



Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Waialae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP8950-01-7

Course Title: Special Topics: Individual Emotion Focused Therapy

Department Name: Hawai'i School of Professional Psychology

College/School/Division Name: School of Education and Behavioral Sciences

Term: 2019 SUD (Summer Doctoral)

Course Credits: 3

Class Meeting Days: Tuesdays

Class Meeting Hours: 9:00am-4:00pm

Class Location: Kieffer 10

Instructor Name: Joy Tanji, Ph.D.

Email: joy.tanji@chaminade.edu

Phone: 808.739.7428

Office Location: Behavioral Sciences 110

Office Hours: Mondays 12:00pm-4:00pm; Wednesdays 9:30am-12:00noon, 1:00pm-4:00pm; Fridays by appointment

University Course Catalog Description

This course introduces students to Emotion-Focused Therapy (EFT) for individuals, its assumptions, structure, and process, as well as its diversity and ethical considerations. Students will learn some of the fundamentals of EFT like how to conceptualize cases and evaluate EFT sessions. The course will include a general overview of EFT's two prevailing models: Emotion-Focused Therapy (also referred to as Process Experiential Therapy) and Emotionally-Focused Therapy (an attachment-based version of the model). Students will be introduced to the treatment acceptability and efficacy research associated with EFT. A reflecting team approach will be utilized to facilitate peer supervision and reflexive collaboration during in-class experiential skill training.

Instructional Contact and Credit Hours

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course.

Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Hawai'i School of Professional Psychology's Aims and Competencies

The aim of Hawai'i School of Professional Psychology (HSPP) at Chaminade University of Honolulu's clinical psychology doctoral program is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.
3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.

5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.

Learning Outcomes

By the end of our course, students will be able to:

1. Demonstrate their knowledge of EFIT's historical development and integrated conceptual framework. (Competency 5)
2. Demonstrate their familiarity with the emergent EFIT empirical outcome and process literature. (Competency 5)
3. Demonstrate a foundational knowledge of the EFIT assumptions, key constructs, case formulation and treatment planning, and the ability to apply this knowledge to the reflexive examination of master therapy tapes, experiential exercises, written assignments, and review of the emerging empirical and best practice literature. (Competency 8)
4. Demonstrate the ability to reflexively critique moment-by-moment processes through transcript analyses and how to use these observations to scaffold intervention toward longitudinal goals. (Competencies 2 and 8)
5. Demonstrate their knowledge of and competence in identifying the needs, values, and experiences of people from diverse, marginalized, or underserved subpopulations. They will demonstrate their ability to integrate these insights into their EFIT case conceptualizations and intervention design. (Competency 4)
6. Demonstrate their understanding of the APA Code of Ethics and their limitations with respect to systemic practice. They will demonstrate their awareness of when to consult and the importance of regular consultation when working with complex intrapsychic systems. (Competency 1)
7. Demonstrate skills in systematically and reflexively identifying and challenging areas of potential countertransference/parallel processes in their work with individuals. A reflecting team approach will be used to facilitate them in generating multiple plausible hypotheses and testing them against emergent information, refining intervention design, as well as challenging biases. (Competencies 1, 2, and 3)

Diversity component. The faculty of the Hawai'i School of Professional Psychology at Chaminade University of Honolulu believes that the enhancement of critical, reflexive thinking is integral to our mission of training practitioners competent in working with diverse and marginalized populations. Culturally competent practice must be informed not only by knowledge and skill bases, but an acknowledgment of the limits of these bases and an attunement to different voices and ways of knowing. Thus, the course will explore cross-generational family of origin, developmental, and diversity issues (e.g., gender, age, stage of family cycle, socioeconomic status, race, ethnicity, sexual orientation, interpersonal boundaries, etc.) in EFIT. Students will participate in roleplay exercises using a reflecting team model of training to support empathic development and reflexive rigor in hypotheses generation and refinement of intervention designs that best fit the unique meaning systems of diverse individuals.

