

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**CLP 7934: Advanced Psychotherapy (3 credit hours)**  
 Fall 202X, Wednesdays, 1:55 – 4:55, HPNP 3170  
 Delivery Format: On-Campus  
 Course Materials Available Through Canvas

---

Instructor Name: Deidre B. Pereira, PhD, ABPP  
 Room Number:  
 Phone Number:  
 Email Address:  
 Office Hours: By Appointment  
 Teaching Assistants:  
 Preferred Course Communications (e.g. email, office phone): Email

### **Prerequisites**

CLP 6407: Psychological Treatment I

### **PURPOSE AND OUTCOME**

#### **Course Overview**

This course is intended for third, fourth, and fifth year students in Clinical and Health Psychology who wish to advance their intervention competencies with adult patients with complex comorbid mental/behavioral disorders and physical health conditions. The course is appropriate for students who have met expectations on all core assessment competencies and have begun to develop intervention competencies.

This course is grounded in the principle that *empathy* (understanding, acceptance, and hopefulness) is the foundation for all effective psychotherapeutic interventions. Specifically, the course will explore the ways in which empathy is optimally experienced by therapists and communicated to patients. The course's grounding in instruction related to empathic practice is paired with didactics and discussion related to common questions, issues, and dilemmas related to intervention practice experienced among therapists-in-training. In this regard, the course starts with a primer on diagnostic challenges that impact treatment process and outcomes and then focuses on advancing foundational therapy and case management skills. The course then explores identifying and managing urgencies and emergencies in the therapy room. The course closes with modules on diagnoses and psychotherapeutic techniques that may not have been covered in other courses or clinical practice settings at this point in students' training. Competencies are assessed via evaluation of (1) a presentation of journal article related to a specific topic, (2) a series of essays on topics relevant to intervention practice (NB: up to two essays may be substituted with a video clip and discussion of a therapy session), (3) a practice sample, and (4) class participation. Competency evaluations are aligned with requirements for applying for internship and with broad criteria for board certification in clinical health psychology.

#### **Instructor's Personalized Diversity Statement**

A core personal and professional value of mine is to honor and respect the rights and dignity of individuals from contexts marked by intersections among race, ethnicity, culture, sex, gender identity, sexual identity, socioeconomic status, ability status, and the like. Consistent with this, this course is taught and intended to be experienced from a lens of cultural humility and with respect and appreciation for individual and cultural diversity. Diversity, equity, inclusion, and advocacy (DEIA) principles will be incorporated into weekly didactics and discussions. DEIA principles will be discussed from a lens emanating from extant clinical and empirical literature. Active and vibrant dialogue, including respectfully-proffered disagreements, with respect to course content is welcome.

#### **Relation to Program Outcomes**

All CHP students are required to engage in supervised psychotherapy with individual therapy patients. This course is intended to advance competencies required to meet expectations on evaluations for intervention practica.

### **Course Objectives and/or Goals**

By the end of the course, the student should be able to:

- (a) identify and problem-solve common diagnostic challenges and describe how they may impact therapy process and outcomes;
- (b) identify and describe advanced psychotherapeutic and case management skills and discuss how to apply them in health service psychology practice;
- (c) identify, describe, and problem-solve mental health, behavioral, and medical urgencies and emergencies that may occur in the therapy room;
- (d) identify and describe common presentations and treatments of acutely ill clinical health psychology patients in the inpatient setting;
- (e) identify the core components of the alternative DSM-5 model for personality disorders and describe how to apply these to intervention practice in clinical health psychology patients;
- (f) identify and describe the presentation and treatment of complex trauma and dissociation in clinical health psychology patients; and
- (g) identify and describe the core components and application of relational cultural therapy as a psychotherapeutic technique relevant to the practice of clinical health psychology.

### **Instructional Methods**

Primary teaching methods include classroom based instruction and process-oriented discussion and dialogue.

