

DRAFT - University of Florida, College of Public Health & Health Professions
Dept. of Clinical & Health Psychology Syllabus
CLP-7934, Section 3H91 (or 02FH), Class No. 22152: Advanced Psychotherapy (3 hrs)
Fall 2018, Wed 12:50 – 3:50 PM, HPNP Building, 1101
Delivery Format: On-campus live lecture and role-playing exercises.

E-Learning for CLP-7934

Instructor Name: Bob Guenther, Ph.D., ABPP(Rp), Clinical Professor;
 Office Location: Shands Ground Floor, G039 inside Clinical Faculty Suite G036
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 Office Hours: By appointment or just stop by after calling to make sure I'm there.

Instructor Name: Lisa M. King, Psy.D., Clinical Assistant Professor
 Office Location: Shands Ground Floor, G037 inside Clinical Faculty Suite G036
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 Office Hours: By appointment, email, or when my door is open.

Course Presentation Room Number: HPNP Building, 1101
 Teaching Assistants: None.
 Preferred Course Communications: e-mail, phone.

Prerequisites

Students must be in good standing within the Graduate Program in the Department of Clinical and Health Psychology, College of Public Health and Health Professions, University of Florida, Gainesville Florida. They must have achieved satisfactory completion of the first year (fall, spring, summer) of their graduate coursework.

PURPOSE AND OUTCOME

This class was designed to be a follow-up course to the Psychological Treatment I course, CLP-6407. Through readings, observation of actual therapy sessions, topical presentations, and classroom discussions, the students will enhance developing skills as psychotherapists-in-training. The course will have a dual focus of a) depth exploration of various approaches to psychotherapy and behavior change, b) enhancement of the skills for understanding the content (what is overtly said and done) and c) the process (what is happening on a conceptual and covert level) of psychotherapy in general. Trainees will present actual ongoing therapy cases, wherein they will review case information, preliminary conceptualizations, and application of state-of-the-art empirically supported treatments. We will discuss issues related to transference, resistance, and management of the "difficult patient." Attention will be directed to the many factors that influence outcome in psychotherapy. Reading assignments are selected to highlight empirical, methodological and practical aspects of psychotherapy, but the goal of the course will be to build skills in advanced case conceptualization and case management.

Course Overview

The UF CHP Psychology Clinic provides the majority of clinical training experiences for our graduate students. The Psychology Clinic receives the bulk of its referrals from the UF Health Shands Hospital (UFHSH) care system, which includes many outpatient clinics run by UF COM physicians. Those physicians and many others refer patients to our Psychology Clinic. Many, if not

most, of the patients seen in the Clinic have at least one major medical condition that may limit instrumental functioning and may reduce quality of life. In this advanced practicum, students will present cases they are currently following in the Psychology Clinic. Particularly complex and challenging cases are preferred for use in this course. Via group participation in case review with session analysis, students will acquire an analytic repertoire such that they can consider a broad range of case conceptualizations and interventions toward the goal of efficiently improving the patient's comfort, enhancing coping skills, and reducing symptom severity in as few sessions as possible. Students will learn how to utilize supervision optimally. They will also begin to consider the skills needed to provide supervision to clinical students as they assume the mantle of becoming supervisors.

Relation to Program Outcomes

Graduates of the UF CHP graduate program in clinical psychology are expected to become licensed clinical psychology practitioners in their future positions. They may focus on research, but they are also expected to be fully competent psychotherapy practitioners. This is among the Department's advanced courses 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 and/or Goals

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

1. Demonstrate a working appreciation of the distinction between process and outcome in psychotherapy.
2. Demonstrate basic process skills of active listening and empathic responding in actual interactions with patients.
3. Utilize patient response to treatment and adjust the treatment approach to better address symptoms.
4. Utilize and describe a conceptual framework for the psychotherapeutic enterprise across the spectrum of psychopathology with actual cases.
5. Demonstrate ability to adjust the treatment in real time, when encountering resistance.
6. Maintain adherence to a guiding conceptual framework for treatment within which intervention and adjustments serve as necessary elements of a flexible responsive treatment approach.

Instructional Methods

Trainees will make a series of presentations on topics relevant to their training goals, which challenge their educational and experiential limitations. They will also present cases in an efficient manner with a focus and goal, not only for optimal patient treatment, but to enhance development of presenting efficiently to maximize utilization of time.

What is expected of you?

Attendance of class is mandatory. Three or more unexcused absences will result in failure of the course. In the case of unavoidable absences, such as illness or other concerns, students will contact the instructor(s) as soon as possible and will be responsible for demonstration of making up missed work and experiences. Students who miss lectures are expected to acquire lecture notes and/or recordings (be very careful regarding PMI) from other students who attended and provide feedback to peers in accordance with session requirements.

Participation in all class sessions is required. Personal issues with respect to class attendance or fulfillment of course requirements will be addressed 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 arrange topic coverage and complete assigned tasks *prior* to the date when you will be absent.