Critical thinking component. A major focus of this course will be to provide learning experiences that support the development of critical thinking skills in EFIT practice (i.e., the use of deductive and inductive reasoning skills, logic, judgment, reflection, and open-ended questioning when exploring, conceptualizing, and treating complex systems of meaning and interaction). Through roleplay and reflecting team simulation practice, students will be challenged to generate multiple plausible hypotheses about what is emerging in their work with roleplay individuals' meaning systems. They will be required to generate EFIT case conceptualizations that examine the fit between the descriptive evidence and their emerging hypotheses. They will learn to generate appropriate interventions in order to explore emerging hypotheses and address areas of maladaptation. They will learn to reflexively examine their intervention plans, and consider how to resolve clinical impasses and optimize client progress. Students will regularly brainstorm about the nature of human variability and the process of change, and grapple with the challenges of individualizing care to diverse individuals.

Ethics and professional behavior component. The ethical considerations and professional behavior integral to the application of EFIT knowledge and skills to real world settings are more complex than those required in conducting many traditional forms of individual therapy. Competent EFIT practice requires mastery of a complex skill set that focuses on nonlinear and nonliteral processes of change that need to be applied with great deliberation in order to best serve clients.

Students will practice informing their case conceptualizations with the ethical principles and standards laid out in the American Psychological Association's Code of Ethics. During roleplay and reflecting team practice, students will be asked to examine the implications of emerging isomorphism (transference, countertransference, and parallel processes), losses of neutrality, linearity, premature foreclosures in case formulation, and pace. Given the relative difficulty of acquiring strong EFIT knowledge and skill bases, limits of competence and the need for long-term training and supervision plan will also be discussed.

Evidenced-based practice component. The faculty of the Hawai'i School of Professional Psychology at Chaminade University of Honolulu strongly supports evidence-based practice but also recognizes the need to reflexively consider each client's unique needs in terms of pace and focus in therapy. Empirically derived strategies for addressing key EFIT process markers will be examined in the class through examination and discussion of master therapy tapes, transcripts, and roleplay practice.

Course Prerequisites

While there are no explicit prerequisites for this course, some background in Person Centered, Experiential, Gestalt, or Systemic therapy may be helpful.

Required Learning Materials

Required Texts

Greenberg, L. S., & Goldman, R. N. (Eds.) (2019). *Clinical handbook of emotion-focused therapy*. Washington, DC: American Psychological Association. (ISBN 978-1-4338-2977-2)

Goldman, R. N., & Greenberg, L. S. (2015). *Case formulation in emotion-focused therapy: Co-creating clinical maps for change*. Washington, DC: American Psychological Association. (ISBN 978-1-4338-1820-2)

Required Articles

Angus, L. (2012). Toward an integrative understanding of narrative and emotion processes in emotion-focused therapy of depression: Implications for theory, research and practice. *Psychotherapy Research, 24*(4), 367-380.

Baljon, M., & Pool, G. (2013). Hedgehogs in therapy. Empathy and insecure attachment in emotion-focused therapy. *Person-Centered & Experiential Psychotherapies, 12*(2), 1122-125.

Cates, L. B. (2014). Insidious emotional trauma: The body remembers.... *International Journal of Psychoanalytic Self Psychology, 9*, 35-53.