## DESCRIPTION OF COURSE CONTENT

## Topical Outline/Course Schedule

Date	Unit	Topic	Assignment 1 Due Dates	Assignment 2 Due Dates	Assignment 3 Due Dates	Readings
8/24	1	<b>1:55 – 2:25: Syllabus and Course Review</b>	N/A	N/A	N/A	<i>Course Syllabus</i>
	2	<b>2:35 – 3:35: Empathy</b> <ul style="list-style-type: none"> <li><i>What is Empathy and Why Does it Matter?</i></li> <li><i>Understanding Meaning Systems</i></li> </ul> <b>3:45 – 4:55: Advancing Foundational Competencies</b> <ul style="list-style-type: none"> <li><i>Diagnostic Challenges Affecting Therapy Processes and Outcomes</i></li> </ul>				<i>Empathy</i> <ul style="list-style-type: none"> <li>Slattery &amp; Park, 2020 – Chapters 1, 2</li> </ul> <i>Diagnostic Challenges</i> <ul style="list-style-type: none"> <li>American Psychiatric Association, 2022 – Adjustment Disorders:  <a href="https://dsm.psychiatryonline.org/doi/full/10.1176/appi.books.9780890425787.x07_Trauma_and_Stressor_Related_Disorders#BABCBEHF">https://dsm.psychiatryonline.org/doi/full/10.1176/appi.books.9780890425787.x07_Trauma_and_Stressor_Related_Disorders#BABCBEHF</a> (must be accessed from a UF networked computer)</li> <li>American Psychiatric Association, 2022 – Psychological Factors Affecting Other Medical Condition:  <a href="https://dsm.psychiatryonline.org/doi/full/10.1176/appi.books.9780890425787.x09_Somatic_Symptom_and_Related_Disorders#BCFCG GIB">https://dsm.psychiatryonline.org/doi/full/10.1176/appi.books.9780890425787.x09_Somatic_Symptom_and_Related_Disorders#BCFCG GIB</a> (must be accessed from a UF networked computer)</li> </ul>

Date	Unit	Topic	Assignment 1 Due Dates	Assignment 2 Due Dates	Assignment 3 Due Dates	Readings
8/31	2	<p><b>1:55 – 2:55: Empathy</b></p> <ul style="list-style-type: none"> <li>• <i>Understanding Culture, Identity, and Oppression</i></li> <li>• <i>Developing Goals and a Treatment Plan</i></li> </ul> <p><b>3:05 – 4:15: Advancing Foundational Competencies</b></p> <ul style="list-style-type: none"> <li>• <i>Episodes of care</i></li> <li>• <i>Biopsychosocial-cultural case formulation and application to therapy</i></li> </ul> <p><b>4:25 – 4:55: Student Journal Article Presentation</b></p>	Student 1:	N/A	N/A	<p><i>Understanding Culture, Identity, and Oppression/Developing Goals and a Treatment Plan</i></p> <ul style="list-style-type: none"> <li>• Slattery &amp; Park, 2020 – Chapters 3,8</li> </ul> <p><i>Episodes of Care</i></p> <ul style="list-style-type: none"> <li>• Jongsma Jr et al., 2021 – Introduction and Depression, Unipolar Chapters</li> </ul> <p><i>Biopsychosocial-Cultural Case Conceptualization</i></p> <ul style="list-style-type: none"> <li>• Sue et al., 2022 – Chapters 2, 3, 11</li> </ul>
9/7	2	<p><b>1:55 – 2:55: Empathy</b></p> <ul style="list-style-type: none"> <li>• <i>A Client's Perspective on What Makes Psychotherapy Effective: Mx. S., Author and Speaker on Topics Related to Complex Trauma</i></li> </ul> <p><b>3:05 – 4:15: Empathy &amp; Advancing Foundational Competencies</b></p> <ul style="list-style-type: none"> <li>• <i>Building the Therapeutic Alliance</i></li> <li>• <i>Building and maintaining effective limits and boundaries</i></li> <li>• <i>Using session process as a therapeutic tool</i></li> </ul> <p><b>4:25 – 4:55: Student Journal Article Presentation</b></p>	Student 2:	N/A	N/A	<p><i>Building the Therapeutic Alliance</i></p> <ul style="list-style-type: none"> <li>• Slattery &amp; Park, 2020 – Chapter 4</li> <li>• Linehan, 1993 – Chapter 8</li> </ul> <p><i>Limits/Boundaries</i></p> <ul style="list-style-type: none"> <li>• Linehan, 1993 – Chapter 10</li> <li>• Pope &amp; Keith-Spiegel, 2008</li> </ul> <p><i>Session Process/Immediacy</i></p> <ul style="list-style-type: none"> <li>• Hill et al., 2018</li> <li>• Hill et al., 2008</li> <li>• Kasper et al., 2008</li> </ul>

