

**Advanced Topics in Clinical & Abnormal Psychology:
Therapeutic Relationships in Clinical Practice
Psy451
Summer II 2020**

What (Course):	Psy451: Advanced Topics in Clinical & Abnormal Psychology: Therapeutic Relationships in Clinical Practice
When:	Tuesdays/Thursdays 1-5pm
Where:	Webex
Who (Instructor):	Kathryn Coniglio, M.S. Doctoral Candidate, Rutgers University
Email:	Kathryn.coniglio@rutgers.edu
Office Hours:	By appointment

Course Materials

The primary textbook for this course will be the sixth edition of: Stuart, M. R., & Lieberman, J. A. (2018). *The Fifteen Minute Hour: Efficient and Effective Patient-Centered Consultation Skills*.

<https://www.amazon.com/Fifteen-Minute-Hour-PatientCentered-Consultation/dp/1138497770>

OR <https://rutgers.bncollege.com/webapp/wcs/stores/servlet/BNCBTBListView>

Additional readings for this course will be empirical journal articles and book chapters that will be posted to Sakai.

Course Website

The course website is available through Canvas. There, I will post the schedule, [non-textbook] resources/readings, assignments, discussion boards, and announcements.

Course Description: This course is geared for students with a psychology background and an interest in entering a helping profession (e.g. psychology, psychiatry, medicine, social work, supportive counseling, religious counseling, etc.). I will provide a broad overview of the practical considerations for working in a clinical relationship with a client or patient. Topics addressed include: the components of therapeutic relationships, how to establish therapeutic relationships in various clinical settings, the role of a therapeutic relationship in psychotherapy and medicine, and challenges related to therapeutic relationships. These topics will be addressed with readings, written responses, and hands-on practice exercises.

Objectives: For students to develop a broad understanding of what alliance in clinical relationships are and to begin to learn how to build such relationships, as can be applied across a broad range of clinical settings.

Teaching Philosophy

As instructors, I seek to engender a learning environment that is non-judgmental, open-minded, reflective, active and engaging. Thus, allowing facilitation of discussion and expression of alternating viewpoints. You should feel free to express your opinion without worry of judgment from others. I will begin topics with brief didactic lectures to make sure everyone is up to speed and then try to fill the majority of the time with interactive class activities and discussions. This applies to both in class *and* online discussions.

Classroom Decorum

Arrive on time! Be present both in body and mind. Participation is paramount to the proper functioning of the class. Please be respectful of your instructor and fellow classmates. This means: do not make disparaging comments to classmates, refrain from using social media during class, turn off cell phones upon arrival to class, and refrain from side conversations—if they pertain to the class material, please don't rob the rest of the class from the opportunity to share in your learning by not sharing your thoughts/questions with the whole class; if they do not, wait until after class to have them.

Academic Honor Code

Students are expected to uphold the Academic Integrity Policy published by Rutgers. This policy is based on the premise that students must: (1) acknowledge and cite all use of ideas, results or words of others; (2) acknowledge all contributors of work; (3) submit work that is his/her own without the aid of impermissible materials or collaboration; (4) obtain data and results ethically and report with accuracy; (5) treat all students in a manner that preserves their integrity; and (6) uphold the ethical and professional code in accord with the profession you pursue. It is imperative that all students abide by the Academic Integrity Policy to maintain the integrity of the University community. (Paraphrased from <http://academicintegrity.rutgers.edu/academic-integrity-policy>)

Under no circumstances will cheating or plagiarism be tolerated.

Special Considerations for Students with Disabilities

The Americans with Disabilities Act (ADA) requires that all qualified person should have equal opportunity and access to education, regardless of the presence of any disabling conditions. If you have a documented disability and need special permissions, please contact the Office of Disability Services for Students, Lucy Stone Hall, Livingston Campus, 54 Joyce Kilmer Ave., Suite A 145, Piscataway, NJ 08345 (Phone: 848.445.6809) and notify me during the first week of class. I will do whatever I can to accommodate your legitimate needs. All information and documentation of disability is strictly confidential.

Medical, Mental Health, and Personal Emergencies

If you miss class due to a medical or personal emergency, please discuss your situation with me as soon as possible (preferably prior to missing class). I may ask that you supply me with a note from the emergency dean. Do not wait until the end of the semester or until the problem has been resolved to contact us.