- Elliott, R., & Shahar, B. (2017). Emotion-focused therapy for social anxiety (EFT-SA). *Person-Centered & Experiential Psychotherapies*, 16(2), 140-159. doi: 10.1080/14779757.2017.1330701
- Gelso, C. J., & Kanninen, K. M. (2017). Neutrality revisited: On the value of being neutral within an empathic atmosphere. *Journal of Psychotherapy Integration*, 27(3), 330-341. doi: 10.1037/int0000072
- Goldman, R. N. (2017). The emotion-focused therapeutic relationship: Genuineness, warmth, and acceptance are not neutral: Comment on Gelso and Kanninen (2017). *Journal of Psychotherapy Integration*, 27(3), 350-358.
- Greenberg, L. S. (2002). Integrating an emotion-focused approach to treatment into psychotherapy integration. *Journal of Psychotherapy Integration*, 12, 154-189.
- Greenberg, L. S. (2017). Emotion-focused therapy of depression. *Person-Centered & Experiential Psychotherapies*, 16(2), 106-117.
- Holowaty, K. A. M., & Paivio, S. C. (2012). Characteristics of client-identified helpful events in emotion-focused therapy for child abuse trauma. *Psychotherapy Research*, 22(1), 56-66.
- McNally, S., Timulak, L., & Greenberg, L. S. (2014). Transforming emotion schemes in emotion focused therapy: A case study investigation. *Person-Centered & Experiential Psychotherapies*, 13(2), 128-149. doi: 10.1080/14779757.2013.871573
- Murphy, J., Rowell, L., McQuaid, A., Timulak, L., O'Flynn, R., & McElvaney, J. (2017). Developing a model of working with worry in emotion-focused therapy: A discovery-phase task analytic study. *Counseling and Psychotherapy Research*, 17(1), 56-70. doi: 10.1002/capr.12089
- Sutherland, O., Peräkylä, A., & Elliott, R. (2014). Conversation analysis of the two-chair self-soothing task in emotion-focused therapy. *Psychotherapy Research*, 24(6), 738-751. doi: 10.1080/10503307.2014.885146
- Watson, J. C. (2018). Empathy and responsiveness in emotion-focused therapy. In O. Tishby & H. Wiseman (Eds.), *Developing the therapeutic relationship: Integrating case studies, research, and practice* (pp. 235-255). Washington, DC: American Psychological Association.
- Watson, J. C., & Greenberg, L. S. Working with worry: Anxiety splits. In J. C. Watson & L. S. Greenberg, *Emotion-focused therapy for generalized anxiety* (pp. 135-163). Washington, DC: American Psychological Association.

Technology

The following technology may be required in order to complete courses in the Clinical Psychology program:

Minimum technology requirements. For PCs: at least an Intel® or AMD x86 processor running at 1.3 GHz or faster; 4GB of RAM, 10 GB hard drive space, 1024x576 display, and a DVD-ROM drive (video hardware acceleration is optimal); one of the following operating systems: Windows 7, Windows Server 2003 with Service Pack 2 and MSXML 6.0 (32-bit Office only), or Windows Server 2008 or later 32 or 64-bit OS. For Macs: at least an Intel processor, Mac OS X 10.5.8 or later; 1 GB of RAM, 10 GB free hard drive space, 1280x800 display, and a DVD-ROM drive.

Software requirements. Current Norton Antivirus (Version 10.2 or higher); Microsoft Office Professional (Version 2010 for PC and 2011 for Mac) containing Powerpoint and Word; Acrobat (full version).

Internet requirements. 56K or faster Internet or broadband connection; web browser: Microsoft Internet Explorer, Mozilla Firefox, or Google Chrome for PC users, Apple Safari, Mozilla Firefox, or Google Chrome for Mac users.

Grading

Course Format

This class will use a combination of didactic, dialogical (discussion), and experiential formats. Students will view videotapes of EFIT therapists conducting individual sessions and participate in roleplays that facilitate practice in

conceptualizing cases and facilitating change in individuals. Students will have the opportunity to participate in extended roleplays as therapists, reflecting team and observing team members, as well as roleplay clients. Students will be supported in actively challenging emergent isomorphisms (transference and countertransference reactions), and to examine the impact of these emergent biases on their attunement and approach to cases.

This is a reading and writing intensive course. Students are encouraged to keep up with the reading assignments because they are critical to the applied work that will be done in class. Following discussions and experiential exercises conducted in class, students will be required to generate brief case formulations.

