Duquesne University  
Introduction to Psychotherapy (PSYC 545)  
Fall 2014

Teacher: Will W. Adams, Ph.D.  
Meeting Time & Place: T & Th, 3:05-4:20, College Hall 551  
Dr. Adams’ Office: 238 Rockwell Hall  
Dr. Adams’ Office Hours: T & Th 10:00-10:45, T 12:10-1:00, and by appointment.  
Contact: adamsw@duq.edu; 412-396-6520 (Duquesne office); 412-352-7907 (cell)

Course Description and Purpose  
This course is designed to introduce you to the theory and practice of psychotherapy.  
Our course will be structured by a mutually enhancing interaction among the following:  
readings, lectures, collaborative discussions, reflective writings, experiential exercises, out-of-class practice activities, consultation with Dr. Adams, and active support between you and your peers.  
Your clinical supervisor and your other courses and will also serve as important supports, although not officially linked with this course.  
Given that psychotherapy and formal clinical assessment complement one another, many discussions, activities, and assignments will be integrated with your “Introduction to Psychological Assessment” course with Dr. Goicoechea.  
The “common” or “non-specific” factors of effective psychotherapy will guide the thematic focus of our course.  
An introduction to the basic principles of client-centered, cognitive, Gestalt, phenomenological, and psychoanalytic therapy will be provided.  
Explorations of the significance of evidenced based practice, multicultural sensitivity, and the ethical dimension of therapy will be woven into our inquiry.  
Upon completing this course, you should be able to: (a) reflect on your experiential and interactive presence as a therapist; on your clients’ meaningful presence, expressivity, suffering, and strengths; and on the therapeutic interrelationship, thereby cultivating your self-awareness, case conceptualization abilities, and therapeutic skill; (b) facilitate therapeutic conversations in practice exercises and in an actual intake and early therapy sessions in the Psychology Clinic; and (c) organize the results of a formal Psychology Clinic intake interview into a coherent narrative summarizing the client’s presenting concerns and relevant background, as well as your initial impressions regarding a potential course of psychotherapy.  
These goals will be assessed via your engaged participation, out-of-class practice activities, reflection papers, an intake report, and a culminating integrative paper.

Readings  
We will explore selected readings from two required texts and from a collection of articles and chapters.  
For each reading, please come to class ready to discuss: 1) things you appreciated; 2) your critique of any aspect; and 3) and themes for further inquiry.

Texts  
Barton, A. (2012). The common ground. What makes any counseling or psychotherapy work. Unpublished manuscript. (Available through Marilyn Henline in the Psychology Department office.)

Articles & Chapters (Available via Blackboard)  


Assessment Process

"How have I made this course relevant for my training and practice as a beginning psychotherapist, my future professional work in psychology, and my everyday life?" In my view, your response to this question is the preeminent criterion by which your participation in the course should be assessed. This is a self-reflective inquiry which, of course, cannot be assessed by a professor. Therefore, I will assess the quality of: 1) your overall engagement in the course; 2) experiential practice activities; 3) structured reflection papers; 4) a formal intake report, based on your initial work in the Psychology Clinic; and 5) a culminating integrative paper. You are expected to complete the out-of-class exercises as early as possible in the period for which they are scheduled. Many exercises will require you to video-record and reflect in writing on the interactive conversation that unfolded between you and a volunteer participant or psychotherapy client. All assignments will be described thoroughly in class. Throughout the course I will provide formative responses to your work. A "Pass" or "Fail" designation will be used for final grades, and will be based on your successful completion of all assignments and engaged participation.

Attendance: Attending every meeting of class is required, as this is necessary for individual success and for a successful course overall. If an extraordinary circumstance makes it impossible for you to be in class, please notify me as soon as you can.

I expect you to act with academic integrity in this course (just as I trust you are cultivating a life of integrity). To be aware of Duquesne’s formal policies, please consult the Academic Integrity PDF on the University web site:
http://www.duq.edu/about/administration/academic-affairs/policies-and-procedures

In our current Google/YouTube/Facebook/Twitter/etc. culture, it is easier than ever to violate a policy, perhaps without being fully aware that you are doing so. However, even an unintentional breach of integrity is subject to sanctions. I will not tolerate academic dishonesty of any kind. This refers to cheating, plagiarism, and all other types of academic dishonesty. Plagiarism includes, but is not limited to, using material from the web, another person’s work, or from books or articles without properly acknowledging the source. If I suspect that you have violated a policy I will follow the investigation and sanction procedures outlined by the University. I strongly encourage you to speak with me, at any time during the course, if you have questions about issues or situations regarding academic integrity.

The course as described in this syllabus may be revised during the semester according to the needs and interests of the class. I look forward to our collaboration this semester!

~ Dr. Adams