Date	Unit	Topic	Assignment 1 Due Dates	Assignment 2 Due Dates	Assignment 3 Due Dates	Readings
9/14	2	<p><b>1:55 – 2:55: Empathy</b></p> <ul style="list-style-type: none"> <li>Communicating Empathy Verbally</li> </ul> <p><b>3:05 – 4:15: Advancing Foundational Competencies</b></p> <ul style="list-style-type: none"> <li>Using confrontation/challenging as a therapeutic tool</li> <li>Using irreverence and humor in psychotherapy</li> </ul> <p><b>4:25 – 4:55: Student Journal Article Presentation</b></p>	Student 3:	N/A	N/A	<p><i>Communicating Empathy Verbally</i></p> <ul style="list-style-type: none"> <li>Slattery &amp; Park, 2020 – Chapter 5</li> </ul> <p><i>Confrontation, Challenging, Irreverence, Humor</i></p> <ul style="list-style-type: none"> <li>Linehan, 1993 – Chapter 12</li> </ul>
9/21	3	<p><b>1:55 – 2:55: Empathy</b></p> <ul style="list-style-type: none"> <li>Providing Empathic Interventions</li> </ul> <p><b>3:05 – 4:15: Advancing Case Management Skills</b></p> <ul style="list-style-type: none"> <li>Handling cancelations/no shows</li> <li>Homework – To assign or not to assign?</li> </ul> <p><b>4:25 – 4:55: Student Journal Article Presentation</b></p>	Student 4:	2.a.	N/A	<p><i>Providing Empathic Interventions</i></p> <ul style="list-style-type: none"> <li>Slattery &amp; Park, 2020 – Chapter 9</li> </ul> <p><i>Homework</i></p> <ul style="list-style-type: none"> <li>Strunk, 2022</li> <li>Tompkins, 2002</li> <li>Dobson, 2021</li> </ul> <p><i>No Shows/Cancelations</i></p> <ul style="list-style-type: none"> <li>Dantas et al., 2018</li> <li>Xiao et al., 2017</li> <li>DeFife et al., 2010</li> <li>DeFife et al., 2013</li> </ul>

Date	Unit	Topic	Assignment 1 Due Dates	Assignment 2 Due Dates	Assignment 3 Due Dates	Readings
9/28	4	<p><b>1:55 – 2:55: Empathy</b></p> <ul style="list-style-type: none"> <li>Ending Treatment</li> </ul> <p><b>3:05 – 4:15: Managing Urgencies and Emergencies in the Therapy Room</b></p> <ul style="list-style-type: none"> <li>Managing intense emotional dysregulation in session</li> <li>Managing suicide risk in the therapy room</li> </ul> <p><b>4:25 – 4:55: Student Journal Article Presentation</b></p>	Student 5:	N/A	N/A	<p><i>Ending Treatment</i></p> <ul style="list-style-type: none"> <li>Slattery, J.M. and Park, C.L. (2020) – Chapter 10</li> <li>Bhatia &amp; Gelso, 2017</li> <li>Norcross et al., 2017</li> <li>Swift et al., 2017</li> <li>Goode et al., 2017</li> <li>Marmarosh et al., 2017</li> </ul> <p><b>Managing Intense Emotions</b></p> <ul style="list-style-type: none"> <li>Linehan, 2014 - Chapter 10</li> </ul> <p><i>Managing Suicide Risk</i></p> <ul style="list-style-type: none"> <li>Shea, 1998</li> <li>Shea, 2017</li> </ul>
10/5	4	<p><b>1:55 – 2:55: Empathy</b></p> <ul style="list-style-type: none"> <li>Self-Care</li> </ul> <p><b>3:05 – 4:15: Managing Urgencies and Emergencies in the Therapy Room</b></p> <ul style="list-style-type: none"> <li>Managing physical threats in the therapy room</li> <li>Managing medical emergencies in the therapy room</li> </ul> <p><b>4:25 – 4:55: Student Journal Article Presentation</b></p>	Student 6:	2.b.	N/A	<p><i>Self-Care</i></p> <ul style="list-style-type: none"> <li>Slattery &amp; Park, 2020 – Chapter 13</li> </ul> <p><i>Physical Threat</i></p> <ul style="list-style-type: none"> <li>Farber, 2015</li> <li>Carr et al., 2014</li> <li>Daniels &amp; Anadria, 2019</li> </ul> <p><i>Medical Emergencies</i></p> <ul style="list-style-type: none"> <li>Jackson &amp; Grugan, 2015</li> <li>Gibbs &amp; Jimenez, 2019</li> </ul> <p><b>If you are interested, here's more in-depth reading for you:</b></p> <ul style="list-style-type: none"> <li>Pinals, 2007 - Chapter 3</li> <li>De Becker, 1999 – Chapters 1-3</li> </ul>

