

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: Psychology_____

Course No. __PD683__

Title of Course: _Psychotherapeutic Techniques_____

Date: __August 1, 2015_

Please check: X New
 Revision

I. Catalog Description (Credit Hours of Course): Students gain experience in clinical interviewing, mental status exams, psychodiagnostic methods, and initial therapeutic interventions. (0)

II. Co- or Prerequisite(s):

III. Purposes or Objectives of the Course (optional):

- 1) Understand the phases of interviews and of therapeutic processes.
- 2) Practice several therapeutic techniques.
- 3) Understand and practice specific styles appropriate to different stages of treatment.

Add additional Objectives as needed

IV. Student Learning Outcomes (Minimum of 3):

- 1) The student will describe the phases of clinical interviews and the phases of the therapeutic process.
- 2) The student will demonstrate successful use of therapeutic techniques at a practicum site.
- 3) The student will describe when and for what reasons medical or other interventions should be integrated into psychological therapy.

Add additional SLOs as needed

V. Optional departmental/college requirements:

- A.
- B.

VI. Course Content or Outline (Indicate number of class hours per unit or section):

- A. See syllabus attached.
- B.
- C.

Please Attach copy of class syllabus and schedule as an example

Signature: _____
Chair

Date: _____

Signature: _____
Dean

Date: _____

**PONCE HEALTH SCIENCES UNIVERSITY
CLINICAL PSYCHOLOGY PSY.D. PROGRAM**

COURSE TITLE	Psychotherapeutic Techniques
CODING	PSY 683
CREDIT HOURS	0 credits
CONTACT HOURS	250
PREREQUISITE	None
PROFESSOR	Job Description: Intervention - Psychotherapy
TEACHING ASSISTANT	
OFFICE HOURS	
EMAIL ADDRESS	
SEMESTER	

COURSE DESCRIPTION:

While placed in a community agency during the first semester of the second year the student will attend this practicum to acquire therapeutic skills based upon the Learning Psychotherapy system. Multiple exercises will be performed by the student in the process of developing a solid and coherent set of readily accessible therapeutic competencies. The student will also share their experiences at their practicum sites and will learn how to integrate the skills learned in class to the work being done with patients.

GENERAL OBJECTIVE

To advance students to utilize effectively the basic techniques pertinent to an initial interview including but not limited to mental status examination, psycho diagnostic methods, and initial therapeutic interventions according to various psychotherapeutic modalities.

SPECIFIC OBJECTIVES

By the end of the semester the student will be able to:

- Distinguish the four phases of the interview and the four general phases of every therapeutic process.
- Practice the different therapeutic techniques most frequently utilized during each stage of treatment.
- Demonstrate the specific style developed to approach the different stages of treatment, especially the first stage where clients are engaged in the process.
- Operate effectively and smoothly some of the therapeutic techniques most frequently utilized to treat the basic dysfunction and/or psychopathological conditions.
- Apply with precision and responsibility multiple psychotherapeutic techniques taking into consideration the wellbeing of the patients served.
- Distinguish situations in which medical or other types of interventions are needed before or while engaging patient in psychotherapeutic interventions.
- Judge the limits of their professional role and of their levels of professional development while analyzing dangerous or unusual cases.
- Appreciate the need to take into consideration during treatment planning the larger systems in which patient's lives are embedded.
- Implement therapeutic techniques appropriate for the treatment of mental disorders.

COURSE CONTENT

Unit 1

Upon successful completion of this introductory unit to the Practicum students should have an understanding of the course lectures sequence and general policies of the different practicum sites.

- A. Discussion of classes' format and didactic component
- B. Review of history taking
- C. General guidelines of practicum sites

Assigned Readings:

Module 1. Beitman, B. & Yue D. (2004). *Learning Psychotherapy: A time-efficient, research based, and outcome-measured psychotherapy training program*. New York: WW Norton.

Unit 2 (two sessions)

Upon successful completion of this unit students should have an understanding of the basic listening skills for clinical interviews.

- A. Discussion of the self-evaluation form for module 1.
- B. Review of the four general phases of every therapeutic process.
- C. Case discussions
- D. Discussions of students' first experiences

Assigned Readings:

Module 2. Beitman, B. & Yue D. (2004). *Learning Psychotherapy: A time-efficient, research based, and outcome-measured psychotherapy training program*. New York: WW Norton.

Unit 3 (two sessions)

Upon successful completion of this unit students should have an understanding of the different verbal response modes and intentions during psychotherapy.

- A. Discussion of the self-evaluation form for module 2.
- B. Role play with a case designed to measure the clinical skills learned in the first two modules.
- C. Discussion of module's questionnaires.

Assigned readings:

Module 3. Beitman, B. & Yue D. (2004). *Learning Psychotherapy: A time-efficient, research based, and outcome-measured psychotherapy training program*. New York: WW Norton.

