

ADVANCED COUNSELING – PSY 5683
4:30 – 7:15 pm, R, ED 302
SYLLABUS, FALL 2015

Instructor: Caleb W. Lack, Ph.D.
Office: Education 307F
Office Hours: 1-2 pm Mondays and Wednesdays, 1:30-4:30 pm Thursdays
Phone: 405-974-5456
Email: clack@uco.edu
Web: www.caleblack.com/psy5683.html

TEXTBOOKS

Lilienfeld, S.O., Lynn, S.J., & Lohr, J.M. (2015). *Science and Pseudoscience in Clinical Psychology, Second Edition*. New York: Guilford.
Persons, J.B. (2012). *The Case Formulation Approach to Cognitive-Behavior Therapy*. New York: Guilford.
Wright, J.H., Basco, M.R., & Thase, M.E. (2005). *Learning Cognitive-Behavioral Therapy: An Illustrated Guide*. Arlington, VA: American Psychiatric Publishing.
Barlow, D.H. (2007). *Clinical Handbook of Psychological Disorders: A Step-by-Step Treatment Manual (Fourth Edition)*. New York: Guilford.
Supplemental readings will be made available via the course website.

PREREQUISITES

Psych 5473 with a minimum grade of "B" and permission of instructor.

Before seeing clients in the clinic, **all students must:**

1. Obtain professional insurance
2. Undergo background checks (<http://www.uco.edu/ceps/Trak-1/faq.asp>)

GOALS & OBJECTIVES

From the UCO course catalog: "This course provides an in-depth view of the theories, therapeutic approaches, and empirically supported treatments specific to working with various individual client populations. Students will become familiar with the legal, ethical, and diversity issues applicable to the diagnosis and treatment of various types of individual clients and diagnoses. The course will employ didactic instruction, role play and classroom demonstration."

Specifically, this course will cover the theories and applications of behavioral (BT) and cognitive-behavioral (CBT) therapeutic approaches. We will explore a broad range of BT and CBT assessment and intervention strategies for adults. Skill development in BT/CBT will be accomplished through the use of demonstrations, role-playing, and videotapes. Specific goals for the class:

1. To understand and effectively utilize the following common factors in psychotherapy: therapeutic relationship, clients' readiness for change and motivation, clients' expectations, eliciting feedback, and instilling hope.
2. Become familiar with the basic theoretical tenets of a broad range of BT and CBT therapeutic approaches
3. Observe and practice the major techniques of BT and CBT therapies
4. Appreciate the potential for the application of BT and CBT principles and techniques to address diverse problems (e.g., mood disorders, panic, phobias, and anxiety states; substance use problems and relapse prevention; weight control; eating disorders; pain management)
5. Critically examine how one can adopt these theories and techniques for use with individuals from different cultural contexts
6. Be able to demonstrate a skill set consistent with that needed for working in a mental health clinic; specifically, this means

- a. The student will appropriately conduct an intake interview and write a well-organized, informative intake summary. Informed consent and other treatment issues will be adequately addressed and documented.
- b. The student will demonstrate adequate listening and reflecting skills to facilitate the development of a therapeutic relationship as determined by supervisor observation (live and/or taped), evaluations, and client evaluations.
- c. The student will work with the client to set treatment goals which include operational definitions and measurable outcomes.
- d. The student will develop a treatment plan based on empirically validated techniques, particularly BT/CBT, the unique needs of the client (presenting problem, client perceptions, gender and culture issues), the scope of the student's skills, and the guidance of the supervisor.
- e. The student will appropriately schedule client sessions, including reserving a room, obtaining supervision between sessions, maintaining confidentiality, and handling client and/or student cancellations according to clinic policy.
- f. The student will keep timely and accurate records of client contact and sessions.
- g. The student will write a closing summary, close the case with the supervisor, and make certain all necessary and appropriate paper and DVD documentation of the treatment is in place in the file.
- h. The student will make appropriate use of supervision to develop and carry out appropriate treatments and further develop his/her skill set (diagnosing, treatment interventions, note, report, and treatment plan writing, professional interpersonal communication, consultation, case presentation).
- i. The student will demonstrate openness to feedback in supervision (group and individual supervision). Students who become defensive, as evidenced by overly justifying why they did something, not being able to hear feedback, not following through on feedback, may lose up to 200 points on this assignment and will not pass the class.

This is a competency-base course, which means that each student is expected to demonstrate a certain level of clinical competency before moving to the course "Competency-Based Counseling" in the spring. Students' clinical skills will be assessed through multiple approaches: observation of students' clinical work, students' use of supervision and feedback, accuracy of students' self-evaluation, written evaluations completed by the professor (Professional Student Performance Evaluation and CBT Supervision Checklist). *Students' clinical skills will be discussed with the other clinical faculty.*

CLASS TIME & READINGS

This course will take a large amount of your time. You are expected to master a large volume of information in this class, and the assigned readings reflect this. Reading the material prior to class is required, as all members of class are expected to participate in discussion. I do not expect you to memorize the required readings, but instead come to class knowing the concepts contained in the readings and have questions concerning those concepts that are unfamiliar or confusing.

Each week we will focus on a different aspect of BT or CBT, as well as doing group supervision for students seeing clients. Notes to be signed, videos, etc. should be brought to each class period. Depending on how long supervision takes for each client, we may need to schedule individual supervision sessions outside of class during office hours.

Transformational Learning Objectives (a.k.a. UCO's "Central Six" Tenants)

The University of Central Oklahoma has identified six transformative learning objectives that place students at the center of their own active and reflective learning experiences. While any single class may not touch on all six tenants, this course offers opportunities for students to become engaged in four of the six tenants. It is the goal of the university, college, and department to support and foster transformative learning in order for students to develop competencies for all six tenants in order to become productive, creative, and ethically engaged citizens that are able to initiate action in leadership roles.

1. Discipline Knowledge: students explore, discuss, and practice the techniques, conventions, and processes that produce researched written arguments. (Course Objectives 1 and 2)

2. Leadership: students learn how to present claims and evidence fairly and civilly, to consider thoroughly and respond ethically to counter evidence and counterarguments, and to develop a clear, well-informed stance about ongoing issues or problems (Course Objective 5).
3. Problem Solving (Research, Scholarly, and Creative Activities)-students learn to analyze complex arguments, to produce arguments informed by careful research, and to document sources following academic conventions. (Course Objective 2)
4. Service Learning and Civic Engagement-in service learning sections, students research and write about a significant service learning experience; in other sections, students learn how the public use of argument has the potential to affect an audience and to effect a change in their communities (Course Objective 5).
5. Global and Cultural Competency: students read and write arguments about global and cultural issues and direct writing to diverse audiences. (Course Objectives 3 and 4)
6. Health and Wellness: students read arguments about, write arguments about, and discuss those intellectual, emotional, and spiritual issues that give human existence vitality and meaning. (Course Objectives 2, 3, 4)

GRADING

There are a total of three projects for this class, outlined below, worth 300 total points. In addition, the demonstration of fulfillment of goal #5 (above) will be worth an extra 200 points. Grades will be calculated as follows: 450 points + = A, 400-449 points = B, 350-399 points = C, 300-349 points = D, below 300 points = F.

Attendance and class participation

In-class role-play, demonstrations, and discussions are an integral part of this course. *Your attendance is required to pass this class.* If you miss two or more classes you will lose one letter grade from your final grade regardless of the reason for the absence. Missing a class without notifying the instructor ahead of time is unacceptable. You can only miss a class in cases of emergency (as determined by the professor). Your participation is required to pass this class. Participation during class discussions is defined as verbally contributing to class discussions.

Professional behavior

One of the goals of this class is to practice professional behavior, including not using electronics, being in class on time, acting respectful towards others. Violations of professional behavior will result in losing 10 points per each incident from your final grade. I will provide you with feedback if you are violating professional behavior.

Clinical Application (100 points)

Students who successfully meet goal # achieve all points. Students will lose points if they do not successfully meet one or more of the goals listed in #6. If a student demonstrates very poor skills in clinical application, they can lose up to 200 points for this assignment. If a student does not work with a client this semester, their final grade for the course will be calculated based on their performance on all other class assignments

Homework (100 points)

Several weeks you will be required to complete a homework assignment similar to what a client might do. There will be five of these, each worth 20 points. All will be discussed in class, so be ready to report on the results of each. The homework assignments:

1. Complete a daily activity log for 1 week, writing a one-page report about this experience and any challenges you encountered.
2. Complete a series of Thought Records for potentially maladaptive cognitions
3. Generate a fear and avoidance hierarchy for yourself and, with a classmate, perform an exposure to one of your lower-level fear stimuli.
4. Generate a relaxation tape (15-20 minutes) for use with an actual or hypothetical client
5. Using one of your classmate's relaxation tapes, practice it daily for two weeks and prepare a brief report (1-2 pages) on the results

What NOT do DO (100 points)

One of your texts, the Lilienfeld et al. book, focuses on helping you figure out what NOT to do in therapy – use pseudoscientific approaches. Each week you will be required to turn in a 1 page, single spaced review of the chapter(s) we are reading in that book (as seen on the outline below).

Video Reviews (100 points)

Each week you will be required to watch a video from the Counseling and Therapy Videos (part of VAST: Academic Video Online, accessed through the UCO Library website) or from me and hand in a 1 page, *single* spaced review and critique of the video. Each will be worth 10 points. Any reports over the 10 required to reach 100 points will be used as bonus points (maximum of 50 bonus). Although you can watch and report on any, the following are highly recommend videos:

- Becoming a Therapist: Inside the Learning Curve
- Brief Counseling: The Basic Skills
- Mixed Anxiety and Depression: A Cognitive-Behavioral Approach
- Motivational Interviewing
- Psychotherapy with the Unmotivated Patient
- Cognitive Behavioral Therapy & Mindfulness
- CBT for Anxiety in Adolescents (parts 1 and 2)
- CBT for Depressed Adolescents
- Cognitive Therapy for Challenging Problems
- I have DVDs of Jackie Persons and Judith Beck doing therapy that are both a MUST SEE

CLASS OUTLINE

Week 1	Course Introduction / Behavioral Principles & History
Readings	<p>Syllabus</p> <p>Thorpe & Olson chapter 2</p> <p>Nye, R.D. (1979). What are the basic concepts of Skinnerian psychology? In <i>What is B.F. Skinner Really Saying?</i>, pp. 22-64.</p> <p>Rachman, S. (1997). The evolution of cognitive-behaviour therapy. In D.M. Clark & C.G. Fairburn (Eds.), <i>Science and Practice of Cognitive Behaviour Therapy</i>, pp. 1-26.</p> <p>Staats, A.W. (1999). Valuable, but not maximal: It's time behavior therapy attend to its behaviorism. <i>Behaviour Research and Therapy</i>, 37, 369-378.</p> <p>Persons chapter 2-4</p> <p>Wright et al. chapter 1</p> <p>Lilienfeld et al. chapter 1</p>
Week 2	Case Formulation in CBT
Readings	<p>Persons chapter 1, 5-7</p> <p>Wright et al. chapter 2, 3</p> <p>Blagys, M.D., & Hilsenroth, M.J. (2002). Distinctive activities of cognitive-behavioral therapy: A review of the comparative psychotherapy process literature. <i>Clinical Psychology Review</i>, 22, 671-706.</p> <p>Lilienfeld et al. chapter 2</p>
Week 3	Session Structure / Introducing the Treatment Model
Readings	<p>Addis, M.E., & Carpenter, K.M. (2000). The treatment rationale in cognitive-behavior therapy: Psychological mechanisms and clinical guidelines. <i>Cognitive and Behavioral Practice</i>, 7, 147-156.</p>

	<p>Beck, J. (1995). <i>Cognitive Therapy: Basics and Beyond</i>. Chapters 3-4.</p> <p>Persons chapter 8, 9</p> <p>Wright et al. chapter 4</p> <p>Lilienfeld et al. chapter 6</p>
Week 4	Identifying and Connecting Thoughts and Feelings
Readings	<p>Wright et al. chapter 5</p> <p>Beck, J. (1995). <i>Cognitive Therapy: Basics and Beyond</i>. Chapters 6-7.</p> <p>Leahy, R.L, & Holland, S.J. (2000). Appendix B. In <i>Treatment Plans for Depression and Anxiety Disorders</i>, pp. 296-314.</p> <p>Lilienfeld et al. chapter 7</p>
Week 5	The Socratic Method
Readings	<p>Overholser, J.C. (1993-1999). Elements of Socratic Method parts 1-6. <i>Psychotherapy</i>.</p> <p>Lilienfeld et al. chapter 8</p>
Week 6	Homework
Readings	<p>Rector, N.A. (2007). Homework use in cognitive therapy for psychosis: A case formulation approach. <i>Cognitive and Behavioral Practice, 14</i>, 303-316.</p> <p>Tompkins, M.A. (2004). <i>Using Homework in Psychotherapy: Strategies, Guidelines, and Forms</i>. Chapters 1-3.</p> <p>Lilienfeld et al. chapter 9</p>
Week 7	Cognitive Restructuring
Readings	<p>Beck, J.S. (1995). <i>Cognitive Therapy: Basics and Beyond</i>, chapters 8-11.</p> <p>Meichenbaum chapter 6</p> <p>Wright et al. chapter 8</p>
Week 8	Social Skills Training (Turn in Thought Records)
Readings	<p>Linehan chapter 2</p> <p>Corrigan, P.W., & Basit, A. (1997). Generalization of social skills training for persons with severe mental illness. <i>Cognitive and Behavioral Practice, 4</i>, 191-206.</p> <p>Weingardt, K.R., & Zeiss, R. (2000). Skills training groups on a psychiatric intensive care unit: A guide for group leaders. <i>Cognitive and Behavioral Practice, 7</i>, 385-394.</p> <p>Lilienfeld et al. chapter 13</p>
Week 9	FALL BREAK