Date	Unit	Topic	Assignment 1 Due Dates	Assignment 2 Due Dates	Assignment 3 Due Dates	Readings
10/12	4	<p><b>1:55 – 2:55: Empathy</b></p> <ul style="list-style-type: none"> <li>• <i>Ethics</i></li> </ul> <p><b>3:05 – 4:15: Managing Urgencies and Emergencies in the Therapy Room</b></p> <ul style="list-style-type: none"> <li>• <i>Managing the angry patient</i></li> <li>• <i>Identifying and managing therapeutic rupture and repair</i></li> <li>• <i>Identifying and managing counter-transference</i></li> </ul> <p><b>4:25 – 4:55: Student Journal Article Presentation</b></p>	Student 7:	N/A	N/A	<p><i>Ethics</i></p> <ul style="list-style-type: none"> <li>• Slattery &amp; Park, 2020 – Chapters 11</li> </ul> <p><i>Managing the Angry Patient</i></p> <ul style="list-style-type: none"> <li>• Chipidza et al., 2016</li> <li>• Hallett &amp; Dickens, 2017</li> <li>• Bien et al., 1993</li> <li>• Iroku-Malize &amp; Grissom, 2018</li> </ul> <p><i>Therapeutic Rupture/Repair</i></p> <ul style="list-style-type: none"> <li>• Gardner et al., 2019</li> <li>• Eubanks et al., 2018</li> <li>• Safran et al., 2011</li> </ul> <p><i>Countertransference</i></p> <ul style="list-style-type: none"> <li>• Rosenberger &amp; Hayes, 2002</li> <li>• Hayes et al., 2018</li> </ul>
10/19	5	<p><b>1:55 – 3:45: Advanced Practice Skills You Won't Learn Elsewhere!</b></p> <ul style="list-style-type: none"> <li>• <i>Psychological interventions in the acute care setting (Guest Speaker: Dr. Olivia Suddarth)</i></li> <li>• <i>Interpreting and using laboratory values in psychotherapy with medically complex patients</i></li> </ul> <p><b>(If needed) 3:55 - 4:25: Student Therapy Video Clip Presentation and Discussion</b></p> <p><b>4:25 – 4:55: Student Journal Article Presentation</b></p>	Student 8:	2.c., 2.f. (for students who opt in)	N/A	<p><i>Inpatient Practice</i></p> <ul style="list-style-type: none"> <li>• Labott, 2019 – Chapters 3, 4, 5</li> </ul> <p><i>Laboratory Values</i></p> <ul style="list-style-type: none"> <li>• Maunder, 2011 - Hematology and Biochemistry Chapters</li> </ul>

Date	Unit	Topic	Assignment 1 Due Dates	Assignment 2 Due Dates	Assignment 3 Due Dates	Readings
10/26	5	<p><b>1:55 – 2:35: Advanced Practice Skills You Won't Learn Elsewhere!</b></p> <ul style="list-style-type: none"> <li>Using alternative DSM-5 model for personality disorders in therapy practice</li> </ul> <p><b>2:45 – 3:45: Student Journal Article Presentations</b></p> <p><b>3:55 – 4:55: Student Practice Sample Presentation</b></p>	Student 9:	N/A	Student 1:	<p><i>Alternative DSM-5 Model</i></p> <ul style="list-style-type: none"> <li>American Psychiatric Association, 2022 – Alternative DSM-5 Model for Personality Disorders (<a href="https://doi.org/10.1176/appi.books.9780890425787.Alternate_DSM5_Model_for_Personality_Disorders">https://doi.org/10.1176/appi.books.9780890425787.Alternate_DSM5_Model_for_Personality_Disorders</a>) (must be accessed from UF networked computer)</li> </ul>
11/2	6	<p><b>1:55 – 2:45: Diagnosis and Treatment of DSM 5 Disorders You Haven't Learned about Yet!</b></p> <ul style="list-style-type: none"> <li><i>Dissociative Identity Disorder</i></li> </ul> <p><b>2:55 – 4:55: Student Practice Sample Presentations</b></p>	N/A		Student 2:	<p><i>Dissociative Identity Disorder</i></p> <ul style="list-style-type: none"> <li>International Society for the Study of Trauma and Dissociation, 2011</li> </ul>
11/9	7	<p><b>1:55 – 2:15: Psychotherapeutic Approaches you Need to Know About!</b></p> <ul style="list-style-type: none"> <li><i>Relational Cultural Therapy</i></li> </ul> <p>(If needed) 2:15 - 2:45: Student Therapy Video Clip Presentation and Discussion</p> <p>2:55 – 4:55: Student Practice Sample Presentations</p>	N/A	2.d., 2.f. (for students who opt in)	Student 3: Student 4:	<p><i>Relational Cultural Therapy</i></p> <ul style="list-style-type: none"> <li>Frey, 2013</li> <li>Jordan, 2018 – Chapter 4</li> </ul>



