

**Syllabus for
Adult Intervention, PSY 726
Fall 2016**

Learning objectives:

1. Students will gather knowledge about interventions from each of the broad psychotherapeutic traditions in order to be in a position to integrate these approaches into a coherent theoretical orientation.
2. Students will gain an understanding for the *process* of psychotherapy and common therapeutic factors in order to develop skills necessary to deliver interventions within the context of a process-oriented therapy.
3. Students will conceptualize cases according to different theoretical orientations in order to write-up impressions in an intake report.
4. Students will increase skill and comfort level handling difficult issues in psychotherapy, such as non-adherence, suicidal ideation/intent, and ruptures in the therapeutic alliance in order to better address high-risk clients.

Required Books

Bender, S., & Messner, E. (2003). *Becoming a therapist: What do I say, and why?* New York, NY: Guilford.

Book, H. E. (1998). *Brief psychodynamic psychotherapy: The core conflictual relationship theme method.* Washington, DC: American Psychological Association.

Elliot, R., Watson, J. C., Goldman, R. N., & Greenberg, L. S. (2004). *Learning emotion-focused therapy: The process-experiential approach to change.* Washington, DC: American Psychological Association.

Luoma, J. B., Hayes, S. C., & Walser, R. D. (2007). *Learning ACT: An acceptance & commitment therapy skills manual for therapists.* Oakland, CA: New Harbinger

Wright, J. H., Basco, M. R., Thase, M. E. (2006). *Learning cognitive-behavior therapy: An illustrated guide.* Washington, DC: American Psychiatric Publishing.

Course Requirements

1. **Class Participation** – In total, class participation will make up 13% of your grade (52 points). In order to get the most out of this class, it is very important that everyone be engaged and regularly participate, by completing out-of-class assignments, asking questions or making comments about these assignments in class, and **actively participating in role plays**.
2. **Quizzes** – At the beginning of each class there will be a short quiz that covers material from the reading for that week. There will be a total of 14 quizzes, and I will drop your 2 lowest quiz scores. In other words, 12 quizzes (worth 4 points each) will count toward your grade, for a total of 12% of your final grade (48 points).
3. **Discussion Questions** – The Tuesday before class, each of you will be asked to email me (at jason.holland@unlv.edu) two discussion questions by 5pm based on the readings and/or experiential exercise for that week. Discussion questions will make up 15% of your grade (60 points). If your questions are on time, relevant to the topic for that week, and generally

reflect completion of the readings, you will receive full credit. Five points will be deducted if questions for a given week are incomplete or not sent.

Discussion questions can represent topics that you think would be interesting to discuss in some depth in class or may also reflect issues that you feel like need clarification (i.e., things you didn't quite understand, topics you felt weren't covered in enough depth). If you notice connections (or inconsistencies) between different readings, that may also be good fodder for a discussion question. Although a substantial portion of each class will be devoted to group discussion, it is unlikely that every question will be discussed. Still, these questions are helpful from the standpoint of helping me gauge topics of particular interest to the class and issues that need further clarification. The focus of class the following day may be adjusted based on your questions.

4. **Out-of-Class Peer Role Plays** – Although you will be encouraged to informally practice different therapeutic techniques out of class a number of times, on three occasions during the semester you will be asked to audio record yourself role playing a particular technique with another student and turn in these recordings for feedback. Each of these will make up 5% of your grade (20 points), for a total of 15%. If these recordings are turned in on time and reflect an honest effort to master the technique, you will receive full credit.
5. **Graded Role Plays** – On three occasions during the semester, you will also be asked to perform a 5-7 minute role play with me during class or during a schedule appointment out of class. These role plays will be videotaped and scored on different criteria. Each of these role plays will make up 5% of your grade (20 points), for a total of 15%. Detailed information about exactly how these role plays will be scored will be provided beforehand.
6. **Psychotherapy Process Paper** – After the first graded role play, focusing on empathic attunement, you will be asked to transcribe the 5-7 minute video-taped interaction and then do a self-assessment, rating yourself and commenting on areas of strength and weakness. This assignment will make up 15% of your grade (60 points). More details about this assignment will be provided later in the semester.
7. **Intake Report** – You will also be asked to write a standard intake report (as you might write in the university clinic) for a hypothetical client, which will include information about the presenting problem, personal history, current mental status/behavioral observations, diagnostic impressions, and treatment plan. This assignment will make up 15% of your grade (60 points). More details about this assignment will be provided later in the semester.

