

Introduction

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If a picture is worth a thousand words, video must be worth many thousands more. Students have long been able to read the works of master clinicians. Now they can learn extraordinarily valuable lessons by watching videos of master practitioners as they practice. PsycTHERAPY, APA's database of streaming psychotherapy videos, provides opportunities for many such lessons in the field of psychotherapy. This guidebook is intended to help you use PsycTHERAPY to teach your students. PsycTHERAPY is much more than a resource for watching videos; the clip-making and playlist features turn it from a passive viewing platform to a resource for active engagement. In this book, we provide 20 ways to use PsycTHERAPY, including exercises and advice on how to incorporate video into classes on psychopathology, personality theory, and psychotherapy theory, among others, as well as ways to use it in clinical supervision, empathic training, and psychotherapy researcher training.

What Is PsycTHERAPY?

PsycTHERAPY is a database containing hundreds of streaming videos showing expert psychotherapists demonstrating the approaches for which they are known in unscripted, spontaneous sessions. PsycTHERAPY provides access to hundreds of authentic psychotherapy interactions. APA produced these videos with the help of volunteer participants, people who courageously revealed their life struggles, emotions, and the chronic issues they are wrestling with, all for the purpose of educating and training mental health professionals. PsycTHERAPY holds examples of more than 90 therapeutic approaches and more than 200 presenting issues or topics. Whether PsycTHERAPY is used for self-education or for teaching others, the rich content and powerful search, clip-making, and playlist-making features make it an ideal educational tool.

PsycTHERAPY is uniquely flexible and powerful. Here are some of the ways it is used.

- Search or browse all the videos to find a precise topic or approach—or even participant or therapist demographic.
- Search individual video transcripts, with the ability to seek out exact moments in a demonstration.
- Access hundreds of examples of psychotherapy, allowing easy comparison of approaches.
- Delineate clips or portions of a video to share with others—that is, “quote” a video (in the same way that one may quote a text) so that other users of PsycTHERAPY can view clips, along with any notes the clip creator may have about the video clip.
- Create playlists: this ability not only enables users to create video course packets but also fosters a sense of communal interaction, as each user shares playlists of videos (or clips within videos) that he or she finds important or noteworthy.
- Show students exactly what is most compelling or important in a demonstration by creating playlists (as opposed to fumbling with a DVD player remote control to find the timecode of the exact moment you wanted to show).
- Show the same video demonstration to multiple users at varying times—users can watch an assigned video on their own time (as opposed to taking turns checking out the DVD in the library or having to participate in one viewing time for the entire class).

PsycTHERAPY provides the raw material—completely spontaneous therapy demonstrations—around which you can develop a class about psychotherapy practice. With hundreds of hours of therapy

demonstrations at your fingertips, and the ability to search through transcripts of each demonstration and pick out specific clips and create playlists for students to watch on their own, professors can tailor a video course packet in a way that they simply cannot with DVDs. The database is accessible to all students in a class, on their own schedules. It is simple to use, making it an elegant solution for providing rich clinical demonstrations in a course on psychotherapy.

The database's therapy demonstrations amount to hundreds of hours of video. Each video has been coded with index terms, keywords, and information about the participants, the clinical demonstration content, and therapeutic approaches demonstrated. The videos have been transcribed word for word, and the transcripts scroll in sync with the video playback.

PsycTHERAPY is completely searchable through the use of index terms and information and also within the transcripts. As mentioned, videos can be played in sync with their transcripts, and the transcript can be used as a tool to seek out and skip to precise moments in the therapy demonstration—in other words, the videos can be searched internally in much the same way as text-based media.

In addition, you can create playlists of videos or clips from within videos and these can be shared with a class or smaller group, your immediate institution, or with other users of PsycTHERAPY.

How PsycTHERAPY Differs From Other APA Databases

PsycTHERAPY is a platform for streaming videos, and those videos contain material that must be treated with care. These two facts mean that PsycTHERAPY holds a special place among APA's databases. This is obvious immediately upon an attempt to access PsycTHERAPY, where the first thing you notice is that you are required to agree to read a disclaimer and agree to the terms of use provided there. These terms outline how the videos are to be treated—that is, that they are to be used for legitimate educational purposes only and the material they contain is to be treated as confidential. Every session of PsycTHERAPY begins in this manner.

Another way that PsycTHERAPY differs from other APA databases is that, because of the unique nature of its content, users must create an account log-in separate from their "My PsycNET" log-in to take full advantage of PsycTHERAPY's features. To save clips or playlists, you must register for an account on PsycTHERAPY, including creating a

username and password and providing an e-mail address. Just to clarify—registering for a PsycTHERAPY account is not necessary for the casual PsycTHERAPY user, but it is essential if you want to make the most of its many features because it allows you to save videos and clips and share them with others. Please see Chapter 4 for more details on how to register for a PsycTHERAPY account.

What Is This Book?

This guide was created to give ideas about how to use the content and features of PsycTHERAPY to teach and train students. On the surface, using PsycTHERAPY is simple: Find a video, press play, and enjoy an expert demonstrating therapy. Many viewers understand this use of PsycTHERAPY and take advantage of it. However, in the past years, in various discussions with faculty and librarians, it became obvious that there are two groups of PsycTHERAPY users: One that uses it in the basic way we just described and another that uses it in ways we had barely imagined. We made a concerted effort to seek out the people who were making the most of PsycTHERAPY, calling and e-mailing faculty at institutions around the world. This book was inspired by these conversations, and many of the examples of use described in the second part of this book are based on those mentioned by the faculty with whom we spoke.

The first section of the book (Chapters 2 through 5) includes a full explanation of the basic functions and the various features of PsycTHERAPY. The second part of the book (Chapters 6 through 14) features a series of exercises you can use with your students, including a step-by-step guide on how to conduct each exercise and video examples to use in the exercise. (Note: The video examples may be found in playlists on PsycTHERAPY.) The chapters are broken down by the learning context or class in which the exercises fit best: For example, Chapter 6 provides ideas for an exercise for a theories of psychotherapy class, Chapter 7 features two exercises for use in theories of personality courses, and the last few chapters in the section go over uses for PsycTHERAPY in supervision, research training, and empathy training. As a whole, this section of the book is not meant as a complete rendering of all possible uses for PsycTHERAPY but rather as inspiration for you to use to invent or adapt your own exercises. Each exercise is a framework to be used for building lessons, and the exercises are meant to be adapted and expanded to fit whatever particular topic you are teaching.

The final part of the book speaks more broadly about pedagogical methods and PsycTHERAPY: How to use it in a regular classroom

setting, a flipped classroom, and in various forms of discussion groups. There is also a chapter about how to use PsycTHERAPY to increase student therapist confidence by asking students to reimagine sessions. This more advanced exercise can be used to help new therapists find their voice within the practice of therapy and make the approach they were trained in truly their own.

This book is not intended to be read as you would other books: That is, do not feel you must read it straight through. The first part of the book is a basic “How to” manual—specifically, how to use various features of PsycTHERAPY—and the second part provides detailed examples of specific uses. If you already know how to use PsycTHERAPY and its various features or you are not interested in an example of use discussed in a chapter, do not feel compelled to read that chapter. In other words, please feel free to skip around.