Date	Unit	Topic	Assignment 1 Due Dates	Assignment 2 Due Dates	Assignment 3 Due Dates	Readings
11/16	7	<b>1:55 – 2:15: Psychotherapeutic Approaches you Need to Know About!</b> <ul style="list-style-type: none"> <li>• <i>Relational Cultural Therapy (cont)</i></li> </ul> <b>(If needed) 2:15 - 2:45: Student Therapy Video Clip Presentation and Discussion</b>  <b>2:55 – 4:55: Student Practice Sample Presentations</b>	N/A	2.e., 2.f. (for students who opt in)	<b>Student 5:</b> <b>Student 6:</b> <b>Student 7:</b>	<i>Relational Cultural Therapy</i> <ul style="list-style-type: none"> <li>• Frey, 2013</li> <li>• Jordan, 2018 – Chapter 4</li> </ul>
11/23	<i>No Class – Thanksgiving Week</i>					
11/30	N/A	<b>1:55 – 4:55: Student Practice Sample Presentations, Journal Article Presentation</b>	Student 5:	N/A	Student 8:  Student 9:	<i>None</i>

## Course Materials and Technology

See references at the end of this document.

For technical support for this class, please contact the UF Help Desk at:

- [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu>

## Additional Academic Resources

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).

On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#).

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

1. Select and orally present (~30 minutes) a published journal article on a topic related to one of the following (10%)
  - a. Individual and cultural diversity in health service psychology practice
  - b. Professional and/or ethical behavior in health service psychology practice
  - c. Case study relevant to health service psychology practice

The presentation should be approximately 30 minutes long and should summarize and critically evaluate the article. A required element of this assignment is that the student must engage the class in meaningful and substantive discussion about the content of the article and the strengths and weaknesses of the article. PowerPoint or another appropriate package should be used for the presentation.

**Students should upload their selected article at least one week in advance on the Journal Article Reviews Page under Modules > Journal Article Reviews and send an Announcement to the class indicating that the article has been made available.**

2. Write a set of up to five Professional Statements (40% total)
  - a. Describe your current professional work and long-term plans in psychology (500-750 words, 8%)
  - b. Describe the scientific base that informs your clinical practice (500-750 words, 8%)
  - c. Describe an example of how you handled a complex interpersonal interaction in intervention (500-750 words, 8%)\*

- d. Describe a meaningful and challenging ethical dilemma personally encountered, the aspects of the APA Ethical Principles of Psychologists and Code of Conduct pertinent to the dilemma, and how the dilemma was managed (500-750 words, 8%)\*
- e. Describe examples of your awareness of individual and cultural diversity in intervention (500-750 words, 8%)\*
- f. **Students may substitute the completion of 2 of the above, starred essays (2.c., 2.d., and/or 2.e.) with the following:**
  - i. The presentation of a 10 minute video clip of a therapy session for 20 minutes of class discussion.
    1. The clip should have some relevance to the topics covered by 2c, 2d, or 2e, if possible.
    2. You will need to obtain the permission of your supervisor for this assignment. **Please forward the email to me with your supervisor giving permission for this.**
    3. In addition, if you do not have written authorization from your patient allowing for the recording of sessions, you will need to obtain this.
    4. Please discuss with your supervisor how you should handle discussing this with your patient.
    5. This would then be worth 16% of the student's total grade.
3. Write (~3000 words, 20%) and orally present (~40 minutes + ~20 minutes of questions, 20%) an Intervention Practice Sample (Total: 40%)
  - a. Describe your intervention work with a patient, the theoretical and empirical bases of your approach, the rationale for your actions, relevant ethical issues, and consideration of diversity factors. Your sample should include enough background information so that Dr. Pereira can evaluate the reasonableness of your treatment approach.
  - b. The oral presentation should be presented to the class using PowerPoint or another appropriate presentation package. The presentation itself should be approximately 40 minutes in length. An additional 20 minutes will be devoted to questions and discussion.
4. Participate in Class (10%)
  - a. Students are expected to participate in class discussions in a meaningful way during every class.

