

**Psych 753****Psychological Intervention****Winter 2017**

<b>Instructors:</b>	Dr. Irena Milosevic & Dr. Karen Rowa	<b>Start date:</b>	Wed, January 4, 2017
<b>Phone:</b>	905-522-1155 ext. 35227 (IM) ext. 33656 (KR)	<b>Class location:</b>	C144* Mood Disorders, West 5 <sup>th</sup> Campus, SJHH *C174 on April 5
<b>Email:</b>	imilosev@stjoes.ca krowa@stjoes.ca	<b>Class days/time:</b>	Wednesdays 1:00-3:00
<b>Office:</b>	ATRC-B195 (IM), ATRC-B125 (KR)		
<b>Office hours:</b>	By appointment		

**Course Overview**

The primary focus of this course is to provide students with an introduction to evidence-based psychological intervention techniques. Relevant theoretical literature will be reviewed and an overview provided of a broad range of current treatment approaches for psychological disorders. Each seminar will blend theoretical learning with the practical application of this learning. Seminars will also cover practical aspects of conducting psychological interventions including ethical and diversity considerations, record-keeping, etc.

**Course Objectives**

Upon completion of the course, students will:

1. Understand how to develop a case conceptualization
2. Be well versed in ways of monitoring psychological treatment progress and outcome
3. Understand the theory and evidence-base of currently used psychological interventions
4. Be sensitive to issues that may modify treatment plans (e.g., diversity, ambivalence, etc.)

**Required Readings**

- Weekly required readings are indicated in the course schedule on pg. 2-7
- Copies of all required readings will be made available by the instructors in a format TBD.
- Students are expected to have completed the readings for a given lecture in advance of that lecture

**Recommended Books**

- Barlow, D. (Ed.) (2014). Clinical handbook of psychological disorders: A step-by-step treatment manual (5<sup>th</sup> ed.). New York, NY: Guilford Press.

[Available online as an ebook through the McMaster University Library Catalogue]

## Course Schedule and Weekly Readings

Week	Date	Lecture	Lecturer(s)	Practical Issues / Applied Practice	Readings
1	Jan 4	<ul style="list-style-type: none"> <li>• Course introduction</li> <li>• History of psychotherapy</li> <li>• Empirically supported treatments</li> </ul>	I. Milosevic & K. Rowa	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<p>Budd, R., &amp; Hughs, I. (2009). The dodo bird verdict-controversial, inevitable and important: A commentary on 30 years of meta-analyses. <i>Clinical Psychology &amp; Psychotherapy</i>, 16, 510-22.</p> <p>Dozois, D.J. (2013). Psychological treatments: Putting evidence into practice and practice into evidence. <i>Canadian Psychology</i>, 54, 1-11.</p> <p>Resources for evidence-based practice:</p> <ul style="list-style-type: none"> <li>• APA Division 12 Task Force on Research-Supported Psychological Treatments <a href="https://www.div12.org/psychological-treatments/">https://www.div12.org/psychological-treatments/</a></li> <li>• CPA Task Force on Evidence-Based Practice of Psychological Treatments <a href="http://www.cpa.ca/docs/File/Practice/Report_of_the_EBP_Task_Force_FIN_AL_Board_Approved_2012.pdf">http://www.cpa.ca/docs/File/Practice/Report_of_the_EBP_Task_Force_FIN_AL_Board_Approved_2012.pdf</a></li> </ul>
2	Jan 11	<ul style="list-style-type: none"> <li>• Case formulation</li> </ul>	I. Milosevic & K. Rowa	<ul style="list-style-type: none"> <li>• Jacquie Persons video</li> </ul>	<p>Bieling, B.J., &amp; Kuyken, W. (2003). Is cognitive case formulation science or science fiction? <i>Clinical Psychology: Science and Practice</i>, 10, 52-69.</p> <p>Persons, J.B., Lemle Beckner, V., &amp; Tompkins, M. A. (2013). Testing case formulation hypotheses in psychotherapy: Two case examples. <i>Cognitive and Behavioral Practice</i>, 20, 399-409.</p>
3	Jan18	<ul style="list-style-type: none"> <li>• Motivational factors</li> <li>• Evaluating progress</li> </ul>	K. Rowa & I. Milosevic	<ul style="list-style-type: none"> <li>• MI video</li> <li>• Assessing risk during the course of therapy</li> </ul>	<p>Miller, R.W., &amp; Rose, G. S. (2009). Toward a theory of motivational interviewing. <i>American Psychologist</i>, 64, 527-537.</p> <p>Miller, R.W., &amp; Rollnick, S. (2009). Ten things that motivational interviewing is not. <i>Behavioural and Cognitive Psychotherapy</i>, 37, 129-140.</p>

