Duquesne University
Introduction to Psychotherapy (PSYC 545)
Fall 2018

Teacher: Will W. Adams, Ph.D.
Meeting Time & Place: Thursday, 12:15-2:55, Rockwell 202
Office: 238 Rockwell Hall
Office Hours: Tuesday, 12:00-12:30; Thursday, 10:45-11:45; and by appointment.
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Course Description and Purpose
This course is designed to introduce you to theories and practices 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 training activities (including practice therapy sessions), consultation with Dr. Adams, and active support between you and your peers. Your clinical supervisor and your other courses will also serve as important supports, although not formally linked with this course. Given that psychotherapy and formal clinical assessment complement one another, many discussions, activities, and assignments will lead into your “Introduction to Psychological Assessment” course with Dr. Goicoechea in the Spring semester. 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, culture and 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 in preparation for actual intakes and therapy sessions in the Psychology Clinic beginning in Spring semester. These goals will be assessed via your engaged participation, out-of-class practice activities, reflection papers, and a culminating integrative paper.

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

Text


Shainberg, D. (1983). Teaching therapists how to be with their clients. In J.
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) brief weekly comments for “further inquiry” on our Bb Discussion Board; 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://duq.edu/academics/university-catalogs/2017-2018-graduate/academic-policies/academic-integrity 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!

~ Will W. Adams, Ph.D. ~