Samstag, L. (2006). The working alliance in psychotherapy: An overview of the invited papers in the special section. *Psychotherapy: Theory, Research, Practice, Training*, 43(3), 300-307.

Suggested readings:

Horvath, A. O., Del Re, A. C., Flückiger, C., & Symonds, D. (2011). Alliance in individual psychotherapy. *Psychotherapy*, 48(1), 9-16.

Shirk, S. R., Karver, M. S., & Brown, R. (2011). The alliance in child and adolescent psychotherapy. *Psychotherapy*, 48(1), 17-24.

Unit 4

Upon successful completion of this unit students should have an understanding of the importance of working alliance with patients.

- A. Discussion of the self-evaluation form for module 3.
- B. Discussion of research papers related to the psychotherapeutic alliance.
- C. Vignette presentations

Assigned reading:

Module 4. Beitman, B. & Yue D. (2004). *Learning Psychotherapy: A time-efficient, research based, and outcome-measured psychotherapy training program*. New York: WW Norton.

Unit 5 (two sessions)

Upon successful completion of this unit students should have an understanding of the inductive reasoning to determine patterns.

- A. Discussion of the self-evaluation form for module 4.
- B. Discussions of psychotherapy transcriptions to determine patterns.
- C. Case discussions.
- D. Discussion of module's questionnaires.

Assigned reading:

Module 5. Beitman, B. & Yue D. (2004). *Learning Psychotherapy: A time-efficient, research based, and outcome-measured psychotherapy training program*. New York: WW Norton.

Unit 6 (two sessions)

Upon successful completion of this unit students should have an understanding of the different strategies for change in psychotherapy.

- A. Discussion of the self-evaluation form for module 5.
- B. Discussions of psychotherapy transcriptions to determine strategies for change.
- C. Case discussions.

D. Discussion of module's questionnaires.

Assigned reading:

Module 6. Beitman, B. & Yue D. (2004). *Learning Psychotherapy: A time-efficient, research based, and outcome-measured psychotherapy training program*. New York: WW Norton.

Unit 7

Upon successful completion of this unit students should have an understanding of the resistance in psychotherapy.

- A. Discussion of the self-evaluation form for module 6.
- B. Vignette presentations
- C. Case discussions.
- D. Discussion of module's questionnaires.

Assigned reading:

Module 7. Beitman, B. & Yue D. (2004). *Learning Psychotherapy: A time-efficient, research based, and outcome-measured psychotherapy training program*. New York: WW Norton.

Suggested reading:

Hayes, J. A., Gelso, C. J., & Hummel, A. M. (2011). Managing countertransference. *Psychotherapy*, 48(1), 88-97.

Unit 8

Upon successful completion of this unit students should have an understanding of the transference and countertransference in psychotherapy.

- A. Discussion of the self-evaluation form for module 7.
- B. Discussion of research papers related to transference and countertransference.
- C. Vignette presentations
- D. Discussion of module's questionnaires.

Integration session

A session is provided to integrate skills learned in the previous 8 units. It offers a space for the critical analysis of your ongoing clinical cases.

- A. Case presentations

Assigned reading:

Module 8. Beitman, B. & Yue D. (2004). *Learning Psychotherapy: A time-efficient, research based, and outcome-measured psychotherapy training program*. New York: WW Norton.

Unit 9

Upon successful completion of this unit students should have an understanding of the termination process in psychotherapy.

- A. Discussion of the self-evaluation form for module 8.
- B. Discussions of psychotherapy transcriptions.
- C. Case discussions.
- D. Vignette presentations
- E. Discussion of module's questionnaires.

Final session

A final session is conducted to summarize the skills student should have at this level and to discuss challenges encountered during the practicum. Feedback from students is also recollected during this session.

TEACHING STRATEGIES AND ACTIVITIES

- ❖ Homework assignments
- ❖ Completion of self-evaluation forms
- ❖ Role playing
- ❖ Case summaries through which complete interventions are presented for discussion and feedback.

RESOURCES

- ❖ Assigned journal reading material
- ❖ Audiovisual resources and aids
- ❖ Assigned topics and cases

STUDENT'S EVALUATION CRITERIA AND GRADING SYSTEM:

- ❖ The evaluation to be performed by the supervisor at the practicum site = 50%
- ❖ The evaluation done by the Practicum professor = 50%
- ❖ By obtaining "Pass" from both sources of evaluation, the student will approve the Practicum.

OTHER IMPORTANT INFORMATION

Diversity Statement

Diversity relates to the acknowledgement of the human condition in all manifestations; its similarities and differences. Diversity seeks to understand different biopsychosocial experiences. It strives towards the human values of equality, respect, and acceptance, within a multicultural world whose boundaries have been overshadowed by technology and globalization. Diversity is the antithesis to oppression in all its manifestations (e.g. sexism, racism, exploitation) and to discrimination in any form, including discrimination due to sexual orientation, physical (dis) Abilities, socioeconomic status, worldviews, places of origin, cultural orientation, primary language, or to any other human characteristic, preference or state.