Grading

Class Participation	52 points	13%
Quizzes	48 points	12%
Discussion Questions	60 points	15%
Out-of-Class Peer Role Play #1	20 points	5%
Out-of-Class Peer Role Play #2	20 points	5%
Out-of-Class Peer Role Play #3	20 points	5%

Graded Role Play #1	20 points	5%
Graded Role Play #2	20 points	5%
Graded Role Play #3	20 points	5%
Psychotherapy Process Paper	60 points	15%
Intake Report	60 points	15%
Total	400 Points	100%

Grading Scale

A	=	370 - 400	(93% - 100%)
A-	=	358 - 369	(90% - 92%)
B+	=	346 - 357	(87% - 89%)
B	=	330 - 345	(83% - 86%)
B-	=	318 - 329	(80% - 82%)
C+	=	306 - 317	(77% - 79%)
C	=	290 - 305	(73% - 76%)
C-	=	278 - 289	(70% - 72%)
D+	=	266 - 277	(67% - 69%)
D	=	250 - 265	(63% - 66%)
D-	=	238 - 249	(60% - 62%)
F	=	237 ↓	(Below 60%)

Diversity Statement

Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and the appreciation of different cultural and socioeconomic group practices. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Academic courses will aim at providing opportunities for students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation as they can be related to course content. The University of Nevada, Las Vegas has adopted policies prohibiting discrimination based upon race, sex, disability, or sexual orientation. In addition, the American Psychological Association has explicit policies regarding the issues of and writing about race, gender, class, sexual orientation, disability, ethnicity, and religion. You may find information on these standards in the APA Publication Manual or on the APA webpage: <http://apa.org/pi/oema/>.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at:

<http://studentconduct.unlv.edu/misconduct/policy.html>.

Copyright

The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you.

If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to Dr. Holland during office hours so that **you** may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach Dr. Holland before or after class to discuss your accommodation needs.

Religious Holidays Policy

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, **February 3, 2016**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Incomplete Grades

The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring

The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

Rebelmail

By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

LIBRARY STATEMENT

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>

Course Schedule

<u>Date</u>	<u>Topic</u>	<u>Reading</u>	<u>Assignment</u>
Jan 20 th	Introduction to the course, Psychotherapy outcome and process	Aronov & Brodsky, 2009; Shedler, 2010; Wampold, 2010	
Jan 27 th	Emotion-Focused Therapy: Introduction and Basic Skills	Elliot: Chapters 1, 2, & 7	
Feb 3 rd	Emotion-Focused Therapy: Chairing	Elliot: Chapters 4, 5, 6, & 11	
Feb 10 th	Emotion-Focused Therapy: Working with Couples and Unresolved Interpersonal Issues	Elliot: Chapter 12; Johnson, 2008	Graded role play #1: Empathic attunement
Feb 17 th	Suicidal/Homicidal Intent, Abuse, and Confidentiality	Bender: Chapter 11; Stanley & Brown, 2012; Stith & McCollum, 2011; Welfel et al., 2000; Younggren & Harris, 2008	Out of class role play #1: Chairing
Feb 24 th	Cognitive Behavioral Therapy: Cognitive Restructuring	Wright: Chapters 1, 3, 4, & 5	
Mar 2 nd	Cognitive Behavioral Therapy: Behavioral Activation	Wright: Chapter 6	Psychotherapy process paper due
Mar 9 th	Cognitive Behavioral Therapy: Exposure-Based Interventions & Working with Specific Problems	Wright: Chapters 7, 9, & 10	Out of class role play #2: Cognitive restructuring
Mar 16 th	No-Shows/Late Arrivals, Non- Adherence, and Therapeutic Ruptures	Bender: Chapter 10 and 15; Elliot: Chapter 8; Safran & Muran, 2000	In-class role play #2: Managing suicidal ideation
Mar 23 rd	SPRING BREAK		
Mar 30 th	ACT: Part I	Luoma: Chapters 1, 2, & 3	

Apr 6 th	ACT: Part II	Luoma: Chapters 4, 5, & 6	
Apr 13 th	ACT: Finishing-up, Report Writing and Case Conceptualization	Luoma: Chapters 7 & 8	Graded role play #3: Non-adherence
Apr 20 th	Brief Psychodynamic Therapy: Part I	Book: Chapters 1, 2, 3, 4, 5 & 6	
Apr 27 th	Brief Psychodynamic Therapy: Part II	Book: Chapters 7, 8, 9, 10, & 11	Out of class role play #3: Core conflictual relationship
May 4 th	Wrapping Up: Finding a Therapeutic Approach that is Right for You	Truscott, 2010	Intake report due

*Please note that this is a tentative schedule