7/26	20	LW	ACT with Role Play			

Tu 7/31	21	DD	Axis II disorders		6 Managing emergencies & crisis	Masterson Cha 6 & 10
Th 8/2	22	DD	Dr. Hess on Psychiatric Treatments, Psychopharmacology			
Tu 8/7	23	TBD DD	TBD	TBD		
Th 8/9	24	TBD DD	TBD	TBD		

All of the above readings are required.

Dates showing multiple instructors are role-playing days. Jennifer will also be joining us on most of those days.

DD: Dr. Duane Dede; LW: Dr. Lori Waxenberg; RG: Dr. Robert Guenther; JW: Jennifer Warnick; LMG: Dr. Lisa Merlo Greene
 tbd: to be determined

The scheduled dates are intended to serve as an indication of the sequence of classroom topics. Some units may take more or less time to cover – **the schedule is subject to change. It is your responsibility to stay informed of any changes to the schedule.**

Some of the materials for this course can be found on the Share Drive here:
 S:\CP-Student\CLP 6407 Psychology Treatment I Materials

IMPORTANT: University of Florida policies and procedures for the completion of course requirements, calculation of course grades, reporting of grades to the Registrar, and effect of different grade assignments on the GPA and eligibility to have awarded a degree are complex and periodically revised. You should ALWAYS be aware of those policies and procedures as you attend classes at UF. You can find those policies and procedures at <http://gradcatalog.ufl.edu/index.php> and in the CHP Student Handbook at <http://chp.php.ufl.edu/academics/doctoral-in-clinical-psychology/student-handbooks/>

A calendar of important dates for summer C 2018 can be located here:
<https://catalog.ufl.edu/UGRD/dates-deadlines/2017-2018/#summeractext>