Towards the end of the term, students will complete an EFIT case formulation assignment designed to demonstrate their cumulative knowledge of EFIT's assumptions, structure, and intervention strategies. They will conduct a detailed, line-by-line transcript analysis of an excerpt from an EFIT session, noting intervention strategies employed by the therapist; critiquing the impact of these interventions; identifying primary, secondary, and instrumental emotions; identifying process and task markers; and generating an EFIT case conceptualization. (See description on page 7.)

Course Requirements & Assignments

Non-academic competence policy. The Hawai'i School of Professional Psychology subscribes to the policy of the Student Competence Task Force of the Council of Chairs of Training Councils. This means that the faculty, training staff, and site supervisors of the Hawai'i School of Professional Psychology at Chaminade University of Honolulu have a professional, ethical, and potentially legal obligation to:

- Evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision, and who provide services to clients and consumers, and
- Ensure – insofar as possible – that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, and teaching) in an effective and appropriate manner.

Because of this commitment, the Hawai'i School of Professional Psychology strives not to "pass along" students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large. Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of the following:

- Sufficient interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories).
- Sufficient self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories).
- Sufficient openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning).
- Sufficient ability to resolve problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

The policy in its entirety can be found at: <http://www.cctcpsychology.org/resources/>

ATTENDANCE AND PARTICIPATION. Regular attendance and active participation in class are required to learn this process experiential approach to therapy. Students are expected to read all assigned materials and to come to class prepared to discuss them in class. As a courtesy to others, please try to be in class on time and return from breaks promptly. *Due to the interactive nature of the class, chronic tardiness (i.e., coming to class and returning promptly from breaks), multiple absences, and leaving classes early will make it difficult for a student to successfully meet the requirements of the class.*

Please inform the instructor ahead of time if you are going to be late or absent for a class. If you miss a class, please consult with the instructor to review material missed and to discuss a contract to make up the missed work.

Guidelines for students' sharing of affective experiences and reactions to didactic and clinical materials.

It is anticipated that in the course of their graduate education, students will have a variety of emotional experiences and reactions to didactic lectures, discussions of psychodiagnostic and psychotherapy clinical case materials, and in their practicum and internship experiences with patients/clients. Being in contact with one's own internal states and understanding one's emotional reactions around contacts with clinical material is understood to be an integral part of one's professional responsibility.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu encourages students to share or discuss these experiences as appropriate and relevant to course material in the classroom. The self-disclosure of emotional experiences should be at the discretion of each individual student, and at a level that each is comfortable with. It is expected that such self-disclosure should take place in a supportive and non-intrusive context. HSP policy, while encouraging appropriate self-disclosure, regards such disclosure as voluntary. Requirements or pressure on the part of either faculty or fellow students on individuals to share such emotional experiences when they are unwilling to do so is understood to contradict the policy of this school.

ROLEPLAYS, PEER CONSULTATIONS, AND RELATED WRITTEN ASSIGNMENTS. The class utilizes a reflecting team model to facilitate students in applying the theoretical learning to future practice. Students will take turns being roleplay clients, therapists, and reflecting/observing team members. To further reinforce their experiential learning, students will practice generating EFIT case conceptualizations and interventions through written assignments. Please format your papers using the specifications in the APA Publications Manual (6th ed.), unless it is a handwritten, in-class assignment.

Timely submissions. In order to facilitate timely feedback, please submit your assignments on time. Since many of the assignments build on previous assignments, it will be especially important to submit assignments for timely feedback. While I will accept late submissions and provide you with feedback on those assignments, you will not receive credit for late assignments.

Resubmissions. Since systemic theory can be challenging to students who have been socialized in primarily individual therapy models, students will be given the opportunity to re-do the brief case formulation assignments leading up to the Case Formulation Project discussed below. This is to support mastery or basic competence in understanding and applying an integrated systemic approach to practice. Resubmissions must be submitted a week after receipt of feedback in order for the student to receive credit.

CASE FORMULATION PROJECT: This project is to be completed independently by students.

