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Students entering this graduate course will be concurrently enrolled in graduate courses in Assessment I and Foundations of Psychotherapy I

The following books are recommended:

Wachtel, P. L. (2011). *Therapeutic communication: Knowing what to say when* 2nd edition. Guilford Press: NY.

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2015). *Clinical Interviewing Fifth Edition*. Wiley: Hoboken, NH. [ISBN 978-1-119-08423-5]

All required readings (chapters and empirical articles) will be provided to students through Blackboard.

All students at the University of Toledo are expected to read, understand, and follow the academic policies that govern their attendance at the University. These policies include, but are not limited to, academic dishonesty, academic forgiveness, adding and dropping a course, grades and grading, and the



4) Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it; 5) Giving or receiving substantive aid during the course of an examination; 6) Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period; 7) Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination; 8) Submitting the same written work to fulfill the requirements for more than one course. The full University policy on academic dishonesty may be found at <http://www.utoledo.edu/dl/students/dishonesty.html>

The University of Toledo cares greatly about the health and well-being of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. If you have experienced sexual assault, sexual harassment, intimate partner violence, and/or stalking and want a confidential place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419.530.2497 during regular business hours and 419.530.3431 for 24-hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty and staff. The YWCA H.O.P.E. Center also can be accessed as an off-campus confidential resource



Readings for each week are listed below.

Week	Date	Topic	Instructor
1	8/19	Inte/97s(d)3udneans/licedug	

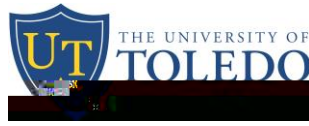


*Please note that readings are subject to change. If any change occurs in reading assignments, students will be notified in advance by the instructor.

University of Toledo Psychology Clinic Handbook

APA Ethical Principles of Psychologists and Code of Conduct – Appendix A of Clinical Program Handbook

Eonta, A. M., Christon, L. M., Hourigan, S. E., Ravindran, N., Vrana, S. R., & Southam-



Turchik, J.A., Karpenko, V., Hammers, D., & McNamara, J.R. (2007). Practical and ethical assessment issues in rural, impoverished, and managed care settings. *Professional Psychology: Research and Practice*, 38(2), 158-168.

Vasquez, M. J., Bingham, R. P., & Barnett, J. E. (2008). Psychotherapy termination: Clinical and ethical responsibilities. *Journal of Clinical Psychology*, 64(5), 653-665.



Linehan (1993). Cognitive behavioral treatment of borderline personality disorder—Chapter 14. Structural Strategies.

Farmer, R. F., & Chapman, A. L. (2016). Bringing therapy to a close and aftercare. In Behavioral interventions in cognitive behavior therapy, 2nd edition (pp. 355-376). Washington, DC: American Psychological Association.

Kazdin, A. (1993). Evaluation in clinical practice: Clinically sensitive and systematic methods of treatment delivery. *Behavior Therapy*, 24, 11-45.

Moyers, T. B. (2004). History and happenstance: How motivational interviewing got its start. *Journal of Cognitive Psychotherapy*, 18(4), 291-298.

Moyers, T. B., Miller, W. R., & Hendrickson, S. M. L. (2005). How does motivational interviewing work? Therapist interpersonal skill predicts client involvement within motivational interviewing sessions. *Journal of Consulting and Clinical Psychology*, 73(4), 590-598.

Goldfried, M.R., & Davison, G.C. (1994). Clinical Behavior Therapy. New York: John Wiley and Sons – Chapter 5: Relaxation Training

Linehan, M. M. (1993). Skills training manual for treating borderline personality disorder. New York, NY: Guilford Press.

Miller, W. R., & Rollnick, S. (2013). Experiencing motivational interviewing. In Motivational Interviewing, 3rd edition (pp. 303-321). New York: The Guilford Press.

Linehan (1993). Cognitive behavioral treatment of borderline personality disorder—Chapter 10. Change Procedures: Part I. Contingency Procedures (Managing Contingencies and Observing Limits).

Wachtel, P. L. (2011). Therapeutic communication: Knowing what to say when – Chapter 13. Therapist Self-Disclosure: Prospects and Pitfalls.

Zur, O., Williams, M. H., Lehavot, K., & Knapp, S. (2009). Psychotherapist self-disclosure and transparency in the Internet age. *Professional Psychology: Research and Practice*, 40(1), 22.

Pope, K. S., & Keith Spiegel, P. (2008). A practical approach to boundaries in psychotherapy: Making decisions, bypassing blunders, and mending fences. *Journal of clinical psychology*, 64(5), 638-652.

Barnett, J. (2011). Psychotherapist self-disclosure: Ethical and clinical considerations. *Psychotherapy*, 48(4), 315-321.