## Readings

### Required Textbook:

Slattery, J. M., & Park, C. L. (2020). *Empathic counseling: Building skills to empower change*. American Psychological Association.

Please see the References at the end of this document. All readings are "Required" unless otherwise stated.

Under the Topical Outline/Course Schedule, readings are listed according to content topic. There are weeks that multiple articles under multiple content topics are assigned. If you are unable to complete all of these readings on a particular week due to competing demands (*exclusive of requirements from other courses*), you may choose two that interest you the most under each content area. It is expected that you will complete any remaining readings by the end of the course.

## Grading

Requirement/ Assignment	Due Date	Points or % of Final Grade
1	Assigned date	10
2	9/21-11/16	40 (total)
2.a.	9/21	8
2.b.	10/5 <i>This assignment falls on the Hindu festival of Dussehra and the Jewish holiday of Yom Kippur. Students observing these holidays</i>	8

	<i>may hand in their assignment on 10/12 instead. Please advise the instructor of this by email after the first day of class.</i>	
2.c.	10/19	8
2.d.	11/2	8
2.e.	11/16	8
2.f.i. (optional substitution of 2 of the following: 2.c., 2.d., and/or 2.e.)	10/19 OR 11/9 OR 11/16	16
3	Assigned date	40
4 (Attendance/Participation)	Semester long	10

Point system used (i.e., how do course points translate into letter grades):

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:

<https://gradcatalog.ufl.edu/graduate/regulations/#text>

### Exam Policy

There are no exams in this course.

### Policy Related to Make up Exams or Other Work

Deadline extensions will be considered on a case-by-case basis for students experiencing extreme emergencies, such as a personal or family health emergency (e.g., hospitalization), with appropriate documentation. **A request for an extension must be made as soon as is practical and possible in the context of an extreme emergency.** An extension may not be approved if the request is deemed by the instructor as not being timely. **Extensions will not be granted for situations that require planning in advance, including but not limited to vacations, routine health care visits, routine caregiving responsibilities, conference attendance, and competing demands related to other courses/research/clinical responsibilities.** In the absence of an approved-extension, grades for assignments will be reduced by 5 percent (5%) for every day they are late. There will be no opportunities for extra credit in this course.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

### Policy Related to Required Class Attendance

Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Class attendance is strongly encouraged, as participation is 10% of your total grade.

Class participation grades will be reduced by 5% (.5 points out of 10) for every 3 or more instances of late arrival (i.e., more than 10 minutes) to and/or early departure (i.e., more than 10 minutes) from class.

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

You may keep your cell phones on (but set to silent) during class so that you can be notified in case of a clinical urgency or emergency among patients. If you have a clinical urgency or emergency that you need to attend to during class time, please let Dr. Pereira know before you step out of class.

Use of smart phones or laptops during class to check email, browse the web, send/receive text messages unrelated to any clinical urgencies/emergencies, etc, will result in class participation grade reduction of 1% (.1 pt out of 10) per episode.

### Communication Guidelines

Not applicable; On Campus course.

### Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### Recording Within the Course

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student

participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### **Policy Related to Guests Attending Class**