The notion of diversity is central to the study of human behavior. It requires the development of self-awareness of prejudiced attitudes. It includes understanding of differences in worldviews associated to the psycho-cultural and psycho-economic background of recipients of psychological services. Our training program promotes the awareness of subtle and "invisible" prejudice (e.g. homophobia) acquired during formative years.

Request for Reasonable Accommodations

Students in need of accommodation based on the impact of a disability should contact the professor privately to discuss the specific need. Students with documented disabilities should contact the Academic Deanship Office to coordinate reasonable accommodations.

Attendance Policy

After three absences for a 3 credit course, or 2 absences for a 2 credit course, the student will automatically be dropped from the class unless the professor recommends otherwise. The complete institutional attendance policy is included in the Appendix.

Honor Code Reminder

Any violation of the ethical dispositions of our institution or program will be automatically referred to the corresponding authorities. For the present course, plagiarism may lead to obtaining a grade of "0" on the plagiarized work and this would most probably lead to a failing grade in the course. Students found to violate this policy may be referred to the institutional Promotions Committee with a recommendation of dismissal from the program. The complete plagiarism policy is included in the Appendix.

Note

This syllabus is a guide and is subject to change according to circumstances that may arise during the semester. Students are responsible for all announced changes in the syllabus.

TEXTBOOK

Beitman, B. & Yue D. (2004). *Learning Psychotherapy: A time-efficient, research based, and outcome-measured psychotherapy training program*. New York: WW Norton.

BIBLIOGRAPHY

Gaylin W. (2001). *How Psychotherapy Really Works*. McGraw-Hill Company.

Gurman, A. Messer, S. (2005). *Essential Psychotherapies: Theory and Practice* (2 Ed). The Guilford Press.

Haley, J. (2005). *Strategies of Psychotherapy*. Crown House Publishing.

Horrocks R. (2002). *Foundations of Psychotherapy: An Introduction to Individual Therapy*. Palgrave Macmillan.

Mayer, J. (2004). How does Psychotherapy Influence Personality? A Theoretical Integration. *Journal of Clinical Psychology*, 60, 1291-1315.

Siefert, C. Hilsenroth, M., Weinberger, J. Blagys, M. Ackerman, S. (2006). The relationship of patient defensive functioning and alliance with therapist technique during short-term psychodynamic psychotherapy. *Clinical Psychology & Psychotherapy*, 13, 20-33.

Tompkins M. (2004). *Using Homework in Psychotherapy: Strategies, Guidelines and Forms*. The Guilford Press

APPENDIX

INSTITUTIONAL ATTENDANCE POLICY

Attendance at lectures and laboratory exercises is mandatory unless excused because of illness or by previous authorization of the professor in charge of the course. Each department will decide the relative weight to be given to the attendance in calculating the final grade.

Attendance to clinical activities involving patients, patient models, and similar types of activities is considered part of the students' professional responsibility and is mandatory. Absence may be excused after the student consults with the respective department chairperson. Three unexcused absences may adversely affect the final grade for a course.

Incomplete work due to illness or other serious circumstances during the course will be handled according to departmental policies, which must be provided to the students in writing at the beginning of each term. Faculty are not obligated to repeat lecture/laboratory topics that were presented at scheduled times and dates.

PROGRAM POLICY ON ACADEMIC HONESTY AND PLAGIARISM

There are different ways in which a student may incur in one of the various forms of academic dishonesty. Lack of knowledge does not justify academic dishonesty as common sense usually helps to prevent potentially problematic situations. In case of doubt, the standards of academic honesty call for the student to ask the professor or advisor. The most frequent form of academic dishonesty is plagiarism. According to the Random House Webster's college Dictionary plagiarism is: "the unauthorized use of the language and thoughts of another author and the representation of them as one's own. 2. something used and represented in this manner".

Our faculty recognizes that plagiarism in any of its forms and/or manifestation is a serious offense both in the academic and the professional world. Some of the acts that constitute plagiarism are:

- a. using words or thoughts of authors without giving due credit.
- b. presenting work done for one course to fulfill the requirements of another course (self-plagiarism).
- c. taking credit for phrases or ideas of other authors to produce a collage of ideas that have not been created by the student.
- d. not using quotation marks to identify the exact words of an author.
- e. taking information from Internet without citing the source.
- f. buying papers from the Internet or from other sources.
- g. Using another student's paper or clinical report to satisfy course requirements.

Each professor will evaluate alleged cases of academic dishonesty and will proceed to deal with each case according to institutional policies and procedures.