1. Conduct a line-for-line analysis of 10 pages of the transcript (note the following: content changes; implicit etiological hypotheses of the therapist and clients; affective markers and whether the affect identified is primary, secondary, or instrumental; escalations; process markers; task markers; intervention strategy/tactic used; process observations like clients' responses to therapist's intervention and therapist's response to clients' movement).

2. Critique the therapist's effectiveness in working with the client at this stage of the process. What does the therapist do effectively? When does the therapist appear to experience some challenge or disjunctions with the client?
3. View videotape, making observations of nonverbal behavior as well as paralinguistic information.
4. Where in the process of change, as described in Goldman and Greenberg (2015) is the client (e.g., Stage #, Step #)? Explain.
5. Generate an EFIT action plan. If you were the therapist, what would you do next with this client? Why?
6. Generate a concise case conceptualization write-up using the format provided in Goldman and Greenberg's (2015) text, *Case Formulation in Emotion-Focused Therapy*. Support it with evidence from the video and your transcript analysis. Note areas where the client remains ambivalent; identify disconfirming evidence and try to reconcile it with the confirming evidence.
7. Please include your prep work (#1-5) as an addendum to your write-up.

Grading Scale

Method	% of Grade
Attendance and Participation	10
Roleplays	30
Brief Case Formulations for Roleplays	15
Case Formulation Project	45
Total:	100

Grading Scale (final scores > .5 will be rounded up)

A = 90 – 100

B = 80 – 89

C = 70 – 79

F = 69 and below

Each course requirement **MUST** receive a minimum competency passing grade of **80% or higher (demonstrating mastery)** in order to pass this course.

Course Policies

Late Work Policy

Students are strongly encouraged to submit their assignments to the instructor on time. While late work will be accepted and feedback provided, students will not receive a grade for late submission of brief case formulations or rewrites. Thus, a chronicity of late submissions may result in a reduction of the final course grade and loss of credit for the course.

In order to facilitate timely feedback, please submit your assignments on time. Please do not assume that you will receive an automatic grace period. Since many of the assignments build on previous assignments, it will be especially important to submit assignments for timely feedback. Please format your papers using the specifications in the APA Publications Manual (6th ed.), unless otherwise specified by the instructor.

Grades of "Incomplete"

An Incomplete Grade will be given to a student who is experiencing hardship. Students are responsible for discussing their need for an incomplete grade and submitting the necessary paperwork in a timely fashion.

Writing Policy

All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 6th Edition* (2010) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6th Edition* for thesis and paper format.

Instructor and Student Communication

Questions for this course can be emailed to the instructor at joy.tanji@chaminade.edu. Online, in-person, and phone conferences can be arranged. Response time will be two (2) to three (3) days at the most.

Cell Phones, Tablets, and Laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if he/she meets the criteria for accommodations, the student should contact the Counseling Center at (808) 735-4845 for further information.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from Chaminade University of Honolulu's *2018-2019 Graduate Academic Catalog* (pp. 57-58):

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should

communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor’s discretion.

Academic Conduct Policy

From Chaminade University of Honolulu’s 2018-2019 Graduate Academic Catalog (p. 21):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the *Student Handbook*, and operated within the guidelines set to honor both students’ rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University’s jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the *Student Handbook* for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the *Student Handbook*: <https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf>

Academic Dishonesty/Plagiarism

In an effort to foster a spirit of honesty and integrity during the learning process, the Hawai’i School of Professional Psychology at Chaminade University of Honolulu requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using American Psychological Association formatting. Students are encouraged to purchase the *Publication Manual of the American Psychological Association (6th ed.)* and become familiar with its contents. Please refer to Appendix A in the *Publication Manual of the American Psychological Association (6th ed.)* for thesis and paper format.

