

American University of Beirut  
Faculty of Arts and Sciences  
Department of Psychology  
Graduate Clinical Interventions I  
Psyc 356, 3 credits  
Spring 2018

Class meets in: Jesup, Room 107.  
Class time: Tuesday: 11:00-a.m.- 1:30-p.m.

Instructor: Alaa Hijazi, Ph.D, Adjunct Assistant Professor  
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Office: Jesup, 1st floor  
Office hours: Tuesday: 2:10-3:10 or by appointment.

### **Course Text**

1. Summers, R., and Barber, J. (2010) Psychodynamic therapy: A guide to evidence-based practice, The Guildford Press, New York.
2. Wright, J.H., Brown, G.K., Thase, M. E., Ramirez Basco, M., & Gabbard, G. (2017). Learning cognitive behavior therapy: An illustrated guide. American Psychiatric Association Publishing, Arlington, VA.  
\*\*\*The above two books are to be purchased from the bookstore.
3. Selected chapters from the following books to be distributed in class. Hayes, S., Follette, V.M., and Linehan, M. (2004) Mindfulness and Acceptance: Expanding the CBT Tradition. The Guildford Press, New York and Corsini R. J. & Wedding D. (2008). Current Psychotherapies. Thomson Brooks/Cole, CA.

### **Course Overview and Learning Objectives**

This course is designed to provide you with introductory knowledge of individual psychotherapy approaches that build upon two prominent psychotherapy traditions: psychodynamic and cognitive behavioral. The course will discuss origins, processes, techniques, and outcomes of these therapies within a larger framework of the scientist-practitioner model. My hope is that this course will:

- 1) Contribute to your development as a scientist practitioner of psychology and psychotherapy who bases their judgment on the integration of clinical judgment, theory, research, and attitudes of skepticism, criticalness, flexibility, self reflection and openness.
- 2) Provide you with a solid understanding of the controversies and issues surrounding psychotherapy outcome research, empirically supported treatments, and evidence based practice.

- 3) Provide you with introductory working knowledge about the techniques and theory of psychodynamic and CB therapies.
- 4) Provide you with basic skills in applying psychotherapy research and theory to clinical case formulation.

### **Ethics Disclaimer**

Please note that despite the above course objectives, this course is **NOT sufficient preparation, by any means,** for one to provide therapy independently without **years** of extensive supervision. Psychodynamic theory and practice has more than a 100 years of history behind it, and Cognitive Behavioral Approaches also have nearly 50 years behind them. Therefore, as you can imagine, this course only begins to scratch the surface of these two modalities. Moreover, due to obvious time restrictions, the course does not cover other important therapeutic modalities (e.g. experiential, existential, humanistic).

Finally, most programs abroad require at **least several thousand** hours of supervised practice before one can practice independently.

According to APA ethics code, and the objectives of the Master's program in AUB, any one found practicing without the requisite supervision is thought to be committing a grave ethical misconduct and seriously violating the Competence clause of APA's ethics code.

### **Moodle**

Moodle will be the primary method of communicating with the class. I will use it to post grades, lecture slides when relevant, announcements, and to email the class, so please make sure to follow it regularly.

### **Changes and Announcements**

I view the syllabus as a flexible framework and a rough draft of the "blueprint" that will guide our work. Therefore, instead of planning every detail, there may be some additions, modifications, improvisations, and new ideas as we go along and depending on our class interactions. I will always announce any such changes in class, and/or via email. You are responsible for all announcements whether or not you are present in class.

### **Course components and student assessment**

#### **Attendance and participation**

It is really important that you do the readings *before* class, because the class will rely heavily on discussions and student participation.

At the end of the semester, your participation will be graded on **the extent to which your contributions in class reflect that the material has been well read, and the extent of the depth, thoughtfulness, and criticalness of your comments.**

## **Exams**

There will be two exams, a midterm and a final, that include essay questions.

## **Critical review of an empirical research study**

This assignment will ask you to select 2 peer reviewed published empirical study investigating the effectiveness of two different psychological intervention for a certain disorder. It will then ask you to critique their methods and findings.

## **One video watching assignments with reflection paper**

The video will be of a psychologist tracing her work through highlights of sessions using short term psychodynamic treatment. You will be asked to answer questions and write reflections about the video.

## **CBT Self Portfolio**

You'll practice applying on yourself various cognitive and behavioral strategies (e.g. thought records, relaxation techniques, identifying cognitive distortions, etc).

\*\*\*Assignments will lose 2 points per late 24 hours.

## **Grade Distribution:**

Two exams: 32% each

Participation: 10%

Psychodynamic video watching assignment: 4%

CBT portfolio: 10%

Critical review of research study: 12%

**Grading policy:** The course will utilize criterion referenced grading (measure student performance against a fixed set of predetermined criteria or learning standards rather than on a curve).