Course Requirements

Attendance Policy

Given the condensed time period of this course, attendance is paramount as I will cover a *substantial* amount of material each class. I will take attendance, and, given the discussion-based nature and small size of the class your absence would be noticed regardless. More importantly, attendance is necessary in order to succeed in this course. If you must miss a class, it is your responsibility to notify one of us at least one week in advance (with the exception of illness or emergency as described below), as well as to get all notes, assignments and class content from a classmate, and to do whatever make-up assignment I deem necessary (likely a 2 page reflection on *each* of that week's articles/chapters). Furthermore, given that there are only 11 in-person classes, your second and third absences will reduce your final grade by one half-letter grade (A → B+; B+ → B; etc.), and you will fail the course if you miss four or more classes as you will have missed more than a third of the course meetings.

Participation (500pts)

This class is relatively small and intimate. While such a setting can be intimidating, I encourage (and grade) participation. Active participation promotes understanding, analytical thinking, intellectual growth, and cultural sensitivity. Let's take advantage of the wealth of viewpoints I have available in the room. Finally, successful participation in class requires that each individual respects the diversity of viewpoints, so comments that interfere with participation will not be tolerated.

Readings & Videos

Please complete readings and watch the videos ahead of lecture as specified below in the course syllabus. As this is a flipped-classroom structured course, you will be required to do a substantial amount of reading outside of class (before lecture). The majority of class time will be spent discussing the material assigned for that week and participating in in-class activities — if you have not done the readings/watched the videos it will not be possible to participate in the discussions or in-class activities.

Reading Quizzes (8 quizzes for 30 points each = 240pts)

Weeks 2-9 will begin with a quiz designed to assess the extent to which students did the readings and understood the key concepts of the material for that week.

Final Project (Write-up for 250pts & Presentation for 250pts; total 500pts)

You will be asked to select a video clip of therapy in popular media (either TV or movie) and critique the therapeutic alliance between the therapist and the client/patient. The final project will be divided up into two parts.

1. First, for the presentation, you will show all or part of the clip in class (3-5 min) and present an analysis/commentary (5 min) of the elements of therapeutic alliance that are present or absent in the interaction. Please see Final Project Guide for more information and for a list of questions to be answered during the presentation. **Clips must be approved by July 21 by the course instructor.** You will present your clip by sharing your screen, so please only choose a clip to which you have access and can show via screen share. **These presentations will take place during the last two class sessions on August 6th and 11th.**
2. Second, for the write-up portion of the final project, you will be asked to “edit” the interaction such that therapeutic alliance is improved by submitting a revised script of the interaction. Note that you should not merely comment on the interaction (i.e., that is what you are doing for part I) but rather edit the script. The script should be approximately 5 pages (not exceeding 7) in length with double spaced pages, 1” margins, and Times New Roman or similar font. **The script is due on August 13, 2020 at 11:59 PM. Late submissions will not be accepted.**

Extra Credit: Extra credit is not planned for this class. However, I may provide students with the opportunity to boost their grade with extra credit assignments if I feel the opportunity is warranted.

GRADING

There will be a maximum of **1,240** points for this course:

Attendance & Participation	500 pts
Reading Quizzes	240 pts
Final Project Presentation	250 pts
<u>Final Project Write-up</u>	<u>250 pts</u>
TOTAL	1,240 pts

The final letter grade will be based on the total number of points you earn out of 1,240. This means that **grades will not be rounded up** for any assignment, quiz, etc. Also, final grades will not be rounded.

<u>%</u>	<u>Grade (GPA)</u>
90-100	A (4.0)
87-89.99	B+ (3.5)
80-86.99	B (3.0)
77-79.99	C+ (2.5)
70-76.99	C (2.0)
60-69.99	D (1.0)
<60F	(0.0)

