

**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 2019, Wed 12:50 – 3:50 PM, HPNP 3105**  
**Delivery Format: On-campus live lecture and role-playing exercises.**

*E-Learning for CLP-7934*

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Instructor Name: Bob Guenther, Ph.D., ABPP(Rp), Clinical Professor;  
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Instructor Name: Lisa M. King, Psy.D., ABPP Clinical Assistant Professor  
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Office Hours: By appointment, email, or when my door is open.

Course Presentation Room Number: Communicore C1-3  
Teaching Assistants: None.  
Preferred Course Communications: e-mail, phone.

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### **Prerequisites**

CLP-6407: Psychological Treatment I

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.

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## **PURPOSE AND OUTCOME**

### **Course Overview**

This class is designed to be a follow-up course to the Psychological Treatment I course, CLP-6407. An integrated, multimodal approach to psychopathology, assessment and conceptualization, and intervention utilizing both cognitive and behavioral methods is presented. Skill development in case conceptualization and cognitive behavioral therapy is stressed via readings, demonstrations, role playing, written assignments, videos and instruction.

### **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. Through readings, completion of quizzes, role plays, classroom discussions, case presentations, and written assignments, the students will build upon their foundational understanding of Cognitive Behavioral Therapy and enhance the developing skills

of psychotherapists-in-training. Students will demonstrate their ability to apply empirically-validated techniques to assess, conceptualize, and treat patients from a cognitive-behavioral orientation. Specific skills to be discussed and developed include Cognitive-Behavioral Therapy (CBT), Motivational Interviewing, Acceptance and Commitment Therapy (ACT) and Dialectical Behavior Therapy (DBT). Additionally, students will develop and demonstrate the ability to formulate a clear biopsychosocial case conceptualization and utilize it to shape the course of therapy with their patient. 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 Objectives and/or Goals**

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

1. Identify psychological phenomena and data that form the basis for assessment in CBT practice and apply CBT assessment methods (Program Goal: Assessment)
2. Demonstrate the ability to formulate and write a clear conceptualization a therapy case from a (specific) Cognitive Behavioral Therapy perspective with actual cases. (Program Goal: Intervention)
3. Differentiate the common and varied “world views” of various cognitive-behavioral approaches. (Program Goal: Intervention; Scientific Foundations)
4. Enrich student capacity to integrate relevant diversity factors into their assessment of the patient/client’s presenting concerns and to the therapeutic interaction. (Program Goal: Diversity)
5. Explore, demonstrate understanding, evaluate critically, and clinically apply in-depth theoretical concepts of Cognitive Behavioral Therapy, Dialectical Behavior Therapy, Acceptance and Commitment Therapy, and Motivational Interviewing with actual cases. (Program Goal: Intervention)
6. Discriminate and respond therapeutically in an accurate and consistent manner to patient symptoms, clinical content, and interpersonal and relational dimensions of patients in the context of Cognitive Behavioral Therapy, Dialectical Behavior Therapy, Acceptance and Commitment Therapy, and Motivational Interviewing. (Program Goal: Intervention)
7. Demonstrate a working appreciation of the distinction between process and outcome in psychotherapy. (Program Goal: Intervention)

### **Instructional Methods**

The first half of the course will be instructional-heavy, wherein students will be expected to complete required readings and be prepared to engage in classroom discussion based upon and building from the readings. Instruction related to the weekly topics will be presented in various formats to include instructor-led presentations, video demonstrations of therapeutic techniques and guest speakers. The second half of the course will find trainees presenting case conceptualizations of a current case, and a corresponding session. Case presentations will be 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?***

The student is expected to participate in classroom discussions and role-playing activities. Instructors will observe and evaluate the quality of each student’s participation in these activities. Students are expected to demonstrate ability to think critically and quickly, communicate effectively, stimulate discussion, respond to challenging questions, appropriately accept positive and critical

feedback and consider incorporating feedback for change in therapeutic methods and approaches. Although classroom participation will not factor into the grade, unacceptable participation may result in course failure if felt to be frankly inadequate.