## **Students with Disabilities**

AUB strives to make learning experiences as accessible as possible. If you anticipate or experience academic barriers due to a disability (including mental health, chronic or temporary medical conditions), please inform me immediately so that we can privately discuss options. In order to help establish reasonable accommodations and facilitate a smooth accommodations process, you are encouraged to contact the Accessible Education Office:

[accessibility@aub.edu.lb](mailto:accessibility@aub.edu.lb); +961-1-350000, x3246; West Hall, 314.

## **Academic Dishonesty**

Please refer to AUB Student Code of Conduct:

<http://www.aub.edu.lb/pnp/generaluniversitypolicies/Documents/StudentCodeConduct/StudentCodeConduct.pdf>, in particular section 1.1, which concerns academic misconduct including cheating, plagiarism, in-class disruption, and dishonesty. Please be aware that misconduct is

vigorously prosecuted and that AUB has a zero tolerance policy. Course policy is that **credible evidence of cheating will result in course failure.**

### **Non-Discrimination**

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at [www.aub.edu.lb/titleix](http://www.aub.edu.lb/titleix) . To report an incident, contact the University's Title IX Coordinator Trudi Hodges at 01-350000 ext. 2514, or [titleix@aub.edu.lb](mailto:titleix@aub.edu.lb) . An anonymous report may be submitted online via EthicsPoint at [www.aub.ethicspoint.com](http://www.aub.ethicspoint.com)

### **Tentative course schedule**

**Week 1.** January 30th: Course Introduction, syllabus.

**Week 2.** February 6<sup>st</sup>. **Empirically supported treatments, evidence based practice, and expectations of psychotherapy**

1. Chambless, D.L. & Ollendick, T.H. (2001). Empirically supported psychological interventions: controversies and evidence. *Annual Review of Psychology*, 52, 685-716.
2. American Psychological Association Presidential Task Force on Evidence-Based Practice. (2006). Evidence-based practice in psychology. *American Psychologist*, 61, 271-285.

**Week 3.** February 13<sup>th</sup>

#### **Topic 1:**

#### **Limitations of EST's**

Westen, D., Novotny, C.M. & Thompson-Brenner, H. (2004). The empirical status of empirically-supported psychotherapies: Assumptions, findings, and reporting in controlled clinical trials. *Psychological Bulletin*, 130, 631-663.

Topic 2:

#### **Introduction to psychodynamic psychotherapy**

Shedler, J. (2010). The efficacy of Psychodynamic Therapy. *American Psychologist*, 65, 98-109.

**Week4-week 7: Psychodynamic therapy** February 20<sup>th</sup>, 27<sup>th</sup>, March 6<sup>th</sup>, March 13<sup>th</sup>

Videos and reading of psychodynamic therapy. All the readings will be from Summers, R., and Barber, J. (2010) Psychodynamic therapy: A guide to evidence-based practice, The Guildford Press, New York.

\*\*\*To allow for a somewhat flexible discussion and pace of the material (including videos) each week, we'll assess our progress through the chapters and I'll announce the assigned chapters for the following week.

**Tentative deadline for video watching assignment: March 1st at 10:00 a.m.**

**Week 8: Midterm exam:** March 20<sup>th</sup>

**Week 9-Week 13** March 27<sup>th</sup>, April 3<sup>rd</sup>, April 10<sup>th</sup>, April 17<sup>th</sup>, and half of April 24<sup>th</sup>

### **Cognitive Behavioral Therapy**

1. Wright, J.H., Brown, G.K., Thase, M. E., Ramirez Basco, M., & Gabbard, G. (2017). Learning cognitive behavior therapy: An illustrated guide. American Psychiatric Association Publishing, Arlington, VA.

\*\*\* To allow for a somewhat flexible discussion and pace of the material (including videos) each week, we'll assess our progress through the chapters and I'll announce the assigned chapters for the following week.

2. Due dates for various assignments in CBT folder will be announced in class and posted on Moodle.

**Week 13 Continued:** April 24<sup>th</sup>

**1<sup>st</sup> part:** finishing CBT (Above)

**2<sup>nd</sup> part:** Brief introduction to 3<sup>rd</sup> wave approaches, DBT, Mindfulness, and Acceptance

Readings from Hayes, Follette, and Linehan to be distributed in class.

**Week 14- May 1<sup>st</sup>- Labor day holiday, no class!**

**Week 15- Part 1: above, continued**

**Part 2:** Integrative Psychotherapies

Readings: Chapter 14 to be distributed in class

**Week 16- Final Exam,** May 8<sup>th</sup>, or TBD.