

PSY 642-500
Clinical Interviewing and Psychotherapy
Fall 2017

Instructor: Rick Grieve, Ph.D.
Office: 3018 Gary Ransdell Hall
MWThF 8:00-9:00; ThF 1:00-2:00; by appointment
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Class Time: T 5:15 pm to 8:15 pm

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Course Description/Prerequisites:

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

Required Texts:

Harris, R. (2009). *ACT made simple: An easy-to-read primer on Acceptance and Commitment Therapy*. Oakland, CA: New Harbinger Press.
Kottler, J. A., & Carlson, J. (2014). *On being a master therapist: Practicing what you preach*. Hoboken, NJ: Wiley.

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.

1.5. 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.

Week/Dates	Chapter Readings	Additional Readings	Case Presentations	Articles	Due Dates
Week 1: 8/22					
Week 2: 8/29	Harris Intro & Ch. 1	Arch & Craske (2008) Pakenhan (2015) Poorman (2003) Ch 2	Toy Mitchell	Rick	
Week 3: 9/5	Harris Ch. 2 & 3		Wade McGuire	Sara Wilson	
Week 4: 9/12	Harris Ch. 4 & 5				
Week 5: 9/19	Harris Ch. 6 & 7		Jamie Bender	Jamie Bender Wade McGuire	Questions for Midterm Due
Week 6: 9/26	Harris Ch. 8 & 9		Sara Wilson	Rutuja Chinchankar	
Week 7: 10/3	Harris Ch. 10 & 11		Rutuja Chinchankar	Rocky Cook	
Week 8: 10/10	Harris Ch. 12 & 13 Kottler Ch. 1 & 2	Jennings et al. (2005)	Rocky Cook	Toy Mitchell	
Week 9: 10/17	Harris Ch. 14 & 15 Kottler Ch. 3 & 4			Wade McGuire	Midterm Exam Due
Week 10: 10/24	Kottler Ch. 5&6		Toy Mitchell	Toy Mitchell	
Week 11: 10/31	Kottler Ch. 7& 8		Wade McGuire	Rutuja Chinchankar	
Week 12: 11/7	Kottler Ch. 9& 10		Rutuja Chinchankar	Rocky Cook	
Week 13: 11/14	Kottler Ch. 11 & 12		Jamie Bender	Jamie Bender	Questions for Final Due
Week 14: 11/21	Kottler Ch. 13 & 14		Rocky Cook	Sara Wilson	
Week 15: 11/28	Kottler Ch. 15, 16, 17		Sara Wilson		
Finals Week: 12/5-12/9					Final Exam Due Tuesday, 12/7, 5:00-8:00 pm

Complete Reading List:

- Arch, J. J., & Craske, M. G. (2008). Acceptance and Commitment Therapy and Cognitive Behavioral Therapy for anxiety disorders: Different treatments, similar mechanisms? *Clinical Psychology: Science and Practice*, 15, 263-279.
- Harris, R. (2009). *ACT made simple: An easy-to-read primer on Acceptance and Commitment Therapy*. Oakland, CA: New Harbinger Press.
- Jennings, L., Hanson, M., Skovholt, T. M., & Grier, T. (2005). Searching for mastery. *Journal of Mental Health Counseling*, 1, 19-31.
- Kottler, J. A., & Carlson, J. (2014). *On being a master therapist: Practicing what you preach*. Hoboken, NJ: Wiley.
- Pakenhan, K. I. (2015). Investigation of the utility of the acceptance and commitment therapy (ACT) framework for fostering self-care in clinical psychology trainees. *Training and Education in Professional Psychology*, 9, 144-152.
- Poorman, P. B. (2003). *Microskills and theoretical foundations for professional helpers*. Boston: Allyn & Bacon.