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)	Topic(s)	Readings	Assignment Due
1	8/21	Review of CBT	Dobson Chapters 1-3, 8-9	
2	8/28	Motivational Interviewing	Miller and Rolnick (2012) Ch. 1 (free here): <a href="https://www.guilford.com/excerpts/miller2_ch1.pdf">https://www.guilford.com/excerpts/miller2_ch1.pdf</a>  Rolnick, Miller, and Butler (2008) Chs 1 - 9	
3	9/4	Case Formulation, Conceptualization	Dobson Ch. 6  <a href="https://www.apa.org/pubs/books/Culturally-Response-Cognitive-Behavioral-Therapy-Second-Edition-Intro-Sample.pdf">https://www.apa.org/pubs/books/Culturally-Response-Cognitive-Behavioral-Therapy-Second-Edition-Intro-Sample.pdf</a>  <a href="https://uk.sagepub.com/sites/default/files/upm-binaries/65811_Berman_Chapter_1.pdf">https://uk.sagepub.com/sites/default/files/upm-binaries/65811_Berman_Chapter_1.pdf</a>	
4	9/11	Case Concept & Conceptualization	<a href="https://www.psychdb.com/_media/teaching/core/formulation.pdf">https://www.psychdb.com/_media/teaching/core/formulation.pdf</a>  <a href="https://www.psychdb.com/teaching/intermediate/case-formulation">https://www.psychdb.com/teaching/intermediate/case-formulation</a>	CBT Case Conceptualization
5	9/18	DBT	Dobson Ch. 12; Linehan (1993) Ch 1-4; Linehan (2015) Ch.1 (free at this link): <a href="https://www.guilford.com/excerpts/linehan7_ch1.pdf?t">https://www.guilford.com/excerpts/linehan7_ch1.pdf?t</a>	Biopsychosocial Case Conceptualization
6	9/25	DBT	Linehan (1993) Ch 7-9.	
7	10/2	ACT	TBD	DBT Case Conceptualization
8	10/9	ACT	TBD	

Week	Date(s)	Topic(s)	Readings	Assignment Due
9	10/16	Cases		ACT Case Conceptualization
10	10/23	Cases		
11	10/30	Cases		
12	11/6	Cases		
13	11/13	Cases		
14	11/20	Cases		
15	11/27	Thanksgiving Holiday NO CLASSES		
16	12/4	termination		

## Course Materials and Technology

### Required Textbooks:

**Dobson, Keith S., Dozois, David J.A., (Eds.). (2019).** *Handbook of cognitive-behavioral therapies.* New York: The Guilford Press. ISBN 9781462538584

### Recommended Textbooks:

**Hayes, Steven C., Strosahl, Kirk D., Wilson, Kelly G. (2011).** *Acceptance and commitment therapy: the process and practice of mindful change.* New York: Gilford Press. ISBN: 9781462528943

**Linehan, Marsha. (1993).** *Cognitive-behavioral treatment of borderline personality disorder.* New York: The Guilford Press. ISBN: 9780898621839

**Linehan, Marsha. (2015).** *DBT skills training manual.* New York: The Guilford Press. ISBN: 9781462516995

**Miller, William R., Rollnick, Stephen. (2012).** *Motivational interviewing: helping people change.* New York: The Guilford Press. ISBN: 9781609182274

**Rollnick, Stephen, Miller, William R., Butler, Christopher C. (2008).** *Motivational interviewing in health care: helping patients change behavior.* New York: Guilford Press. ISBN: 9781593856137

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

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

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## ACADEMIC REQUIREMENTS AND GRADING

**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 30% of the course grade.

### Assignments

**Brief Case Conceptualization Write-Ups (30%)**

1. A brief case conceptualization write-up of one of the cases presented in class will be due at the beginning of three classes as noted in the schedule.
2. The write-up should not be more than a page or two and should address the following questions:
  - a. Presenting Problem
  - b. How the presenting problem would be conceptualized according to the theoretical presentation discussed in the previous class(es).
  - c. Issues of diversity that impact the problem presentation or may (and how) impact work with this individual, especially taking into account your own background and worldview.
  - d. Goals and plans for treatment, to the extent discussed.

**Case Presentations (40%):** Students will present current cases they are seeing in the Psychology Clinic. Students must obtain permission from the case supervisor to present the case in class. The cases must be video-recorded. Students will provide a written Case Conceptualization from a biopsychosocial perspective or from one of the theoretical lenses presented in the first half of the course. This Conceptualization should be one to two pages long and include a brief statement on progress to-date. Students are encouraged to choose a case that is challenging for them, and they are expected to clearly articulate concerns they are facing.

**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:**

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

**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 us within 24 hours of the technical difficulty if you wish to request a make-up.

**Policy Related to Required Class Attendance**

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 all faculty are bound by the UF policy for excused absences.

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>

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## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Expectations Regarding Course Behavior**

You are expected to approach this class in a professional manner, as you would therapy with an individual client. In demonstrating your professional comportment, you will show your peers and instructors respect by silencing your cell phone, abstaining from communicating electronically with others via various platforms, and refrain from working on other documents/projects, engaging in social media, or browsing the internet while in class. Laptops and tablets will be permitted for notetaking purposes, and may be required for taking quizzes. Audio or video recording is not permitted without prior consent, and will not be permitted during presentation of clinical cases, without exception. You are expected to come to class prepared to discuss the assigned readings. Quizzes will be administered to assess the extent to which students are keeping up with the readings. Written assignments will be collected at the beginning of class.

Students will be expected to present written case conceptualizations for each clinical case presented, and will take turns presenting. Students will be provided with feedback on their developing therapy skills by the instructor and by peers. As this can be anxiety-provoking, those providing critiques must be sensitive to issues of vulnerability to criticism. Criticism must be constructive in nature and 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/>.

### **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.php.ufl.edu/services/resourceguide/getstarted.htm>

## **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](http://www.multicultural.ufl.edu)

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