INSTRUCTOR: Tom Krieshok, Ph.D. 
Joseph R. Pearson Hall, Room 611
1122 West Campus Road
785.864.9654 KU
Stacy Hutton
Class email: pre896_87175su12_dl@mail.ku.edu

SCHEDULE: Mondays thru Thursdays in June from 1:00 to 3:50
145 Joseph R. Pearson Hall & The Center for Psychoeducational Services

COURSE PURPOSE
This seminar will be an introduction to three different empirically supported treatments (ESTs), Acceptance and Commitment Therapy (ACT), Motivational Interviewing (MI), and Client Directed Outcome Informed services (CDOI). Starting with an introduction to CDOI (a method for maximizing elements of the common factors research), the course will include readings, videos, and discussion of ACT and MI, with a heavy experiential component of role plays on video through the Center for Psychoeducational Services. The emphasis in this summer course will be on developing initial skills in these three treatments.

COURSE OBJECTIVES:

- WE WILL KNOW AND BE ABLE TO ARTICULATE...
  - the history of the EVT EST EBP movement within psychology
  - how ESTs are designated, where to find them, how to become trained in them
  - the theories that undergird Motivational Interviewing (MI), Acceptance and Commitment Therapy (ACT), and Client Directed Outcome Informed services (CDOI)
  - specific interventions in MI, ACT, and CDOI

- WE WILL BE ABLE TO DEMONSTRATE...
  - specific interventions in MI, ACT, and CDOI with others in the class

- HOW THIS COURSE MAPS ONTO THE GOALS, OBJECTIVES, AND COMPETENCIES OF THE CPSY DOCTORAL PROGRAM...

<table>
<thead>
<tr>
<th>Goal #1: The program produces graduates who are competent scientist-practitioner generalists.</th>
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<td>Objective 1 for Goal #1: Graduates are capable of synthesizing and integrating psychological theory, research, and practice.</td>
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<td>COMPETENCY 1b: Students display a commitment to staying current in the literature in their professional or scholarly area.</td>
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<td>COMPETENCY 1c: Students conceptualize cases based on sound theory and research.</td>
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<td>COMPETENCY 1d: Students display knowledge of empirically-supported treatments and other evidence-based practice.</td>
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<th>Objective 3 for Goal #1: Graduates are knowledgeable about and clinically competent in the areas of assessment, diagnosis, treatment, and supervision and consultation.</th>
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<td>Competencies Expected for these Objectives:</td>
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<td>COMPETENCY 3c: Students can effectively deliver interventions.</td>
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Objective 4 for Goal #1: Graduates understand and embrace the importance of cultural and individual diversity in their clinical and scholarly work.

Competencies Expected for these Objectives:
COMPETENCY 4c: In their practical work, students demonstrate awareness of contextual issues, and commitment to APA's Multicultural Guidelines.

Goal #3: The program provides a positive professional learning environment characterized by cooperation and respect, with an emphasis on the development of individual strengths and on professional collaboration.

Objective 9 for Goal #3: Students display professionalism in their relationships with faculty, staff, and peers that will enable them to flourish in multiple career settings.

Competencies Expected for these Objectives:
COMPETENCY 9a: Students demonstrate respect for collaboration in training and in their professional settings.
COMPETENCY 9b: Students demonstrate excellent interpersonal skills with others, including supervisors, peers, staff, and supervisees.
COMPETENCY 9c: Students are responsive to input from faculty, supervisors, and peers.

SCHOOL OF EDUCATION MISSION

The primary mission of the School is to prepare leaders in education and human services fields. As stated in the School Code: Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges. The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

INSTRUCTIONAL METHODS

Class time will include lecture, discussion, small group work, and work in pairs and small groups (some of which will be video recorded for instructional purposes). Many of the intervention skills covered will be practiced in pairs and in three’s. This is a clinical course, in that you are expected to master not only a set of knowledge, but also a set of applied skills, thus the structure of the assignments, in-class and out of class exercises. We expect that you will come to class having read or viewed the material for the day, so you will be able to join in a high level of discussion.

ACADEMIC MISCONDUCT

This course adheres to the University's Policy on Academic Misconduct. It is YOUR responsibility to know that policy and adhere to it as well. Please read it at this address: https://documents.ku.edu/policies/governance/USRR.htm - art2sect6

THE KU OFFICE OF DISABILITY RESOURCES

The KU Office of Disability Resources (DR) coordinates accommodations and services for all eligible students with disabilities. If you have a disability and wish to request accommodations and have not contacted DR, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-2620 (V/TTY). Information about their services can be found at http://www.disability.ku.edu/. Please also contact me privately in regard to your needs in this course.
REQUIRED TEXTS

On Becoming a Better Therapist
Barry L. Duncan
• Publisher: American Psychological Association (APA); 1 edition (February 28, 2010)

William R. Miller, Stephen Rollnick
• Publisher: The Guilford Press; Second Edition (April 12, 2002)
• ISBN-10: 1572305630

ACT Made Simple: An Easy-to-Read Primer on Acceptance and Commitment Therapy
Russ Harris
• Publisher: New Harbinger Publications; 1 edition (November 2009)

ELECTRONIC RESOURCES

1) http://www.lib.ku.edu/ejournals.shtml KU Electronic journals page

2) http://www.cdoimembers.com/ Each of you will have an account with the CDOImembers.com website that allows you to access many resources, including videos of lectures and demonstrations of specific skills. Also see http://heartandsoulofchange.com/

3) http://www.motivationalinterview.org/ is a resource-rich site on MI sponsored by SAMHSA.

