In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.5121 V/TDD] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation (LOA) from The Student Accessibility Resource Center.

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s Title IX Sexual Misconduct Assault Policy (#0.2070) at https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf. Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

Course Description/Prerequisites:
Prerequisite: Permission of Instructor
Continuation of 641 with emphasis on group, family, and marital psychotherapy.

Required Texts:

Objectives of the course:
At the end of this course, you should be able to:
1. describe the major tenets of Acceptance and Commitment Therapy (ACT);
2. understand the theoretical underpinnings of ACT;
3. ethically apply ACT to clients you see in therapy;
4. determine whether clients are appropriate for ACT;
5. create treatment plans using ACT techniques;
6. address therapeutic plateaus within ACT;
7. problem-solve within ACT to help address shifts within the therapy process and therapeutic plateaus;
8. understand how and when to terminate clients; and
9. apply the techniques to avoid typical pitfalls to your own practice with clients.

Program Learning Objectives:
This course meets the following learning objectives for the Doctor of Psychology in Applied Psychology Program:
1.3. Apply to evidence-based practice their knowledge derived from the study of human development, individual differences, maladaptive behavior, and pathology.
1. Apply evidence-based practice to assess and define problems and to develop and implement interventions relying on their knowledge of theories and methods.

1.7. Evaluate the outcomes of treatments and practices and modify their practice based on that evaluation.

3.1. Demonstrate command of contemporary advances in the field with regard to scientific and theoretical advancements in general and those affecting their realm of practice in particular.

**Evaluation:**

Grades for the class will be calculated from the percentage of points earned out of the possible points. The following percentages of total points will be used to determine exam and semester grades: >90 = A, 89-80 = B, 79-70 = C, 69-60 = D, <60 = F.

**Required Activities:**

1. There will be two (2) take-home exams during the course of the semester, one due as a mid-term exam and one due as a final exam. Each will be worth 75 points for a total of 150 points.

2. Each student will be required to present at least four (4) sessions with clients. Sessions must be videotaped or audiotaped. Evaluations of student ability will be done in weekly supervision sessions. These evaluations will be worth a total of 200 points. Of these, 120 points will be based on conducting therapy (30 points per therapy session for 4 therapy sessions) and 80 points will be based on providing feedback to classmates on their therapy sessions (4 points per feedback for 20 feedbacks). Supervision sessions will occur no more frequently than once per week.

3. Students will present two (2) case studies of past or current clients. Each will be worth 50 points for a total of 100 points.

4. Students will provide two (2) appropriate articles for the class to read. Each article provided in a timely manner will be worth 25 points for a total of 50 points.

**Attendance:** You are adults and do not need my supervision. To that end, I will not take attendance during specific class periods. Attendance is not mandatory. However, you will be responsible for the materials presented in class, and will miss out on valuable practice time. Therefore, if you miss class, you will need to make arrangements to get any notes from a classmate and schedule practice time with myself. Further, by missing class, you miss out on any points that could be earned in that class (such as via providing feedback to your classmates).

**Skill Evaluation:** Part of a psychotherapy course is reviewing actual psychotherapy performed. In this class, you will be given an opportunity to enhance not only your own skill set, but also the skills of your fellow students. You will be expected to provide feedback to your fellow therapists on their ability to provide therapy interventions to their clients.

For the session review, students will be evaluated on their abilities to perform Acceptance and Commitment Therapy (ACT) interventions, the rapport they have with clients, and their ability to receive and incorporate feedback.

Students will also be expected to provide feedback to their peers. They will be evaluated on their ability to provide positive (what the therapist did well) as well as negative (what the therapist needs to improve) feedback. Students will be expected to complete 12 evaluations of their peers worth 5 points each. No more than 2 evaluations will be counted per week.

**Case Studies:** Each student will present two case studies of either current or former clients. In general, case studies present an overview of a client, including the background history, presenting problem, and history of intervention. For this class, we will be interested in the following information in relation to each case study:

- Why the student is presenting the case (i.e., what information/assistance do you want from the audience)
- A brief history of the problem
- Diagnosis (both DSM-IV and DSM-5)
- Reason for the referral to therapy
- Environmental Stressors that affect therapy
- Treatment history looking at effective and ineffective interventions
- How to apply ACT with the client (even if the client has been terminated)

**Readings:** All students are expected to contribute to the educational atmosphere of the course. To that end, students are required to find two current (i.e., within the last 10 years) peer reviewed journal articles that are related to the course topic areas. Due dates for each student are listed below.

