



Psychology 681	Adult Psychotherapy	Winter 2013
Instructor:	Dr. Tavis Campbell	Lecture Location: A247B
Phone:	403-998-0706	Lecture Days/Time: M 9:00-11:45
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Office Hours:	TBA	

Course Description and Goals

This course provides an introduction to the practice of psychotherapy with adults. Students will learn about selected psychotherapeutic research, issues, and techniques, with an emphasis on evidence-based practice. The course includes an introduction to basic concepts in psychotherapy and psychotherapy research, case conceptualization, and interviewing skills. You will learn about behavioral, cognitive-behavioral and other psychotherapies. This course will combine instructional methods such as lectures, discussion, role-plays, and supervised training cases. It is expected that by the end of the course, students will be able to treat a defined problem under supervision, as well as to conceptualize the treatment of more complex adult cases.

Required Text s (available online)

- Antony, M. M. & Swinton, R. P. (2000). *Phobic disorders and panic in adults: A guide to assessment and treatment*. Washington, DC: American Psychological Association.
- Miller, W.R. & Rollnick, S. (2012). *Motivational Interviewing (Third Edition). Helping People Change*. Guilford Press.
- Dobson, K.S. & Dobson, D. (2009). *Evidence-Based Practice of Cognitive-Behavioral Therapy*. New York: Guilford Press.
- Shapiro, S.L. & Carlson, L.E. (2009). *The Art and Science of Mindfulness: Integrating Mindfulness Into Psychology and the Helping Professions*. American Psychological Association.

Evaluation

This course has two components: the classes, which will focus on the theory and practice of psychotherapies for adults that are in current use, and the practicum, in which the student will assume primary clinical responsibility for two individuals with an anxiety disorder. Requirements for each aspect of the course are described below.

Classes

You are expected to complete all the assigned readings, attend all classes, and participate actively in class discussions. The evaluation of the class component of the course will be based upon (1) class participation (40% of course grade), (2) an in-class presentation (40%), and (3) a case review (20%). All submitted written materials must be typewritten, double-spaced, and have standard margins (1 inch) and font size (12 point).

Readings and class participation. Classes will typically include time for questions and discussion. Grades are based on: your comments and questions in class indicating that you have read and digested all the assigned readings for the week and active participation during class presentations, demonstrations, and discussions. You are expected to take an active role in the seminar discussions by sharing your thoughts and responding to questions regarding the assigned readings and the topic at hand. If you come to each class prepared and participate actively, showing your comprehension of the readings, you will obtain full credit for class participation. You must participate actively in each class to receive full credit for participation.

Class presentation. Each student is required to give one 60-minute presentation introducing a type of psychotherapy to the class, focusing on describing the psychotherapeutic approach and its practical utility. Presentation topics will be selected at the beginning of the term. You should provide context by describing the historical background of the approach (where did the approach come from?), however, the presentation should primarily emphasize the theoretical perspective and central techniques used in this psychotherapy. Presentations should include information on applications for the approach (i.e., for what problems has this approach been shown to be useful? What data support this conclusion? In summary, what is the evidence regarding the efficacy of this treatment approach?). Presentations should be grounded in the assigned readings and will require additional background research to flesh out your knowledge of the topic. You are encouraged (but not required) to use role-plays, brief video clips, demonstrations, etc., to illustrate elements of the approach. In addition, for 10-15 minutes following your presentation, you are responsible for facilitating class discussion on the presentation topic. You should prepare questions to help stimulate discussion.

You are required to prepare handouts for your presentation which you should distribute to students and the instructor prior to the presentation. Handouts should include an outline of your presentation, should summarize key points, terms, and should include key references. The goal is to allow the audience to pay close attention to your presentation and provide materials for later reference.

The presentation, which will be given a percentage grade, will be graded on clarity/organization (20%), accuracy (20%), completeness (as appropriate for the time allotted; 25%), level of interest (20%), and success in engaging others (both during the presentation and via the class discussion; 15%). At a mutually agreeable time following your presentation, I will provide you with feedback on the presentation content as well as your presentation skills.

Practicum

The evaluation of the clinical component of the course will be based upon (1) completion of the practicum as described below (pass/fail) and (2) a case review (20%).

Clinical cases. Each student will be assigned two cases of a person with an anxiety disorder. In consultation with the instructor, you will take primary responsibility for assessing and planning treatment for each patient, conducting the treatment, and evaluating change. The bulk of supervision will take place in weekly group supervision sessions in which you will review details of the progress of your cases with me and discuss any questions, issues, problems, and concerns. You are required to audio tape each session for review and supervision purposes. Audio recordings must be kept confidential; i.e., in a secure location and identified only by the client's initials and session number. You are responsible for purchasing a digital recorder. Check the recorder before using it to ensure recordings are easily audible. We will also determine a mutually agreeable time for weekly, 60-minute-long, small group supervision sessions while your cases are active. Supervision sessions are intended to allow in-depth

discussion and feedback on a particular session, issue or problem. It is recommended that you play a section of a taped session for discussion. In case of emergency, I (or, in my absence, another chartered clinical psychologist) will be available between regularly scheduled supervision.

You must keep case notes documenting services provided. All case notes must be completed in a timely fashion after each session—i.e., within 24 hours—and must either be typewritten or written in clearly legible handwriting. You and I must both sign each entry. A secure file must be kept for each case in the Clinical Psychology Program office. Each week in group supervision you should hand in the notes from your most recently completed therapy sessions for my review.