Scholarly writing: The faculty of the Hawai’i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Schedule

**PP-8950-01-7(2019SUD) Special Topics: Individual Emotion Focused Therapy
COURSE SCHEDULE**

Date	Topics	Readings (To be discussed on the week listed. Please skim these readings before coming to class. It is recommended that you review these materials after class to enhance your	Assignments (To be COMPLETED AFTER CLASS on the week listed; DUE THE FOLLOWING WEEK, unless otherwise specified.)
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		incorporation of the ideas presented and retention of the material) Case Formulation = Goldman & Greenberg (2015) Clinical Handbook = Greenberg & Goldman (2019)	
1 May 28	<p>Introductions Review of the Course Syllabus</p> <p>Brief Overview of EFIT’s history EFIT as an Integrated Framework Treatment Efficacy</p> <p>The Self as an Internal System <i>Exercise:</i> Identifying parts of self and their dynamics with each other</p> <ul style="list-style-type: none"> • (Video, 1965) Carl Rogers’ session with Gloria Szymanski • Identifying parts of self, emotions, themes, and needs <p>EFIT Structure:</p> <ul style="list-style-type: none"> • Function and dysfunction in EFIT • Empathy as the primary mechanism of change • Therapy tasks • Three stages and fourteen steps <p>(Video, 2014) Sandra C. Paivio, Ph.D., CPsych</p>	<p>Clinical Handbook: Chs. 2, 4, 5</p> <p>Case Formulation: Chs. 1 (pp. 11-16), 2 (pp. 21-38)</p> <p>Greenberg (2002) Baljon & Pool (2013) Rice (2018)</p>	<p>Complete your mapping of Gloria Szymanski’s:</p> <ul style="list-style-type: none"> • Parts of self • Emotions • Themes • Needs
2 June 4	<p>**Summary of Gloria tape group exercise due***</p> <p>Mechanisms of Change</p> <p>Stage 1. Unfolding the narrative and observing the client’s emotional processing style</p> <ul style="list-style-type: none"> • Brief Introduction to Narrative EFIT • (Video) Lynne Angus, Ph.D., CPsych – Narrative EFIT 	<p>Clinical Handbook: Chs. 8, 9, 11, 12 (pp. 261-279)</p> <p>Gelso & Kanninen (2017) Goldman (2017) McNally, Timulak, & Greenberg (2014)</p>	<p>Begin mapping out a brief conceptualization of Roleplay 1</p>

	<p>Emotion Coaching</p> <ul style="list-style-type: none"> • Changing emotions with emotions • Facilitating optimal emotional processing • (Video, 2007) Leslie S. Greenberg, Ph.D. • Roleplay 1 		
<p>3 June 11</p>	<p>Debrief and Review: Stage 1</p> <p>Stage 1. Unfolding the narrative and observing the client’s emotional processing style</p> <ul style="list-style-type: none"> • Roleplay 1 (continued) <p>Stage 2. Co-create a focus and identify the core emotion</p> <ul style="list-style-type: none"> • (Video, 2007) Leslie S. Greenberg, Ph.D. • Roleplay 2 <p>Introduction to EFIT Case Formulation: MENSIT</p>	<p>Clinical Handbook: Ch. 3</p> <p>Case Formulation: Chs. 4, 7</p>	<p>Finalize brief conceptualization of Roleplay 1</p> <p>Begin mapping out a brief conceptualization of Roleplay 2</p>
<p>4 June 18</p>	<p>**Brief conceptualization of Roleplay 1: Narrative Unfolding and Emotional Processing Style Due**</p> <p>Debrief and Review: Stage 2</p> <p>Stage 2. Co-create a focus and identify the core emotion</p> <ul style="list-style-type: none"> • Roleplay 2 (continued) <p>Stage 3. Attend to process markers and new meanings</p> <ul style="list-style-type: none"> • Process Markers • Task Markers • Micromarkers 	<p>Clinical Handbook: Ch. 10</p> <p>Case Formulation: Ch. 5</p>	<p>Finalize brief conceptualization of Roleplay 2</p>
<p>5 June 25</p>	<p>**Brief conceptualization of Roleplay 2: Co-creating a focus and identifying the core emotion Due**</p> <p>Debrief and Review: Stages 1, 2</p>	<p>Clinical Handbook: Ch. 12 (pp. 279-288)</p> <p>Case Formulation: Ch. 6</p> <p>Sutherland, Peräkylä, & Elliott (2014)</p> <p>Greenberg (2017)</p>	<p>Begin mapping out a brief conceptualization of Roleplay 3</p>

