



## Course Syllabus

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

3140 Wai'ala'e Avenue - Honolulu, HI 96816

[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** PP8950-01-7

**Course Title:** Special Topics: Emotion Focused Therapy – Unfinished Business

**Department Name:** Hawai'i School of Professional Psychology

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

**Term:** 2020 SD (Spring Doctoral)

**Course Credits:** 3

**Class Meeting Days:** Tuesdays

**Class Meeting Hours:** 1:00pm-4:00pm

**Class Location:** Behavioral Sciences 101

**Instructor Name:** Joy Tanji, Ph.D.

**Email:** joy.tanji@chaminade.edu

**Phone:** 808.739.7428

**Office Location:** Behavioral Sciences 110

**Office Hours:** Wednesdays 2:00pm-4:00pm; Thursdays 1:00pm-3:00pm; or by appointment

### University Course Catalog Description

This course examines the issue of Unfinished Business through the lens of the current Emotion-Focused Therapy models and research on forgiveness (emotional injury resolution). The course will include a brief overview of EFT skill bases, case formulation, and treatment planning, as well as examination of issues critical to the resolution of unfinished business like vulnerability, affective empathy/compassion, guilt/shame/remorse, and grief. 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

### **Program Learning Outcomes: HSPP Aims and Competencies**

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim 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.
11. Students will understand and apply the Marianist values in their professional practice.

### **Learning Outcomes**

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

1. Demonstrate their knowledge of EFT's historical development and integrated conceptual framework. (Competency 5) [classes 1 and 11]
2. Demonstrate their familiarity with the emergent EFT empirical outcome and process literature. (Competency 5) [classes 1-14]
3. Demonstrate a foundational knowledge of the EFT assumptions, key constructs, case formulation and treatment planning, and the ability to apply this knowledge to the reflexive examination and critique of master therapy tapes, experiential exercises, written assignments, and review of the emerging empirical and best practice literature. (Competency 8) [classes 1-16]
4. 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 EFT case conceptualizations and intervention design. (Competency 4) [classes 2-9, 12-16]
5. 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) [classes 2, 3, and 12]

### **Course Prerequisites**

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

### **Required Learning Materials**

#### **Required Texts**

Greenberg, L. S., & Meneses, C. W. (2019). *Forgiveness and letting go in emotion-focused therapy*. Washington, DC: American Psychological Association. ISBN 9781433830570

#### **Required Articles**

- Baljon, M., & Pool, G. (2013). Hedgehogs in therapy. Empathy and insecure attachment in emotion-focused therapy. *Person-Centered & Experiential Psychotherapies*, 12(2), 1122-125. <https://dx.doi.org/10.1080/14779757.2013.804652>
- Bell, T., Dixon, A., & Kolts, R. (2017). Developing a compassionate internal supervisor: Compassion-focused therapy for trainee therapists. *Clinical Psychology and Psychotherapy*, 24, 632-648. <https://doi.org/10.1002/cpp.2031>
- Cates, L. B. (2014). Insidious emotional trauma: The body remembers.... *International Journal of Psychoanalytic Self Psychology*, 9, 35-53. <https://doi.org/10.1080/15551024.2014.857751>
- Cornish, M. A., & Wade, N. G. (2015). Working through past wrongdoing: Examination of a self-forgiveness counseling intervention. *Journal of Counseling Psychology*, 62(3), 521-528. <http://dx.doi.org/10.1037/cou000080>
- Gehart, D. R. (2018). The legacy of Tom Andersen: The ethics of reflecting processes. *Journal of Marital and Family Therapy*, 44(3), 386-392. <https://doi.org/10.1111/jmft.12289>