Course Schedule

DATE	TOPICS	READINGS (READ <u>BEFORE</u> CLASS)
Tues 7/7	Intro to Course/What is Therapeutic Alliance?	N/A
Thurs 7/9	Patient/Person-Centered Therapy & The Rogerian Triad	<ul style="list-style-type: none"> • Chapter 1 • Rogerian Therapy Reading
Tues 7/14	Validation (& Radical Genuineness)	Linehan Validation reading
Thurs 7/16	Developing Rapport & Building Alliance in Behavioral Medicine Settings	<ul style="list-style-type: none"> • Chapter 2 • Atul Gawande reading
Tues 7/21	Commitment Strategies and Motivational Interviewing	<ul style="list-style-type: none"> • Chapter 3 • Miller & Moyers, 2008 • Prochaska, DiClemente, & Norcross, 1992
Thurs 7/23	Intro to Cognitive-Behavioral Therapy/Helping the Patient Change Cognitive Restructuring & Exposures	Chapter 4 Exposure strategies (Davis & Craske)
Tues 7/28	Group Therapy – <i>Pre-recorded lecture (posted by 9am 7/28)</i>	Group Process in CBT (Chapter 2)
Thurs 7/30	Navigating Diversity/Cultural Competency	Sue et al., 2009 Kelly, 2019
Tues 8/4	Family/Couples Therapy & Applying to Graduate School	TBD <i>*Two readings on advanced degrees in psychology are available on Canvas but not assigned</i>
Thurs 8/6	Final Project Presentations (10)	N/A
Tues 8/11	Final Project Presentations (10)	N/A

Copyright Statement

Some course materials may be copyrighted and provided in compliance with the provision of the Teach Act. This means that these materials are intended for use only by students registered and enrolled in the course and for activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further.

Participation Rubric

	A (50pts)	B (40pts)	C (30pts)	F (0pts)
Attitude	<ul style="list-style-type: none"> -displays an exemplary, helpful, positive and consistent attitude -graciously accepts feedback and is able to use it constructively -always respectful of others' opinions 	<ul style="list-style-type: none"> -displays generally positive attitude -open to positive feedback -respects others' opinions 	<ul style="list-style-type: none"> -displays inconsistent attitude -sometimes ignores/is unwilling to accept feedback -seemingly ambivalent about the opinions of others 	<ul style="list-style-type: none"> -displays passive or negative attitude -consistently resistant to/dismissive of others' feedback -disrespectful of others' ideas
Behavior	<ul style="list-style-type: none"> -always on task -always displays mature behavior -on-time 	<ul style="list-style-type: none"> -generally on task - always displays mature behavior -on-time 	<ul style="list-style-type: none"> -often off task - usually displays mature behavior -5-15min late 	<ul style="list-style-type: none"> -rarely on task -regularly engages in disruptive, distracting, inappropriate behavior -more than 15min late
Listening	<ul style="list-style-type: none"> -proactively listens to instructor and fellow students when speaking -consistently able to respond to questions 	<ul style="list-style-type: none"> -usually listens to instructor and fellow students when speaking -usually able to respond to questions 	<ul style="list-style-type: none"> -sometimes listens to instructor and fellow students when speaking -sometimes able to respond to questions 	<ul style="list-style-type: none"> -rarely listens to instructor and fellow students when speaking - rarely able to respond to questions
Preparation	<ul style="list-style-type: none"> -thoroughly prepared to discuss all material -clearly read and understood all the material assigned 	<ul style="list-style-type: none"> -thoroughly prepared to discuss most material -clearly read and understood most of the material assigned 	<ul style="list-style-type: none"> -adequately prepared to discuss most material -clearly only read some of the material assigned 	<ul style="list-style-type: none"> -inadequately prepared to discuss most material -clearly did not read the material assigned
Quality of Contributions	<ul style="list-style-type: none"> -comments are always relevant -comments are always insightful -comments always reflect a full understanding of assigned material, and previous remarks of the other students 	<ul style="list-style-type: none"> -comments are usually relevant -comments are occasionally insightful -comments usually reflect a basic understanding of assigned material, and previous remarks of the other students 	<ul style="list-style-type: none"> -comments are occasionally irrelevant -comments are generally simple -comments usually reflect a basic understanding of assigned material, and occasionally previous remarks of the other students 	<ul style="list-style-type: none"> -comments are rarely relevant -comments are not insightful -comments usually reflect a poor understanding of assigned material, and inattention to previous remarks of the other students
Impact on Seminar	<ul style="list-style-type: none"> -comments consistently move the discussion forward 	<ul style="list-style-type: none"> -comments usually progress the discussion, but occasionally do little to move the discussion forward 	<ul style="list-style-type: none"> -comments occasionally progress the discussion, but usually do little to move the discussion forward 	<ul style="list-style-type: none"> -comments usually do little to move the discussion forward
Frequency of Participation	<ul style="list-style-type: none"> -participates in the discussion at an exceptional frequency 	<ul style="list-style-type: none"> - participates in the discussion at an average frequency 	<ul style="list-style-type: none"> - participates in the discussion infrequently 	<ul style="list-style-type: none"> - participates in the discussion rarely