You are expected to dress professionally, fully respect client confidentiality, and behave in a professional and ethical manner at all times with respect to your cases. A breach of ethical conduct will lead to a failure of the course. You must receive a passing evaluation in your clinical performance to pass this course.

Case review: At the completion of the case or the end of the course (whichever comes first), you are required to write a case review describing one of your phobia cases. You may select either of your cases to review; the grade will not depend on the outcome of the case or whether therapy is complete (although that is preferable where possible). Instead, your grade will hinge on the completeness and thoughtfulness of your presentation of the case, including the rationale for the assessment and psychotherapeutic approach you have taken. Discuss the following topics (at a minimum):

1. presenting problem and history
2. case formulation
3. treatment plan
4. assessment plan
5. description of the treatment program
6. description of the outcomes of the therapy
7. follow-up plan
8. special considerations; issues in treatment

Use the knowledge you have gained through course readings and lectures to inform your discussion of these eight topic areas. Typically it is helpful to prepare charts or graphs to track change on key variables. The case review should be no longer than 10 pages, plus any accompanying charts, graphs, etc. The case review, accompanied by all the session notes and other supporting materials (i.e., completed questionnaires), are due in my departmental mailbox no later than 9:00 AM on April 14, 2009. This work will be assigned a percentage grade and will comprise 20% of the course grade.

Students must achieve a passing grade on both the class and lab components to pass this course.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. In this course there will be no rounding up of final grades.

Important dates

[Winter 2012]

Date		
Jan 14	-Introductory Meeting -Evidence –Based Treatment	<p>Westmacott, R. & Hunsley, J. (2007). <i>Weighing the Evidence for Psychotherapy Equivalence: Implications for Research and Practice</i>. The Behavior Analyst Today, (8), 210-225.</p> <p>Wampold, B.E., Imel, Z.E. & Miller, S.D. (2009). <i>Barriers to the dissemination of empirically supported treatments: Matching messages to the evidence</i>. The Behavior Therapist. 32(144-155).</p> <p>Lilienfeld, S.O. (2007). <i>Psychological treatments that cause harm</i>. Perspectives on Psychological Science, (2)53-70.</p>
Jan 21	Cognitive Behavioral Therapy for Anxiety	<p>Course Text</p> <p>McHugh, R. Kathryn; Smits, Jasper A. J; Otto, Michael W. (2009). <i>Empirically supported treatments for panic disorder</i>. Psychiatric Clinics of North America. Vol.32(3), Sep 2009, pp. 593-610.</p>
Jan 28	Cognitive Behavioral Therapy for Depression	Course Text
Feb 4	Behavioral Medicine	<p><i>Psychological aspects of cardiovascular disease</i>. International Journal of Behavioral Medicine. Vol.16(3), Sep 2009, Special Issue</p> <p><i>Reduction in the Incidence of Type 2 Diabetes with Lifestyle Intervention or Metformin</i>. Diabetes Prevention Program Research Group, N Engl J Med 2002; 346:393-403</p> <p>Hoffman, B.M., Babyak, M.A, Craighead, W.E., Sherwood, A., Doraiswamy, P.M., et al., (2011). <i>Exercise and</i></p>

		<p><i>pharmacotherapy in patients with major depression: One-year follow-up of the SMILE Study. Psychosomatic Medicine, 73, 127-133.</i></p> <p>Otto, Michael W; Church, Timothy S; Craft, Lynette L; Smits, Jasper A. J; Trivedi, Madhukar H; Greer, Tracy L. (2007). <i>Exercise for mood and anxiety disorders. Journal of Clinical Psychiatry, 68, 669-676.</i></p>
Feb 11	Motivational Interviewing	Course Text
Feb 18	Reading days. No lecture.	
Feb 25	Treatment of PTSD	TBA
March 4	Pain	TBA
March 11	Mindfulness-Based Interventions	Course Text
March 18	No Lecture.	
March 25	Student Presentation	TBA
April 1	Student Presentation	TBA
April 8	Student Presentation	TBA
April 15	Student Presentation	TBA

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular

course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Absence From A Test/Exam

Students who miss a term test due to a valid and documented official University reason (illness, domestic affliction, or religious conviction) have 48 hours to contact AND schedule a makeup test with the instructor. The onus is on the student to have a makeup test approved and scheduled within 48 hours, or the makeup test option is forfeited. The same process applies to missed makeup tests. At the instructor's discretion, the makeup test may differ significantly in form and/or content from the missed test. However, the makeup test cannot differ in weight (% of final grade) from the missed test. Except in extenuating circumstances (a documented official University medical excuse), a makeup test must be written within 2 weeks of the missed test. Absence from a final exam, and deferral of a final exam, are handled by Enrolment Services (see http://www.ucalgary.ca/registrar/deferred_final). Students absent from a final exam must notify the instructor within 48 hours and must then apply for an official deferred final exam no later than the deadline indicated in the Examinations Schedule.

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or via the Department Office (Admin 275), or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>. Please check this website and note the nearest assembly point for this course.

Student Ombudsman's Office

The Office of the Student Ombuds provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.su.ucalgary.ca/services/student-services/student-rights.html>).

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333.

Important Dates

The last day to drop this course and **still receive a tuition fee refund** is **Jan 18, 2013**. Last day for registration/change of registration is **Jan 21, 2013**. The last day to withdraw from this course is **Apr 16, 2013**.