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

### **Online Faculty Course Evaluation Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

---

## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

### Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

### References

- American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders* (5th, Text Revision ed.).
- Bhatia, A., & Gelso, C. J. (2017). The termination phase: Therapists' perspective on the therapeutic relationship and outcome. *Psychotherapy (Chic)*, 54(1), 76-87. <https://doi.org/10.1037/pst0000100>
- Bien, T. H., Miller, W. R., & Tonigan, J. S. (1993). Brief interventions for alcohol problems: a review. *Addiction*, 88(3), 315-336.
- Carr, M. L., Goranson, A. C., & Drummond, D. J. (2014). Stalking of the mental health professional: Reducing risk and managing stalking behavior by patients. *Journal of Threat Assessment and Management*, 1(1), 4.
- Chipidza, F., Wallwork, R. S., Adams, T. N., & Stern, T. A. (2016). Evaluation and Treatment of the Angry Patient. *Prim Care Companion CNS Disord*, 18(3). <https://doi.org/10.4088/PCC.16f01951>
- Daniels, J. K., & Anadria, D. (2019). Experiencing and Witnessing Patient Violence - an Occupational Risk for Outpatient Therapists? *Psychiatr Q*, 90(3), 533-541. <https://doi.org/10.1007/s11126-019-09648-x>
- Dantas, L. F., Fleck, J. L., Cyrino Oliveira, F. L., & Hamacher, S. (2018). No-shows in appointment scheduling - a systematic literature review. *Health Policy*, 122(4), 412-421. <https://doi.org/10.1016/j.healthpol.2018.02.002>
- De Becker, G. (1999). *The gift of fear : survival signals that protect us from violence*. Dell.
- DeFife, J. A., Conklin, C. Z., Smith, J. M., & Poole, J. (2010). Psychotherapy appointment no-shows: rates and reasons. *Psychotherapy (Chic)*, 47(3), 413-417. <https://doi.org/10.1037/a0021168>
- DeFife, J. A., Smith, J. M., & Conklin, C. (2013). Psychotherapy appointment no-shows: Clinicians' approaches. *Journal of Contemporary Psychotherapy*, 43(2), 107-113.
- Dobson, K. S. (2021). A commentary on the science and practice of homework in cognitive behavioral therapy. *Cognitive Therapy and Research*, 45(2), 303-309.
- Eubanks, C. F., Burckell, L. A., & Goldfried, M. R. (2018). Clinical Consensus Strategies to Repair Ruptures in the Therapeutic Alliance. *J Psychother Integr*, 28(1), 60-76. <https://doi.org/10.1037/int0000097>

