

**University of Florida, Graduate Program in Clinical and Health Psychology** (rev. 06/26/2013)  
**Psychological Treatment I, CLP-6407, Section 8458,**  
**Research in Psychotherapy CLP-6905, Section 7106**  
**Summer Session C, 2013; Tues. & Thurs 5:00 – 8:15PM,**  
**Hall: Health Professions, Nursing, and Pharmacy (HPNP) Building, G-105.**  
**Rooms for role-playing exercises are G-108 and G-109, on Tuesdays only.**

**Instructor Information**

Duane Dede, Ph.D., Clinical Professor

Website: None at this time.

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@php.ufl.edu](mailto:ddede@php.ufl.edu)

Phone: (352) 273-5267

Robert Guenther, Ph.D., Clinical Professor

Website: None at this time.

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@php.ufl.edu](mailto:rguenthe@php.ufl.edu)

Phone: (352) 273-5268

Please contact me via e-mail first.

Lori Waxenberg, Ph.D., Clinical Associate Professor

Website: None at this time.

Department of Clinical and Health Psychology

Office: Room 3154 in HPNP, Third Floor, C&HP Main Office

Office Hours: By appointment.

Email: [lwaxenbe@php.ufl.edu](mailto:lwaxenbe@php.ufl.edu)

Phone: (352) 273-5273

**Prerequisites of course:** Satisfactory completion of the first year of graduate coursework.

**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 recognize the role as therapist and the power of the therapeutic relationship above and beyond the intervention techniques. Reading assignments are selected to highlight empirical, methodological and practical aspects of conducting research in psychotherapy and practicing (engaging clients, effecting change, and negotiating roadblocks as well as maintaining professional boundaries and managing ethical responsibilities).

## **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 entire 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 methodological issues relevant to conducting research in this area.

## **Methods of Instruction:**

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 lecture, participate actively in discussions, and embrace the role-play exercises so as to allow assessment of one's basic clinical skills.

## **Course Materials:**

REQUIRED TEXTBOOK: (AVAILABLE AT UF BOOKSTORE)

Clinical Handbook of Psychological Disorders: A Step-by-Step Treatment Manual, Fourth Edition. Edited by David H. Barlow. Guilford Press, 2008. ISBN: 978-1-59385-572-7.

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

Bergin and Garfield's Handbook of Psychotherapy and Behavior Change, 6th Edition. Edited by Michael J. Lambert. New York: John Wiley & Sons, Inc., 2013. ISBN: 978-1-1180-3820-8.

## **Course Policies**

### **Classroom Etiquette:**

Please refrain from using I-pods or cell phones or any other electronic devices during class as it is distracting and inconsiderate of other students and the instructor.

Please do not arrive late to class or disrupt the class as it is distracting and inconsiderate of other students and the instructor.

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 as long as it does not interfere with or your classmates' ability to work and participate in class. You will be expected to clean-up after yourself and dispose of all trash before leaving the classroom.

**Policy related to make-up work:**

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.

**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.

**Course Evaluation/Grading:**

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.

Examinations will be administered at the beginning of class on reading assignments. The examinations will assess student learning of therapeutic procedures, understanding of the evidence base for treatment approaches, and methodological issues (challenges and strategies) through which evidence of treatment efficacy is established. Depending upon the number of quizzes administered, scores will count for approximately 30% of grade.

The student is required to observe some number of sessions of ongoing therapy cases with advanced students or faculty. You will also attend *at least* two supervision sessions on those cases (more is better). The student will write a problem list, treatment plan, and three session notes for the case being observed. The quality of written materials will determine 20% of the course grade.

The student is expected to participate in classroom discussions and role-playing activities. Participation as subjectively assessed by instructors will count for 50% of the course grade.

**Extra Credit:**

No extra credit is offered for this course.

**Grading Scale:**

% earned	90.00 - 100	87.00 - 89.99	84.00 - 86.99	80.00 - 83.99	77.00 - 79.99	74.00 - 76.99	70.00 - 73.99	67.00 - 69.99	64.00 - 66.99	60.00 - 63.99	57.00 - 59.99	Below 57.00
Grade equiv	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

## **Final Grades:**

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade 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

## **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.

## **Standards of Academic honesty:**

It is expected that you will abide by the University of Florida's honesty policy.

## **Academic Integrity:**

Students are expected to act in accordance with the University of Florida policy on academic integrity, please carefully review the Student Conduct Code, the Student Handbook, or this website for more details: [www.dso.ufl.edu/judicial/procedures/academicguide.php](http://www.dso.ufl.edu/judicial/procedures/academicguide.php).