4) http://contextualpsychology.org/ is the official ACT website, through which you can join any number of ACT listservs.

5) http://www.thehappinesstrap.com/ Russ Harris's website (author of ACT Made Simple) includes many free resources related to the text.

Typical class period:
Quiz over readings and assigned videos
New video over topic of the day
Lecture/discussion over readings/videos/topic of the day
Critical Points we want to make
Video or live demonstration of skills related to the topic of the day
In-class role play demonstrations and/or in-clinic role plays in teams
Full class discussion of the day
Take away lessons of the day

The structure we will adopt for feedback includes three parts:
1. I found this piece of what you did effective...
2. I think it was effective because...
3. Something you might try next time would be to ...
COURSE ASSIGNMENTS

**A. Quizzes: 30 points.** These will be based only on the readings and videos for the day. For this seminar, it is imperative that you show up very day ready to engage the material and the group. We will have a quiz on most days, and you can drop your lowest quiz.

**B. Quality of Feedback & Contribution: 30 points.** This includes assignments done in class, your readiness for and contribution to in-class discussion, and your overall contribution to the learning of the other students in the class. Be here and be constructive! You might also think of these as 'courage points', for your willingness to learn by trial and error in front of others. (Notice they don't call it 'trial and success').

**C. Role Play and Class discussion: 20 points.** Each 3-member team will be responsible for leading one hour of role play and subsequent class discussion (role play should be 25-30 minutes of the hour). As a team, you will need to pick one of the available topics, preview videos available on the points you aim to teach, consult with the instructors, create a learning plan for the hour, and implement it.

**D. Final oral exam: 20 points.** This will be a demonstration of your competencies with a mock client (probably the instructor), role playing several different scenarios to allow you to demonstrate skills learned in the course. These will be individually scheduled and will last no more than 30 minutes.

3-person teams

Brittany, Cynthia, Josh
Cherie, Elena, Zac
Aaron, Ben, Sasha
Chris, Emily, Jaree
**Schedule of Topics and Assignments**

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<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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<tr>
<td>1</td>
<td>6/5</td>
<td>Overview of the course Basics of Client Directed Outcome Informed Services</td>
<td>Duncan 1-3</td>
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<td>2</td>
<td>6/6</td>
<td>CDOI 2: Using the ORS and SRS</td>
<td>Duncan 4-7</td>
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<td>3</td>
<td>6/7</td>
<td>CDOI 3: What to do when... Growing as a therapist via feedback</td>
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<td>4</td>
<td>6/11</td>
<td>Basics of Motivational Interviewing; Use of OARS</td>
<td>Miller &amp; Rollnick 1-5</td>
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<td>5</td>
<td>6/12</td>
<td>MI 2: Change Talk and Resistance</td>
<td>Miller &amp; Rollnick 6-7</td>
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<td>6</td>
<td>6/13</td>
<td>MI 3: Opening and Ambivalence</td>
<td>Miller &amp; Rollnick 8-9</td>
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<td>7</td>
<td>6/14</td>
<td>MI 4: The Key Question and other MI topics</td>
<td>Miller &amp; Rollnick 10-15</td>
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<td>8</td>
<td>6/18</td>
<td>Basics of ACT</td>
<td>Harris 1-5 (and skim the rest of the book)</td>
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<td>9</td>
<td>6/19</td>
<td>ACT 2: Creative hopelessness and Defusion</td>
<td>Harris 6-7</td>
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<td>10</td>
<td>6/20</td>
<td>ACT 3: Acceptance, Contact with the present; Self as context</td>
<td>Harris 8-10</td>
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<td>11</td>
<td>6/21</td>
<td>ACT 4: Values and Committed Action</td>
<td>Harris 11-12</td>
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<tr>
<td>12</td>
<td>6/25</td>
<td>The skinny on ESTs</td>
<td>Reading list to follow</td>
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<tr>
<td>13</td>
<td>6/26</td>
<td>Catching up</td>
<td></td>
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<tr>
<td>14</td>
<td>6/27</td>
<td>Prepping for the Final Exam</td>
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<tr>
<td>15</td>
<td>6/28</td>
<td>Final Exam by appointment</td>
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