- Farber, S. K. (2015). My patient, my stalker empathy as a dual-edged sword: a cautionary tale. *American journal of psychotherapy*, 69(3), 331-355.
- Frey, L. L. (2013). Relational-cultural therapy: Theory, research, and application to counseling competencies. *Professional Psychology: Research and Practice*, 44(3), 177.
- Gardner, J., Lipner, L., Eubanks, C., & Muran, J. (2019). A Therapist's Guide to Repairing Ruptures in the Working Alliance. In (pp. 159-180). <https://doi.org/10.1093/med-psych/9780190868529.003.0008>
- Gibbs, C. P., & Jimenez, E. (2019). University of Florida Health Shands Core Policy and Procedure, Clinical Emergency Response Plan, CP02.007.
- Goode, J., Park, J., Parkin, S., Tompkins, K. A., & Swift, J. K. (2017). A collaborative approach to psychotherapy termination. *Psychotherapy (Chic)*, 54(1), 10-14. <https://doi.org/10.1037/pst0000085>
- Hallett, N., & Dickens, G. L. (2017). De-escalation of aggressive behaviour in healthcare settings: Concept analysis. *Int J Nurs Stud*, 75, 10-20. <https://doi.org/10.1016/j.ijnurstu.2017.07.003>
- Hayes, J. A., Gelso, C. J., Goldberg, S., & Kivlighan, D. M. (2018). Countertransference management and effective psychotherapy: Meta-analytic findings. *Psychotherapy (Chic)*, 55(4), 496-507. <https://doi.org/10.1037/pst0000189>
- Hill, C. E., Knox, S., & Pinto-Coelho, K. G. (2018). Therapist self-disclosure and immediacy: A qualitative meta-analysis. *Psychotherapy (Chic)*, 55(4), 445-460. <https://doi.org/10.1037/pst0000182>
- Hill, C. E., Sim, W., Spangler, P., Stahl, J., Sullivan, C., & Teyber, E. (2008). Therapist immediacy in brief psychotherapy: Case study II. *Psychotherapy (Chic)*, 45(3), 298-315. <https://doi.org/10.1037/a0013306>
- International Society for the Study of Trauma and Dissociation. (2011). Guidelines for treating dissociative identity disorder in adults, third revision. *Journal of Trauma & Dissociation*, 12(2), 115-187.
- Iroku-Malize, T., & Grissom, M. (2018). The agitated patient: Steps to take, how to stay safe. *Journal of Family Practice*, 67(3), 136-146.
- Jackson, J. E., & Grugan, A. S. (2015). Code blue: Do you know what to do? *Nursing2021*, 45(5), 34-39.
- Jongsma Jr, A. E., Peterson, L. M., & Bruce, T. J. (2021). *The complete adult psychotherapy treatment planner*. John Wiley & Sons.
- Jordan, J. V. (2018). *Relational-Cultural Therapy* (2 ed.). American Psychological Association. <http://www.jstor.org/stable/j.ctv1chrst>
- Kasper, L. B., Hill, C. E., & Kivlighan, D. M. (2008). Therapist immediacy in brief psychotherapy: Case study I. *Psychotherapy (Chic)*, 45(3), 281-297. <https://doi.org/10.1037/a0013305>
- Labott, S. M. (2019). *Health psychology consultation in the inpatient medical setting*. American Psychological Association.
- Linehan, M. (2014). *DBT: Skills training manual*. Guilford Publications.
- Linehan, M. M. (1993). *Cognitive-behavioral treatment of borderline personality disorder (diagnosis and treatment of mental disorders)*. Guilford Publications.
- Marmarosh, C. L., Thompson, B., Hill, C., Hollman, S., & Megivern, M. (2017). Therapists-in-training experiences of working with transfer clients: One relationship terminates and another begins. *Psychotherapy (Chic)*, 54(1), 102-113. <https://doi.org/10.1037/pst0000095>
- Maunder, R. (2011). *Understanding Laboratory Tests: A Quick Reference*. Elsevier Health Sciences. <https://books.google.com/books?id=nQzdbwAACAAJ>
- Norcross, J. C., Zimmerman, B. E., Greenberg, R. P., & Swift, J. K. (2017). Do all therapists do that when saying goodbye? A study of commonalities in termination behaviors. *Psychotherapy (Chic)*, 54(1), 66-75. <https://doi.org/10.1037/pst0000097>
- Pinals, D. A. (2007). *Stalking: Psychiatric perspectives and practical approaches*. Oxford University Press.
- Pope, K. S., & Keith-Spiegel, P. (2008). A practical approach to boundaries in psychotherapy: making decisions, bypassing blunders, and mending fences. *J Clin Psychol*, 64(5), 638-652. <https://doi.org/10.1002/jclp.20477>
- Rosenberger, E. W., & Hayes, J. A. (2002). Origins, consequences, and management of countertransference: A case study. *Journal of counseling psychology*, 49(2), 221.
- Safran, J. D., Muran, J. C., & Eubanks-Carter, C. (2011). Repairing alliance ruptures. *Psychotherapy (Chic)*, 48(1), 80-87. <https://doi.org/10.1037/a0022140>
- Shea, S. C. (1998). The chronological assessment of suicide events: a practical interviewing strategy for the elicitation of suicidal ideation. *Journal of Clinical Psychiatry*, 59(20), 58-72.
- Shea, S. C. (2017). Uncovering a patient's hidden method of choice for suicide: Insights from the Chronological Assessment of Suicide Events (CASE Approach). *Psychiatric Annals*, 47(8), 421-427.
- Slattery, J. M., & Park, C. L. (2020). *Empathic counseling: Building skills to empower change*. American Psychological Association.
- Strunk, D. R. (2022). Homework. *Cognitive and Behavioral Practice*.
- Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2022). *Counseling the culturally diverse: Theory and practice*. John Wiley & Sons.



- Swift, J. K., Greenberg, R. P., Tompkins, K. A., & Parkin, S. R. (2017). Treatment refusal and premature termination in psychotherapy, pharmacotherapy, and their combination: A meta-analysis of head-to-head comparisons. *Psychotherapy (Chic)*, 54(1), 47-57. <https://doi.org/10.1037/pst0000104>
- Tompkins, M. A. (2002). Guidelines for enhancing homework compliance. *Journal of clinical psychology*, 58(5), 565-576. <https://onlinelibrary.wiley.com/doi/pdfdirect/10.1002/jclp.10033?download=true>
- Xiao, H., Hayes, J. A., Castonguay, L. G., McLeavey, A. A., & Locke, B. D. (2017). Therapist effects and the impacts of therapy nonattendance. *Psychotherapy (Chic)*, 54(1), 58-65. <https://doi.org/10.1037/pst0000103>