Please note 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>

Note that requests to be excused from class for events such as family celebrations and/or reunions, vacation-related travel with friends or family, and other such events may be refused. Requests without sufficient advance warning may also be refused.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Readings from textbook and related topic
1	8/22	Introduction to the course
2	8/29	1 basics; 2 behavior
3	9/5	3 cognition; 4 affect
4	9/12	5 conceptualize; 6 case formulation
5	9/19	7 finesse; 8 triggers
6	9/26	9 contingencies, 10 prescriptions
7	10/3	11 exposure; 12 skill-building
8	10/10	13 assessing cognitions; 14 restructuring thoughts
9	10/17	15 not challenging thoughts
10	10/24	16 core beliefs
11	10/31	17 information-processing biases
12	11/7	18 modulating emotions
13	11/14	19 distress tolerance; 20 Bill's cbt
14	11/21	HOLIDAY
15	11/28	21 Anna's cbt; 22 Elizabeth's cbt
16	12/5	termination

Course Materials and Technology

Required Textbook:

Tolin, David F. (2016). *Doing CBT: A Comprehensive Guide to Working with Behaviors, Thoughts, and Emotions*. New York: The Guilford Press. ISBN 9781462527076

For technical support for this class, please contact the UF Help Desk at:

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

ACADEMIC REQUIREMENTS AND GRADING

Assignments

DOMAIN ONE: Students will be to make three presentations during the course. Most of those will be presentations to the group on the contents of chapters from the textbook. These presentations should be informal. You will distribute an outline of the content of the chapter to the group. The outline should focus on the skills contained therein. Imagine you are writing it for your future use as

a therapist or professor, perhaps to rely on one day when YOU are teaching this class. We will all share the outlines. You will receive ratings and feedback from the instructors and your peers in Canvas at the end of the class period regarding your presentation of the information.

DOMAIN TWO: Students will present current cases they are seeing in the Psychology Clinic. The cases must be video-recorded. You must be able to present to the group several sections of the video, one in which you felt you were performing well, and one in which you felt yourself floundering. Be prepared to present your conceptualization of “what is happening” in the sections of your sessions. You should be able to provide an over-arching conceptualization of the case, which can develop over time. You may be able to use one case throughout the course.

In your presentation of material from the text, and in your case presentations, you will be graded on your ability to think critically and quickly, communicate effectively, stimulate discussion, respond to challenging questions, handle critical feedback, accept positive feedback, and consider suggestions for change in your methods.

DOMAIN THREE: You will be evaluated on your ability to be a participant in the class when not presenting. You should demonstrate in every class that you are reading the material, considering the material from the text and from the presentations, and you are working to enhance your skills as a therapist and colleague.

Grading

We will monitor your classroom participation in each session. Optimal performance is demonstrated by student engagement in the following behaviors:

1. Thoughtful comments that demonstrate understanding and contemplation of the material.
2. Selection of challenging and particularly difficult interactions with patients for classroom presentation.
3. Constructive feedback to peers, highlighting therapist strengths and successes.
4. Offer alternative interpretations, and hypotheses to be considered, rather than forgone and absolute conclusions.
5. Feedback to presenters regarding behaviors in session is acknowledged from a supportive stance designed to assist the presenter to recognize subtleties in their therapeutic style and interactions.
6. Demonstration of acknowledging OWN strengths and use of nonjudgmental language related to critiques of self.

We will provide weekly scores, on the below scale 1 to 10, in Canvas, to provide performance feedback from week to week. Your scores will reflect the following about your participation in the class:

1. Abysmal performance; openly hostile to classmates; clearly enjoys destructive interactions.
2. Very poor performance, not-so-subtle hostility to others; no contribution to successes.
3. Emphasis on failures of other therapists, lack of empathy toward colleagues.
4. There are hints of support and encouragement floating in a fetid stew of condescension.
5. Your participation just barely contributes positively to the exchange of ideas 50% of time.
6. Your participation is frankly more positive than negative.
7. Insights combine nicely with compliments; some very rare harsh criticisms.
8. You dispense 80% rewards to others in class and while viewing their sessions.
9. Strong insights and heartfelt compliments help others maintain good motivation/effort.
10. Blinding insights and superlative deeply constructed praise raise others out of despair.

In case the above fails miserably, we will develop some quizzes and tests and essay exams and physical marathons for demonstration of Olympian feats of intellectual and physical prowess that will be graded according to an incomprehensible algorithm focused on random samples of your

posture and gravitational density, which we will insist is perfectly just and fair in a condescending and dismissive manner.

Point system used (i.e., how do course points translate into letter grades).

Example:

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

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0. in all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher. In addition, the Bachelor of Health Science Program does not use C- grades.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	W F	I	N G	S-U
Grade Points	4.0	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

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:
<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Exam Policy

Policy Related to Make up Exams or Other Work

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Please note 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>

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found here:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student

permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

<http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm>

The need to develop a **“Policy Related to Guests Attending Class”** raises the specter of your harboring intense hostility toward those persons unfortunate enough to accept your invitation to come with you to this class.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

You are expected to come to class prepared to discuss the assigned readings. Quizzes may be administered to assess the extent to which students are keeping up with the readings. Students will be expected to present on the material and be prepared to raise questions regarding that material. They will take turns presenting sessions from their therapy cases. They may present multiple sessions on an individual case during this course. This will allow us to consider continuity of care issues. Student therapy skills critiqued in a group setting by the instructor and by peers. This can be anxiety-provoking. Those of us providing critiques must be sensitive to issues of vulnerability to criticism. Criticism must be provided gently and respectfully. Praise is strongly encouraged. Specific case material may NOT be shared with others who are not also attending this course. General themes, principles and techniques can be widely shared as long as there is NO SHARING of PMI or any other information about the therapist or patient that could be offensive if overheard by those persons or any other person sensitive to issues of confidentiality.

Communication Guidelines

Discussions about cases that may involve PMI or which may describe therapist behaviors should be limited to the classroom during class sessions. We will not use Canvas chat functions for such discussions.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations 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/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. 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 do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. 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:
 Alachua County Crisis Center:
 (352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. 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.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu
