

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Department of Psychology and Philosophy

PSY 6390: Techniques in Psychotherapy, 3 Credit Hours

Spring 2018; Fridays, 1-4; CHSS 249

Instructor: Marsha J. Harman, Ph.D.
Office: CHSS 309; Lab – CHSS 392
Phone: (309) 936/294-3614; (392) 936/4064; (cell) 936-438-0315
E-mail: harman@shsu.edu
Office Hours: Mondays - Wednesdays (8:00 – 11:00); and by appointment

(Faculty/committee meetings/supervisions are sometimes scheduled during these times, so it is best to call/e-mail and confirm appointment.)

Texts:

REQUIRED: Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018).



Intentional interviewing and counseling: Facilitating client development in a multicultural society (9th edition).

Belmont, CA: Brooks/Cole.

REQUIRED: Parsons, R. & Neale-

McFall, C. (2018).

Intentional Interviewing: Practice guided by theory (1st edition). San Diego, CA/Cognella. [Binder-ready ISBN: 978-1-5165-1376-5](#)

COURSE OVERVIEW:

The course, **Techniques in Psychotherapy**, is designed to provide the graduate student with an introduction to psychotherapy skills and an opportunity to integrate theory and practice. This course is a companion course to the first practicum course. We begin with the assumption that the student has had little to no experience in this domain.

This course was split from Practicum I and is now a companion course (taught with Practicum I). Thus, many of the concepts taught in Techniques in Psychotherapy are practiced in Practicum I. It was split because it was difficult to fit everything you need into one three-hour course.

COURSE OBJECTIVES:

IDEA Objective	Course Objective	Assessment
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories Developing specific skills, competencies and points of view needed by professionals in the psychotherapy field. Learning to apply course material to improve thinking, problem solving, and decisions.	Students will be able to demonstrate effective basic individual psychotherapy skills.	Video/Audiotapes, Transcriptions, Journals, Logs, Individual Supervision
	Students will be able to discuss ethical standards of practice regarding the practice of psychology.	Applied Progress Assessment; Professionalism
	Students will be able to demonstrate awareness of various issues in psychotherapy situations with special populations including people of diverse cultures and individual differences.	Applied Progress Assessment; Professionalism Video/Audiotapes, Individual Supervision, Cultural Brochures
	Students will be able to present the outcomes of a specific research project related to psychotherapy techniques	Research Project Presentation/Submission
	Students will be able to discuss current research articles related to specific areas psychotherapy effectiveness	Research Articles Summary and Presentation

FINAL GRADE:

Based on: (1) degree of skill developed from beginning to end of semester; grades on exams; supervision averages; completion of all assignments with a score of ≥ 80 .

ATTENDANCE POLICY:

Regular and punctual attendance is expected and will be documented. SHSU policy is that no student will be penalized for three or fewer hours of absences. However, a student may be penalized for more than three hours of absences. My policy: Three hours of absence are free and clear. Plan this time carefully. However, any time beyond the allowed three hours could result in failure of the course unless approved by the instructor. If emergencies occur during scheduled exam times, the student **MUST** contact the instructor within 24 hours in order to qualify for a make-up. No make-up tests will be administered during class time. **IT IS THE STUDENT'S RESPONSIBILITY TO CONTACT THE INSTRUCTOR REGARDING ANY MAKE-UP WORK.**

STUDENTS WITH DISABILITIES - <http://www.shsu.edu/syllabus/>

It is the policy of Sam Houston State University that no individuals otherwise qualified shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic program or activity. Students with a disability which affects their academic performance are expected to arrange a conference with the instructor as soon as possible. This is so that appropriate strategies can be considered to ensure participation and achievement opportunities are not impaired since there will be **no retroactive accommodation**. Furthermore, accommodations will be made **only to those people who have documented the disability with the Americans with Disabilities Act (ADA) Office** in the Counseling Center. The number there is 294-3512.

To review the most recent specific SHSU policy, please see:

<http://www.shsu.edu/dotAsset/7ff819c3-39f3-491d-b688-db5a330ced92.pdf>

TIME REQUIREMENT

For each graduate hour attempted, at least three hours outside class is expected. This 3-credit-hour course will meet 3 hours each week. That leaves 9 hours outside of class in which to read, engage in reading the literature and assigned readings, and complete assignments. This course is a companion to Practicum I, and frequently requires more hours per week. There are 15 scheduled weeks of class, and with 150 hours to accrue; thus, an average of 10 hours per week is required. It is expected that if you enrolled in this graduate course, you can meet the time requirements.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911(a)(2) defines religious holy days as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code."

A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will notify the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. To review the specific policy, <http://www.shsu.edu/dept/academic-affairs/documents/aps/students/861001.pdf>

PROFESSIONALISM

Attendance, punctuality, adherence to ethical standards, the quality of your interactions with colleagues and supervisors, writing behavior in class, and the quality of your timeliness in completing assignments all determine your professionalism, which in turn, signals your readiness to advance to subsequent practica. For purposes of this class, it is expected that making the instructor aware prior to absences, tardiness, or early departure is part of professional behavior. Additionally, computer laptops and computer tablets are welcome in class. Cell phones are not allowed and obvious presence will result in loss of Professionalism points one/class period each time a cell phone is spotted. Additionally, this sighting will be announced in class by the instructor.

ACADEMIC HONESTY

The Graduate Faculty of Sam Houston State University expects students to conduct their academic work with integrity and honesty. Acts of academic dishonesty will not be tolerated and can result in the failure of a course and dismissal from the University. Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, collusion (the unauthorized collaboration with another person in preparing work offered for credit), the abuse of resource materials, and misrepresentation of credentials or accomplishments as a member of the college.

The University's policy on academic honesty and appeal procedures can be found in the manual entitled Student Guidelines, distributed by Division of Student Services. (Reference Section 5.3 of the SHSU Student Guidelines)

To receive credit for any assignment in this class, all products should be generated after the class begins and the task assigned. In other words, nothing from another class should be used for credit in this class, even if the author is a student currently enrolled in this class. Failure to use proper citations for work could result in no credit for the assignment.

Please review the linked policy to be sure you are aware of what constitutes various acts of academic dishonesty. All instances of academic dishonesty will be referred to the Dean of Students for disciplinary action in addition to course failure.

<http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>

STUDENT GRIEVANCE

There is a procedure for students to grieve a number of disputes. To initiate a grievance against the instructor, a student must start with the instructor to try and informally resolve the issue. The most recent specific policy is here: <http://www.shsu.edu/dotAsset/bb0d849d-6af2-4128-a9fa-f8c989138491.pdf>

CLASSROOM VISITORS

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor because much of what we do in class is confidential. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

CLASSROOM RULES OF CONDUCT

Any disorderly classroom conduct that obstructs, interferes with, inhibits and/or disrupts teaching and/or related classroom activities is prohibited. Persons in the classroom engaging in such conduct will be asked to leave. Failure to leave the classroom will result in University Police being requested to come to the classroom to assist with the removal of the person. This area relates to Professionalism.

COURSE REQUIREMENTS

INDIVIDUAL RESEARCH PROJECT

Research to determine effective treatments of an area of personal interest in counseling/psychotherapy. Research question must be approved by instructor and answered collectively from the chosen published research articles. Use the forms provided on Blackboard: 5 article summaries plus one overall summary for a total of 6 pages. This is due the week before the presentation.

To receive an “A” in the course, you must engage in some behavioral requirements in addition to the independent individual research in the form of reviewing some literature as assigned to the Individual Research Project. You will need to share your research results with your colleagues as a behavioral requirement to receive an “A” and share your research results with colleagues. The assignment is to pose a question regarding psychotherapy treatment and answer the question with a review of at least five articles. Your presentation will indicate your success with the assignment and your oratory skills without visuals. The research project **MUST** be completed. You do not have to do the presentation unless you want an “A” and have completed the additional requirements for an “A.”

INDIVIDUAL EFFORTS TO SECURE PUBLISHED RESEARCH REGARDING MICRO-SKILLS.

When assigned, students will find articles related to specific micro-skills (these will be assigned) being studied and their use/effectiveness with various theoretical orientations. These articles will be presented by students, who will then facilitate a discussion of the hypotheses/outcomes of the research articles.

PSYCHOEDUCATION PRESENTATION

Students will choose a topic from the list, research the essentials for presentation in a counseling situation, make a presentation to the class regarding what a potential client, needing this information, should know. Include in the presentation activities that client can do outside therapy as well as activities for client and therapist to do together. The presentation should be no longer than 20 minutes with a handout containing information and activities for each peer.

CLASS PARTICIPATION

Class participation in role plays and class discussions, as well as personal reflection is expected as an avenue to meet the course objectives and relates to Professionalism.

PROGRESS ASSESSMENTS

Four progress assessments, two take-home exams (Ivey concepts and what an appropriately trained counselor/psychotherapist would respond to what clients might say), two essay/short answer exams, will be administered during the semester as a mid-term and final exam. All assessments will be on Blackboard, but you may print them and take them home to complete. You will have only one chance to complete each progress assessment.

WRITING SKILLS

Writing mechanics (grammar, punctuation, and spelling) will be graded in EVERY assignment, including exams. Unless you can provide proof that your way is correct, the instructor's judgement is final. I am training professionals, and it would be unethical not to correct grammar

issues.

PROFESSIONALISM

Attendance, punctuality, adherence to ethical standards, the quality of your interactions with colleagues and supervisors, and the quality of your timeliness in completing assignments all determine your professionalism, which in turn signals your readiness to advance to subsequent practicum. Additionally, computer laptops and computer tablets are welcome in class. Cell phones are not allowed and obvious presence will result in loss of Professionalism points one/class period.

PRESENTATIONS

Two individual presentations will be required. One is the research project presentation. The other is the Psychoeducation Presentation. Rubrics will be provided on Blackboard to guide preparation of the presentation. Grammatically correct speech is expected at all times since you are training to be professionals in the field.

IDEA COURSE EVALUATIONS

Your instructor prefers 100% participation on the IDEA Course Evaluations. If we reach 100%, everyone will receive one point of Extra Credit to be added to your final weighted grade. If your grade is on the cusp, this could help you immensely. If 100% participation is not achieved, no one receives Extra Credit.

COURSE AREA PERCENTAGES

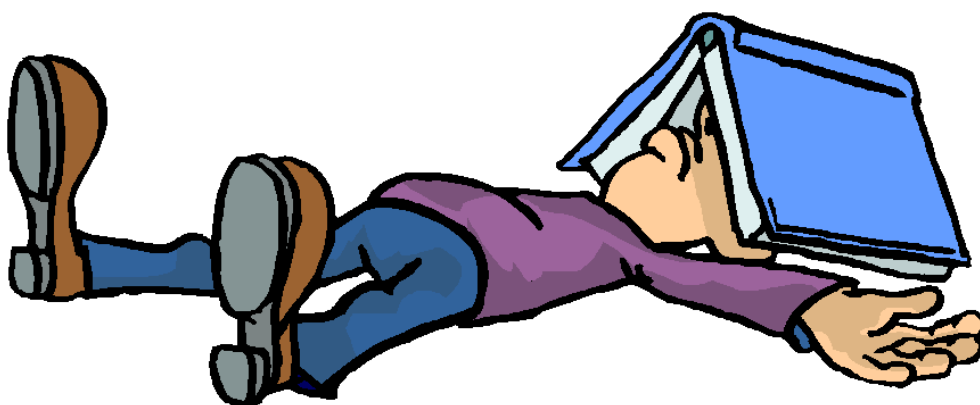
Satisfactory performance will result in a grade of **B**. Outstanding performance will be recognized with a grade of **A**. It is possible that all students receive an **A**. (It is also possible that all students receive a **B**.) No **C**'s will be assigned. If a student is not able to perform at a satisfactory level (translated to A or B for graduate work), an **F** will be assigned.

Exams	40%
Assignments	20%
Skill Development	25%
Professionalism*	<u>15%</u>
	100%




*Professionalism = (attendance points, professional behavior – keeping the instructor informed, and professional interactions – with peers and instructor).

To receive an “A”	To receive a “B”
<ul style="list-style-type: none"> • Keep up with scheduled readings • Meet class on time • $\geq 90\%$ on all progress assessments, quizzes, and assignments • Be able to be supervised and incorporate feedback • Attend and participate in class • Maintain high quality interactions with peers, clients, volunteer site, and supervisor • Integrate theory with practice • Progress in skill development and consistency during the course of the semester • Professional demeanor (attendance, punctuality, timeliness of assignments, professional dress with mock clients, etc.); • Demonstrate sensitivity to cultural and individual differences issues; and • Use technology effectively • Demonstrate compliance with ethical guidelines and seek supervision when unsure • Research question/answer and presentation 	<ul style="list-style-type: none"> • Keep up with scheduled readings • $\geq 80\%$ on all progress assessments, quizzes, and assignments • Be able to be supervised and incorporate feedback • Attend and participate in class • Make an adequate ethnic values presentation (80-89) • Maintain high quality interactions with peers, clients, volunteer site, and supervisor • Integrate theory with practice • Progress in skill development and consistency during the course of the semester • Professional demeanor (attendance, punctuality, timeliness of assignments, professional dress with mock clients, etc.); • Demonstrate sensitivity to cultural and individual differences issues; and • Use technology effectively • Demonstrate compliance with ethical guidelines and seek supervision when unsure





SCHEDULE

Date	Agenda	DUE
January 19	Individual Goals Discussion Syllabus clarification Elements of Communication Sign Informed Consent for class	
26	Parsons & Neale-McFall, Part I: <i>Counseling as a Reflective and Intentional Process</i> <i>Men and Emotions: A Psychoeducational Approach</i> Demo (Lavant), Session1 Student demo w/ student	Have read and synthesized Parsons & Neale-McFall, Part I: <i>Counseling as a Reflective and Intentional Process</i>
February 2	Ivey et al., Section I Respecting the client/Humanistic Psychology Multicultural Competence Positive Psychology Attending Behavior Empathic Responses Observation Skills <i>Men and Emotions: A Psychoeducational Approach</i> Demo (Lavant), Session2 Student demo w/ student	Psychoeducational Presentations – Chaise & Brandon Have read and synthesized Ivey, et al., <i>Section I</i> Practice psychotherapy skills Attending behavior Empathic responses Observation skills
9	Ivey et al., Section II Effective Inquiry Active Listening Encouraging, Paraphrasing, Summarizing Reflecting feelings <i>Men and Emotions: A Psychoeducational Approach</i> Demo (Lavant), Session3 Student demo w/student	Psychoeducational Presentations – Christina & Jordan Have read and synthesized Section II of Ivey et al. Practice psychotherapy skills Effective Inquiry Active Listening Encouraging, Paraphrasing, Summarizing Reflecting feelings

16	<p>Ivey et al., Section III Focusing the session Exploring story Confrontation/challenging Client Change Scale (CCS) <i>Men and Emotions: A Psychoeducational Approach</i> Demo (Lavant), Session5 Student demo w/student</p>	<p>Psychoeducational Presentations – Addie & Kalin Have read and synthesized Ivey et al., Section III Focusing the session Exploring story Confrontation/challenging Client Change Scale (CCS)</p>
23	<p>Ivey et al., Section IV Reflection of meaning Interpretation/reframing Self-disclosure/feedback Immediacy Genuineness <i>Men and Emotions: A Psychoeducational Approach</i> Demo (Lavant), Session8 Student demo w/student</p>	<p>Psychoeducational Presentations – Stacie & Kaitlyn Have read and synthesized Section IV of Ivey et al. Practice psychotherapy skills Reflecting meaning Interpreting/reframing Appropriate self-disclosure/feedback Immediacy Genuineness</p>
March 2	<p>Ivey et al., Section V Skill integration Treatment planning Relapse prevention Theoretical transcripts <i>Men and Emotions: A Psychoeducational Approach</i> Demo (Lavant), Session9 Student demo w/student Assign Ivey et al. Skill Exam – DUE FRIDAY, MARCH 9, 1:00</p>	<p>Have read and synthesized Ivey et al., Section V Skill integration Treatment planning Relapse prevention Theoretical transcripts</p>
9	<p>Parsons & Neale-McFall, Part II: <i>Making Meaning – Working through Varied Theoretical Lenses</i> <i>Men and Emotions: A Psychoeducational Approach</i> Demo (Lavant), Session12 Student demo w/student</p>	<p>Have read and synthesized Parsons & Neale-McFall, Part II: <i>Making Meaning – Working through Varied Theoretical Lenses</i></p>
16	Spring Break – No Class	
23	<p>Ivey et al., Appendix I (Question on this in first Ivey et al. take-home Final Exam) Ivey Taxonomy Micro-skill definitions Strategies related to client responses <i>Depression: A Cognitive Therapy Approach</i> Demo (Freeman), Session1/3 Student demo w/student</p>	<p>Research Project Presentations The Final Exam will have a section on Appendix I</p>
30	Good Friday Holiday for Faculty/Students – No Class	
April 6	<p>Research Project Presentations Ivey et al., Appendix II Ethics</p>	<p>Research Project Presentations – Chaise & Kaitlyn</p>

	<i>Depression: A Cognitive Therapy Approach</i> Demo (Freeman), Session5/9 Student demo w/student	The Final Exam will have a section on Appendix II
13	Research Project Presentations Ivey et al., Appendix III Family genogram (<i>Depression: A Cognitive Therapy Approach</i> Demo (Freeman), Session13 Student demo w/ student	Research Project Presentations – Christina & Kalin Family Genogram will be part of Ivey Appendix Final. Exam
20	Research Project Presentations Ivey et al., Appendix IV Counseling Neuroscience/Neurobiology Micro-skills <i>Depression: A Cognitive Therapy Approach</i> Demo (Freeman), Session20 Student demo w/ student	Last day to drop full-term courses Dropping full schedule constitutes a resignation, not a drop Research Project Presentations – Jordan & Addie Question on this in Ivey at al. take-home Appendix Final Exam
27	Research Project Presentations Parsons & Neale-McFall, Part III: <i>Different Roads to the Same Destination: Reflections from the Experts</i>	Research Project Presentations –Stacie & Brandon
May 4		Last class day Last day to resign by 5 PM in the Registrar's Office All Multicultural Brochures ready for presentations/sharing
7	Final Exam scheduled for 3:30 – 5:30 PM	Take-Home Final Exam due by 5:30 PM (points off for lateness)



**ENJOY YOUR
SUMMER BREAK**