Week 10	Behavioral Activation
Readings	<p>Jacobson, N.S., Martell, C.R., & Dimidjian, S. (2001). Behavioral activation treatment for depression: Returning to contextual roots. <i>Clinical Psychology: Science and Practice, 8</i>, 255-270.</p> <p>Lejuez, C.W., Hopko, D.R., & Hopko, S.D. (2001). A brief behavioral activation treatment for depression: Treatment manual. <i>Behavior Modification, 25</i>, 255-286.</p> <p>Hopko, D.R., Lejuez, C.W., LePage, J.P, Hopko, S.D., & McNeil, D.W. (2003). A brief behavioral activation treatment for depression: A randomized pilot trial within a psychiatric hospital. <i>Behavior Modification, 27</i>, 458-469.</p> <p>Beck et al. chapter 7</p> <p>Wright et al. chapter 6</p> <p>Lilienfeld et al. chapter 12</p>
Week 11	Exposures, Flooding, and Desensitization (Turn in activity log)
Readings	<p>Hembree, E.A., Rauch, S., & Foa, E.B. (2003). Beyond the manual: The insider's guide to prolonged exposure therapy for PTSD. <i>Cognitive and Behavioral Practice, 10</i>, 22-30.</p> <p>Rosqvist, J. (2005). Description of the behavioral treatment strategy: Exposure. In <i>Exposure Treatments for Anxiety Disorders</i>, pp. 27-80.</p> <p>Wright et al. chapter 7</p> <p>Lilienfeld et al. chapter 10</p>
Week 12	Relaxation Techniques (Turn in fear hierarchy)
Readings	<p>Rygh, J.L., & Sanderson, W.C. (2004). Treating the physiological component. In <i>Treating Generalized Anxiety Disorder</i>, pp. 112-131.</p> <p>Lilienfeld et al. chapter 11</p>
Week 13	Catch-up / Supervision (Turn in exposure paper)
Readings	Lilienfeld et al. chapter 14
Week 14	Catch-up / Supervision (Turn in relaxation tape)
Readings	Lilienfeld et al. chapter 15
Week 15	Thanksgiving Break
Week 16	Catch-up / Supervision
Readings	Lilienfeld et al. chapter 16
Finals Week	(Turn in relaxation results paper)

UNIVERSITY POLICY

Student Etiquette: Students will be expected to maintain a level of conduct described in the University Student Handbook and may be dismissed from the class if policies are not followed. Part of professional training is learning to behave professionally, including high levels of ethical conduct. Dishonesty includes cheating, violating the integrity of examination, plagiarism, or knowingly furnishing false information to the University or staff. Classroom misconduct includes disrespect for faculty or fellow students or disruption of the class by any means. Students are expected to be on time for class so as to avoid the disruption of learning and participation in discussion.

Special Accommodations: The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting the assistant director of Disability Support Services, Kimberly Fields at 974-2549. The office is located in the Nigh University Center, Room 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class."

Non-payment of tuition: Please be aware of the following:

"If you do not pay your fees by the deadline, you'll be assessed a \$40 late payment penalty; and interest charges if the debt extends beyond a month. **You will not be dropped from classes for non-payment. If you do not or cannot attend class, you must withdraw, or risk receiving 'F's on your transcript, in addition to owing tuition and fees.**"

Emergencies during final examinations: If an emergency occurs that prevents the administration of a final examination, the student's final course grade will be calculated based on the work in the course completed to that point in time and the faculty member's considered judgment. Final exams will not be rescheduled, and a grade of "I" will not be given as a result of the missed exam. This applies to situations when the administration of the final was impossible, not when an individual student is unable to take a scheduled final.

Please review the Student Information Sheet available online at:
<http://www.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>