- Greenberg, L.S., & Iwakabe, S. (2011). Emotion-focused therapy and shame. In R. L. Dearing & J. P. Tangney (Eds.), *Shame in the therapy hour* (69-90). Washington, DC: American Psychological Association.
- Greenberg, L., Warwar, S., & Malcolm, W. (2010). Emotion-focused couples therapy and the facilitation of forgiveness. *Journal of Marital and Family Therapy, 36*(1), 28-42. <https://doi.org/10.1111/j.1752-0606.2009.00185.x>
- 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. <http://dx.doi.org/10.1080/10503307.2011.622727>
- Meneses, C. W., & Greenberg, L. S. (2011). The construction of a model of the process of couples' forgiveness in emotion-focused therapy for couples. *Journal of Marital and Family Therapy, 37*(4), 491-502. <https://doi.org/10.1111/j.1752-0606.2011.00234.x>
- 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
- Stiegler, J. R., Molde, H., & Schanche, E. (2017). Does an emotion-focused two-chair dialogue add to the therapeutic effect of the empathic attunement to affect? *Clinical Psychology and Psychotherapy, 25*, e86-e95. <http://www.wileyonlinelibrary.com/journal/cpp>
- 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. <https://doi.org/10.1080/10503307.2014.885146>
- Timulak, L., & Pascual-Leone, A. (2015). New developments for case conceptualization in emotion-focused therapy. *Clinical Psychology and Psychotherapy, 22*, 619-636. <https://doi.org/10.1002/cpp.1922>
- 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. (2017). Changing negative treatment of the self: Two-chair dialogues. In J. C. Watson & L. S. Greenberg, *Emotion-focused therapy for generalized anxiety* (pp. 165-182). Washington, DC: American Psychological Association.
- Watson, J. C., Goldman, R. N., & Greenberg, L. S. (2007). Fear of emotion. In J. C. Watson, R. N. Goldman, & L. S. Greenberg, *Case studies in emotion-focused treatment of depression: A comparison of good and poor outcome* (pp. 137-159). Washington, DC: American Psychological Association.
- Watson, J. C., Goldman, R. N., & Greenberg, L. S. (2007). Generating new emotional responses. In J. C. Watson, R. N. Goldman, & L. S. Greenberg, *Case studies in emotion-focused treatment of depression: A comparison of good and poor outcome* (pp. 53-80). Washington, DC: American Psychological Association.
- Watson, J. C., & Greenberg, L. S. (2017). 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.

## Grading

### **Course Format**

This class will use a combination of didactic, dialogical (discussion), and experiential formats. Students will view videotapes of EFIT and EFT-C therapists conducting 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 a Forgiveness-oriented EFT case formulation assignment designed to demonstrate their cumulative knowledge of Forgiveness-oriented EFT's assumptions, structure, and intervention strategies. They will conduct a detailed, line-by-line transcript analysis of an excerpt from an EFT 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 EFT 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 in class discussions (5%).** 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, 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 practica 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. HSPP 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.

**Conceptual diagrams (10%).** Students will learn to generate focused genograms (e.g., emotionally-focused genograms for exploration of transference/countertransference clients/self) and structural genograms that explore the emotional and interpersonal dynamics within intrapsychic and couple systems. Students also will learn to generate conceptual diagrams, using the MENSIT system, that help them organize information used to map out the interrelationships between the elements of client/couple emotions schemes that form the basis for case formulations (M = process and task markers, E = primary emotions, N = relational needs, S = secondary emotions, I = interruptions, and T = themes).

**Roleplays and peer supervision/consultations (30%).** The class will utilize a reflecting team model to facilitate students in gain support in learning and applying their theoretical learning to future practice. Students will take turns being clients, therapists, and reflecting team members or observers during roleplay practice.

**Brief case formulations (25%).** To further reinforce their didactic and experiential learning, students will practice generating EFT case conceptualizations and interventions through brief written assignments. These brief case formulations will focus on topics such as parts work, mapping emotion schemes, countertransference, and process analyses. These submissions should be formatted using the specifications in the APA Publications Manual (7<sup>th</sup> ed.), unless it is a handwritten, in-class assignment. This practice is intended to prepare the student for the final case conceptualization project outlined below.

**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 the practice of EFIT and EFT-C. Resubmissions must be submitted within two weeks of receiving feedback in order for the student to receive credit.

**Quizzes (10%).** Quizzes will be used to help reinforce student knowledge of the research, history, and structure of EFIT, EFT-C, and forgiveness-oriented EFT-C models.

**Case conceptualization project (20%).** This project is to be completed independently by students. Your project should include the following:

1. Conceptual diagram: a MENSIT diagram of the case
2. Process analysis of session: identify what is happening in the session moment-by-moment, note what the therapist does in response to the couple's process, identify the goal/consequence. It also may be helpful to note where the couple remains ambivalent.
3. Identification where in the EFT-C model process the couple is (e.g., Stage #, Step #). Explain.
4. Critique of the therapist's effectiveness in working with the couple 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?
5. Focused genogram of your own emotion scheme related to the primary emotion scheme in this case.
6. Brief discussion of relevant diversity factors relevant to the case. This discussion should include examination of the potential strengths, challenges, and limitations of forgiveness-oriented EFT with respect to this case.
7. Case formulation: Generate a forgiveness-oriented EFT-C case formulation. Include in this formulation a discussion of the dialectical or conflicted nature of the different parts of self embedded in the emotion scheme for each partner and the relationship.
8. Treatment plan: Generate an action plan; short-term and long-term goals and intervention plan. If you were the therapist, what would you do next with this client? Why (rationale for treatment plan approach? The treatment plan also should address how you will supplement or adjust your approach in order to address the diversity issues relevant to this case, discussed in #6.
9. Integrated case conceptualization: Integrate the materials from #1-6. Note areas where the client remains ambivalent; identify disconfirming evidence and try to reconcile it with the confirming evidence.