**Class Format:** It is well known that the standard lecture format is a relatively poor method of teaching. Numerous studies have shown that learning is increased when classes involve active participation of students and provide immediate feedback regarding that participation. The lecture method, on the other hand, is the epitome of passive behavior for most students. The procedure that we will follow is designed to make use of some of what is known (and/or I think) about how to increase learning.

I expect this class to be almost completely interactive. I want you to take ownership of the class and the learning experiences within it. I can facilitate the learning experiences, but I really want the direction to come from students. To that end, we will have class discussions of reading materials, not class lectures. You will need to read the assigned material prior to the class, or we will not be able to discuss it.
Clients: As this is a psychotherapy class, all students are expected to see clients. We will discuss from where the clients will be drawn throughout the semester. There are some likely options through Departmental connections, but any connections students have will definitely be appreciated (and exploited). Sessions should be 50-minute hour sessions.

Supervision: Students are expected to incorporate feedback from supervision into their next psychotherapy session with the client. To that end, supervision is most effective if it occurs in between therapy sessions. Thus, students will be limited to presenting via video one client session per week. This will facilitate a) incorporating feedback into future sessions; and b) not procrastinating.

All students will be expected to briefly discuss clients with whom they are using ACT and describe the successes and difficulties they have with the clients.
# APPROXIMATE CLASS SCHEDULE AND ASSIGNMENTS

I reserve the right to assign additional readings. It is the responsibility of the student to remain at least one week ahead in the readings.

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Chapter Readings</th>
<th>Additional Readings</th>
<th>Case Presentations</th>
<th>Articles</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 8/22</td>
<td>Harris Intro &amp; Ch. 1</td>
<td>Arch &amp; Craske (2008)</td>
<td>Toy Mitchell</td>
<td>Rick</td>
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<tr>
<td>Week 2: 8/29</td>
<td>Harris Ch. 2 &amp; 3</td>
<td>Pakenhan (2015)</td>
<td>Wade McGuire</td>
<td>Sara Wilson</td>
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<td>Week 3: 9/5</td>
<td>Harris Ch. 4 &amp; 5</td>
<td>Poorman (2003) Ch 2</td>
<td>Jamie Bender</td>
<td>Jamie Bender</td>
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<td>Week 4: 9/12</td>
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<td>Wade McGuire</td>
<td>Questions for Midterm Due</td>
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<tr>
<td>Week 5: 9/19</td>
<td>Harris Ch. 6 &amp; 7</td>
<td>Jamie Bender</td>
<td>Jamie Bender</td>
<td>Wade McGuire</td>
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<tr>
<td>Week 6: 9/26</td>
<td>Harris Ch. 8 &amp; 9</td>
<td>Sara Wilson</td>
<td>Rutuja Chinchankar</td>
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<tr>
<td>Week 7: 10/3</td>
<td>Harris Ch. 10 &amp; 11</td>
<td>Rutuja Chinchankar</td>
<td>Rocky Cook</td>
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<td>Week 8: 10/10</td>
<td>Harris Ch. 12 &amp; 13</td>
<td>Jennings et al. (2005)</td>
<td>Rocky Cook</td>
<td>Toy Mitchell</td>
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<td>Week 9: 10/17</td>
<td>Harris Ch. 14 &amp; 15</td>
<td>Kottler Ch. 1 &amp;2</td>
<td>Wade McGuire</td>
<td>Midterm Exam Due</td>
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<td>Week 10: 10/24</td>
<td>Kottler Ch. 5&amp;6</td>
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<td>Toy Mitchell</td>
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<td>Week 11: 10/31</td>
<td>Kottler Ch. 7&amp; 8</td>
<td>Wade McGuire</td>
<td>Rutuja Chinchankar</td>
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<tr>
<td>Week 12: 11/7</td>
<td>Kottler Ch. 9&amp; 10</td>
<td>Rutuja Chinchankar</td>
<td>Rocky Cook</td>
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<td>Week 13: 11/14</td>
<td>Kottler Ch. 11 &amp; 12</td>
<td>Jamie Bender</td>
<td>Jamie Bender</td>
<td>Questions for Final Due</td>
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<td>Week 14: 11/21</td>
<td>Kottler Ch. 13 &amp; 14</td>
<td>Rocky Cook</td>
<td>Sara Wilson</td>
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<td>Week 15: 11/28</td>
<td>Kottler Ch. 15, 16, 17</td>
<td>Sara Wilson</td>
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<td><strong>Finals Week:</strong></td>
<td><strong>12/5-12/9</strong></td>
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**Complete Reading List:**