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior. *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*

## **Statement Related to Accommodations for Students with Disabilities:**

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

## **Counseling and Student Health:**

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: <http://www.counsel.ufl.edu/> or <http://www.health.ufl.edu/shcc/smhs/index.htm#urgent>

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, including primary care, women's health care, immunizations, mental health care, and pharmacy 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:

[www.health.ufl.edu/shcc](http://www.health.ufl.edu/shcc)

Crisis intervention is always available 24/7 from the Alachua County Crisis Center: (352) 264-6789.

*BUT – Do not wait until you reach a crisis to talk with a crisis counselor. They have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.*

## Calendar of Topics and Readings

Day Date	#	Instr	Topic	Barlow text	Lambert text	Heaton text	Supplemental Readings
Tu 5/14	1	LW RG DD	Intro to course. Preparations for conducting psychotherapy. Active listening skills. Necessary & sufficient conditions for change – Person-Centered $\Psi$ Tx.		1 Intro & historical overview	Intro, 1 Observation 2 Eval/Assessmt 4 Rapport	Rogers 1992
Th 5/16	2	RG	Panic disorder. Post-traumatic stress disorder.	1 Panic d/o 2 PTSD			
Tu 5/21	3	LW DD RG	Clinical interviewing.			3 First session, Dx/Tx 5 Tx interviewing	Aklin & Turner 2006
Th 5/23	4	RG	Social anxiety disorder. Obsessive-compulsive disorder.	3 Soc anx d/o 4 OCD			
Tu 5/28	5	RG DD LW	Tx/o alcohol abuse. Structural issues: boundaries, goal-setting, developing client expectations for change, etc.	12 Alcohol use d/o		7 Predicaments and ethical dilemmas	
Th 5/30	6	LW	Charting – treatment planning, problem listing, note writing in the problem-oriented medical record (POMR) format; Supervision		19 Training & superv in $\Psi$ tx	9 Making the most of supervision	
Tu 6/4	7	LW RG DD	Behavioral Interventions. Interpersonal Therapy.	7 Interpers $\Psi$ tx	10 Behavior therapy with adults		
Th 6/6	8	LW	Class canceled due to approaching Tropical Storm Andrea.				
Tu 6/11	9	RG DD LW	Methodology, design and evaluation.		2 Meth, design, eval		
Th 6/13	10	DD	Dynamic therapy.			8 Using yourself	Kohut, Cha 4 & 5; Blagys & Hilsenroth 2000
Tu 6/18	11	LW RG	CBT Process issues: resistance, dependence, transference, & counter-transference.	6 Cog $\Psi$ tx dep	11 Cognitive & cognitive behav txs		
Th 6/20	12	RG DD RG	Practice-oriented research.		4 Practice-orient res		
Tu 6/25	X	X	WEEK OF SUMMER BREAK				
Th 6/27	X	X	WEEK OF SUMMER BREAK				
Tu 7/2	13	LW	Relaxation training; Cultural Context of Therapy				Goldfried & Davison, 1994;
Th 7/4	X	X	HOLIDAY				
Tu 7/9	14	RG LW	Efficacy and effectiveness.		6 Effic & effectivns		
Th 7/11	15	DD	Axis II disorders.	9 DBT for BPD		6 Managing emergencies & crisis	Masterson Cha 6 & 10
Tu 7/16	16	RG	Client's role in psychotherapy.		7 Client variables		
Th 7/18	17	RG	Treatment of eating disorders. Behavioral medicine and clinical health psychology.	14 Eating d/o's	17 Behavioral med		
Tu 7/23	18	LW DD RG	Acceptance and commitment therapy.				Luoma, Cha's 1 & 2

Th 7/25	19	DD	Crisis management, suicidality, parasuicidality. Cocaine dependence.	13 Drug abuse & dependence			Morrison & Downey 2000
Tu 7/30	20	LM DD RG	Motivational Interviewing: Theory and Technique.				Miller and Rose, 2009
Th 8/1	21	DD	Pharmacological treatments to psychological interventions.		16 Ψtx + pharmacotx		
Tu 8/6	22	tbd	Child and Family Psychotherapy.		14 Ψtx for children and adolescents		Kendall, Robin, et al 2005
Th 8/8	23	DD	Diversity Issues				Watters 2010

**Disclaimer:** Unless otherwise indicated, the readings shown above are required.

\*: This is a recommended but not required reading.

DD: Dr. Duane Dede; LW: Dr. Lori Waxenberg; RG: Dr. Robert Guenther; LM: Dr. Lisa Merlo;

tbd: to be determined

Initials with strike-through indicate faculty not able to attend that class.

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.**

Materials for this course can be found on the Share Drive here:

S:\CP-Student\CLP 6407 Psychology Treatment I Materials

Readings for the first 2 weeks or so of classes can be found here:

S:\CP-Student\CLP 6407 Psychology Treatment I Materials\READINGS from texts first 2 weeks only

**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/>