### Grading Scale

Method	% of Grade
Attendance	5
Conceptual diagrams	10
Roleplays and peer supervision/consultations*	30
Brief case formulations (5)*	25
Quizzes (3)	10
Case conceptualization Project*	20
Total:	100

**\*Students MUST receive a minimum competency passing grade of 80% or higher (demonstrating mastery) on these course requirements in order to pass this course.**

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

A = 90 – 100

B = 80 – 89

C = 70 – 79

F = 69 and below

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.

## **Course Policies**

### ***Instructor and Student Communication***

Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time will take place up to 2 days.

### ***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 they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 or email [counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu) 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**

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**

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 at <https://studentaffairs.chaminade.edu/>

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, 7<sup>th</sup> Edition* (2019). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 7<sup>th</sup> Edition* for thesis and paper format.

*Scholarly writing:* The faculty at 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](http://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.

**Technology**

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

**Schedule**

**PP-8950-01-7(2020SD) Special Topics: Emotion Focused Therapy (EFT) – Unfinished Business**

Date	Topics	Readings (To be discussed on the week listed. Please skim these readings before coming to	Assignments (To be COMPLETED AFTER CLASS on the week listed; DUE THE FOLLOWING
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		class. It is recommended that you review these materials after class to enhance your incorporation of the ideas presented and retention of the material)	WEEK, unless otherwise specified.)
<b>1</b> Jan 7	<p>Introductions Review of syllabus Unfinished business Forgiveness and unforgiveness Postmodern gestalt therapy</p> <ul style="list-style-type: none"> <li>• Gordon Wheeler (video; 2004)</li> </ul>	<p>G&amp;M: Ch. 1 Watson, Goldman, &amp; Greenberg (2017): Fear of Emotion Watson, Goldman, &amp; Greenberg (2017): Empathy and Responsiveness</p>	<p>Brief case formulation #1: Wheeler (2004) video</p> <ul style="list-style-type: none"> <li>• Identify the different parts of self in conflict</li> </ul>
<b>2</b> Jan 14	<p><b>Brief case formulation #1 due</b> Peer supervision Reflecting teams EFT Supervision</p> <ul style="list-style-type: none"> <li>• Leslie S. Greenberg (video; 2016)</li> </ul> <p>General Review of EFIT EFIT Review: Stage 1 MENSIT: Case conceptualization</p> <ul style="list-style-type: none"> <li>• Leslie S. Greenberg (video; 2007)</li> </ul>	<p>G&amp;M: Ch. 2 Watson &amp; Greenberg (2017): Changing negative treatment of self with chair work Bell, Dixon, &amp; Kolts (2017): Developing a Compassionate Internal Supervisor Gehart (2018): Legacy of Tom Andersen</p>	<p>Brief case formulation #2: Leslie S. Greenberg (2007) video</p> <ul style="list-style-type: none"> <li>• Generate a MENSIT for the client in the video</li> </ul>
<b>3</b> Jan 21	<p><b>Brief case formulation #2 due</b> EFIT Review: Stage 2 MENSIT: Case conceptualization</p> <ul style="list-style-type: none"> <li>• Leslie S. Greenberg (video; 2007)</li> </ul>	<p>G&amp;M: Ch. 2 Cornish &amp; Wade (2015): Working through past wrongdoing Timulak &amp; Pascual-Leone (2015): Case conceptualization in EFT</p>	<p>Brief case formulation #3: Leslie S. Greenberg (2007) video</p> <ul style="list-style-type: none"> <li>• Generate a MENSIT for the client in the video</li> </ul> <p>Review for Quiz 1</p>
<b>4</b> Jan 28	<p><b>Brief case formulation #3 due</b> <b>Quiz 1</b> EFIT Forgiveness Markers of emotional injuries Affective empathy/compassion</p> <ul style="list-style-type: none"> <li>• Ladislav Timulak (video; 2019)</li> </ul> <p>Introduction to single-chair work</p> <ul style="list-style-type: none"> <li>• Leslie S. Greenberg (video; 2012)</li> </ul>	<p>G&amp;M: Ch. 3 Sutherland, Peräkylä, &amp; Elliott (2014): Self-soothing task in chair work</p>	<p>Brief case formulation #4a: Ladislav Timulak (2019) video</p> <ul style="list-style-type: none"> <li>• How is self-compassion facilitated during this session?</li> </ul> <p>Brief case formulation #4b: Leslie S. Greenberg (2012) video</p> <ul style="list-style-type: none"> <li>• Generate a MENSIT for the client in the video</li> </ul>
<b>5</b> Feb 4	<p><b>Brief case formulation #4a and #4b due</b> Resolving emotional injury Single-chair work</p> <ul style="list-style-type: none"> <li>• Leslie S. Greenberg (2012)</li> </ul> <p>When chair work is inadvisable</p> <ul style="list-style-type: none"> <li>• Susan M. Johnson (video; 2000)</li> </ul>	<p>G&amp;M: Ch. 3 Baljon &amp; Pool (2013): Empathy and insecure attachment</p>	<p>Brief case formulation #5: Susan M. Johnson (2000) and Leslie S. Greenberg (2012) videos:</p> <ul style="list-style-type: none"> <li>• Based on your observations of excerpts from the two videos, discuss the following: What is your understanding of when and how one utilizes</li> </ul>