	<p>Task Analyses of Emotional Change</p> <p>Stage 3. Attend to process markers and new meanings</p> <ul style="list-style-type: none"> • Process Marker: Self-evaluative Split • (Video, 2004) Leslie S. Greenberg • Roleplay 3: Self-evaluative split 	Angus (2012)	
<p>6 July 2</p>	<p>Debrief and Review: The Self-Evaluative Split</p> <p>Stage 3. Attend to process markers and new meanings</p> <ul style="list-style-type: none"> • Roleplay 3: Self-evaluative split (continued) <p>Stage 3. Attend to process markers and new meanings</p> <ul style="list-style-type: none"> • Process Marker: Self-interruptive split • Diversity factors • (Video, 2014) Jeanne C. Watson, Ph.D., CPsych • Roleplay 4: Self-interruptive split 	<p>Clinical Handbook: Ch. 19</p> <p>Case Formulation: Ch. 8</p> <p>Watson & Greenberg (2017)</p> <p>Murphy, Rowell, McQuaid, Timulak, O'Flynn, & McElvaney (2017)</p>	<p>Finalize brief conceptualization of Roleplay 3</p> <p>Begin mapping out a brief conceptualization of Roleplay 4</p> <p>Begin Prep for Case Formulation Project:</p> <ul style="list-style-type: none"> • Read the Susan Johnson, Ed.D. transcript with the client Reesa. • Note key content and themes in the client's story. Which appear the most poignant? • Identify emotion markers. Indicate whether they are primary, secondary, or instrumental emotions. • Note any interruptions. • Identify process markers. • Identify task markers. • Identify client needs. • Identify EFT intervention strategies used by the therapist. • Note the client's reactions to different interventions (e.g., leading/following, distal/proximal movement, switching topics, switching from affective to cognitive content).
<p>7 July 9</p>	<p>**Brief conceptualization of Roleplay 3: Self-interruptive split due**</p> <p>Debrief and Review: Self-interruptive split</p>	<p>Elliott & Shahar (2017)</p> <p>Cates (2014)</p> <p>Holowaty & Paivio (2012)</p>	<p>Continue working on Case Formulation Project</p> <p>Refining Case Formulation:</p> <ul style="list-style-type: none"> • Critique session • Identify Stage and Step of Therapy

	<p>Stage 3. Attend to process markers and new meanings</p> <ul style="list-style-type: none"> • Roleplay 4: Self-interruptive split (continued) • <i>Exercise:</i> Case formulation (Video, 2000) Susan M. Johnson, Ed.D. and Reesa <p>Stage 3. Attend to process markers and new meanings</p> <ul style="list-style-type: none"> • Process Marker: Unfinished business • Roleplay practice 5: Unfinished business 		<ul style="list-style-type: none"> • Write up case formulation (include your prep work as an addendum) <p>Finalize brief conceptualization of Roleplay 4</p>
<p>8 July 16</p>	<p>**Case Formulation Project Due**</p> <p>Debrief and Review:</p> <ul style="list-style-type: none"> • Unfinished business • Diversity issues <p>Stage 3. Attend to process markers and new meanings</p> <ul style="list-style-type: none"> • Process Marker: Unfinished business • Empathic experiencing vs. Imaginal confrontation: Deepening experience with and without chair work • (Video, 2004) Leslie S. Greenberg, Ph.D. • Roleplay 5: Unfinished Business <p>FINAL DEBRIEFING</p> <ul style="list-style-type: none"> • Personal fit • Review of assumptions, structure, process, and ethics of EFIT • Opportunities for further training • Future directions for EFIT 		