			single-chair and two-chair work?
<b>6</b> Feb 11	<b>Brief case formulation #5 due</b> Single-chair work Forgiveness-oriented EFT: Phase I Creating an alliance Roleplay with reflecting team practice	G&M: Ch. 3 Stiegler, Molde, & Schanche (2017): Two-chair dialogues and empathic attunement	
<b>7</b> Feb 18	Forgiveness-oriented EFT: Phase II Evocation and exploration Fear and anger Roleplay and reflecting team practice	G&M: Ch. 3 Murphy, Rowell, McQuaid, Timulak, O'Flynn, & McElvaney (2017): EFT Worry Model Watson & Greenberg (2017): Anxiety splits	
<b>8</b> Feb 25	Forgiveness-oriented EFT: Phase III Self-interruptive work Shame and grief Roleplay and reflecting team practice	G&M: Ch. 3 Greenberg & Iwakabe (2011): EFT and shame	
<b>9</b> Mar 3	Forgiveness-oriented EFT: Phase IV Empowerment and Letting Go Roleplay and reflecting team practice	G&M: Ch. 3 Watson & Greenberg (2017): Changing negative treatment of self with chair work	
<b>10</b> Mar 10	Forgiveness-oriented EFT: Phase V Termination Roleplay and reflecting team practice	G&M: Ch. 3 Watson, Goldman, & Greenberg (2007): Generating new emotional responses	Review for Quiz 2
<b>11</b> Mar 17	<b>Quiz 2</b> Systemic Theory Overview of EFT-C • Rebecca Jorgensen, PhD (video; 2013) Roleplay and reflecting team practice Case conceptualization in EFT-C Introduction to forgiveness-oriented EFT-C • Susan M. Johnson (video; 2004) Jeff Hickey, LCSW (video; 2019)	G&M: Ch. 5  Greenberg, Warwar, & Malcolm (2010): Resolving emotional injuries Meneses & Greenberg (2011): Forgiveness-oriented EFT Couples Model	
<b>12</b> Mar 24	Becoming an EFT-C Therapist • Susan M. Johnson & Ed Tronick (video; 2016) Exploring our own unfinished business • Susan M. Johnson (video; 2012) • Jeff Hickey (video; 2019)	G&M: Ch. 7	Review transcript of Leanne Campbell (2019) session: Map out MENSIT for the session
<b>13</b> Mar 31	Forgiveness and reconciliation for couples	G&M: Ch. 6 Cates (2014): Insidious trauma	Conduct a process analysis of the Leanne Campbell

	<ul style="list-style-type: none"> <li>• Jeff Hickey: Addiction (video; 2019)</li> <li>• Leanne Campbell: Grief and Loss (video; 2019)</li> </ul>	Holowaty & Paivio (2011): EFT for child abuse trauma	(2019) session: identify what is happening in the session, note what the therapist does, identify the goal/consequence
<b>14</b> Apr 7	John M. Gottman's Love Lab: A revolution in what we know about intimate relationships <ul style="list-style-type: none"> <li>• What contributes to couple failure?</li> <li>• What contributes to couple success?</li> </ul> A model of the forgiveness process in EFT-C EFT-C stages and steps Roleplay and reflecting team practice	G&M: Ch. 8	Identify where in the process of EFT-C the couple is; provide support for your response Generate a brief EFT-C case conceptualization (case formulation + short-term and longitudinal treatment plan with rationales based on EFT-C theory)
<b>15</b> Apr 14	Self-supervision using focused genograms Treatment planning EFT-C forgiveness model practice <ul style="list-style-type: none"> <li>• Withdrawer re-engagement</li> </ul>		Self-exploration of countertransference relative to Campbell case using a focused genogram (e.g., timeline)
<b>16</b> Apr 21	<b>Case Conceptualization Project due</b> EFT-C forgiveness model practice <ul style="list-style-type: none"> <li>• Blamer softening</li> </ul>		