4	Jan 25	<ul style="list-style-type: none"> <li>• Psychodynamic therapy</li> </ul>	A. Eppel	<ul style="list-style-type: none"> <li>• Therapeutic relationship</li> </ul>	Gibbons, M.B., Crits-Christoph, P., Barber, J.P., Stirman, S.W., Gallop, R., Goldstein, L., . . . Ring-Kurtz, S. (2009). Unique and common mechanisms of change across cognitive and dynamic psychotherapies. <i>Journal of Consulting and Clinical Psychology, 77</i> , 801-13.
5	Feb 1	<ul style="list-style-type: none"> <li>• Behavioural activation</li> <li>• Exposure-based therapies</li> </ul>	Student presentations	<ul style="list-style-type: none"> <li>• Student-led applied practice</li> </ul>	<p>Veale, D. (2008). Behavioural activation for depression. <i>Advances in Psychiatric Treatment, 14</i>, 29-36.</p> <p>Abramowitz, J.S. (2013). The practice of exposure therapy: Relevance of cognitive-behavioral theory and extinction theory. <i>Behavior Therapy, 44</i>, 548-558</p>
6	Feb 8	<ul style="list-style-type: none"> <li>• Cognitive therapy (Beckian)</li> <li>• Rational emotive behaviour therapy</li> </ul>	Student presentations	<ul style="list-style-type: none"> <li>• Student-led applied practice</li> </ul>	<p>DeRubeis, R.J., Webb, C.A., Tang, T.Z., &amp; Beck, A.T. (2010). Cognitive therapy. In K.S. Dobson (Ed.), <i>Handbook of cognitive-behavioral therapies</i> (3<sup>rd</sup> ed., pp. 277-316). New York, NY: Guilford Press.</p> <p>Dryden, W., David, D., &amp; Ellis, A. (2010). Rational emotive behaviour therapy. In K.S. Dobson (Ed.), <i>Handbook of cognitive-behavioral therapies</i> (3<sup>rd</sup> ed., pp. 226-276). New York, NY: Guilford Press.</p>
7	Feb 15	<ul style="list-style-type: none"> <li>• Acceptance and commitment therapy</li> <li>• Interpersonal therapy</li> </ul>	Student presentations	<ul style="list-style-type: none"> <li>• Student-led applied practice</li> </ul>	<p>Hayes, S.C., Levin, M., Vilardaga, J., Villatte, J., &amp; Pistorello, J. (2013). Acceptance and commitment therapy and contextual behavioral science: Examining the progress of a distinctive model of behavioral and cognitive therapy. <i>Behavior Therapy, 44</i>, 180-198.</p> <p>Lipsitz, J.D., &amp; Markowitz, J.C. (2013). Mechanisms of change in interpersonal therapy (IPT). <i>Clinical Psychology Review, 33</i>, 1134-1147.</p>
8	Feb 22	No class: mid-term break			
9	Mar 1	<ul style="list-style-type: none"> <li>• Mindfulness interventions</li> </ul>	D. Gavric	<ul style="list-style-type: none"> <li>• Body scan</li> </ul>	Piet, J., & Hougaard, E (2011). The effect of mindfulness-based cognitive

					<p>therapy for prevention of relapse in recurrent major depressive disorder: A systematic review and meta-analysis. <i>Clinical Psychology Review</i>, 31, 1032-1040.</p> <p>Kuyken, W., Watkins, E., Holden, E., White, K., Taylor, R.S., Evans, A., ... Dalgleish, T. (2010). How does mindfulness-based cognitive therapy work? <i>Behaviour Research and Therapy</i>, 48, 1105-1112.</p>
10	Mar 8	<ul style="list-style-type: none"> <li>• Dialectical behaviour therapy</li> </ul>	L. Burckell	<ul style="list-style-type: none"> <li>• Wise mind exercise</li> </ul>	<p>Rizvi, S.L., Steffel, L.M., &amp; Carson-Wong, A. (2013). An overview of dialectical behavior therapy for professional psychologists. <i>Professional Psychology: Research and Practice</i>, 44, 73-80.</p> <p>Lynch, T. R., Chapman, A.L., Rosenthal, M.Z., Kuo, J.R., &amp; Linehan, M. M. (2006). Mechanisms of change in dialectical behavior therapy: Theoretical and empirical observations. <i>Journal of Clinical Psychology</i>, 62,459-480.</p>
11	Mar 15	<ul style="list-style-type: none"> <li>• Emotion focused therapy</li> <li>• Humanistic therapy</li> </ul>	Student presentations	<ul style="list-style-type: none"> <li>• Student-led applied practice</li> </ul>	<p>Greenberg, L. (2006). Emotion-focused therapy—A synopsis. <i>Journal of Contemporary Psychotherapy</i>, 36, 87-93.</p> <p>Cain, D. J. (2007). What every therapist should know, be and do: Contributions from humanistic psychotherapies. <i>Journal of Contemporary Psychotherapy</i>, 37, 3-10.</p>
12	Mar 22	<ul style="list-style-type: none"> <li>• Combination treatment (psychotherapy &amp; pharmacotherapy)</li> </ul>	N. Soreni	<ul style="list-style-type: none"> <li>• Treatment consent, confidentiality, and record keeping</li> </ul>	<p>Otto, M. W., Smits, J. A. J., &amp; Reese, H. E. (2005). Combined psychotherapy and pharmacotherapy for mood and anxiety disorders in adults: Review and analysis. <i>Clinical Psychology: Science and Practice</i>, 12, 72-86</p> <p>Dobson, K.S., Hollon, S.D., Dimidjian, S., Schmaling, K.B., Kohlenberg, R.J., Gallop, R.J., . . . Jacobson, N.S. (2008). Randomized trial of behavioral</p>

					activation, cognitive therapy, and antidepressant medication in the prevention of relapse and recurrence in major depression. <i>Journal of Consulting and Clinical Psychology</i> , 76, 468-477.
13	Mar 29	<ul style="list-style-type: none"> <li>• Couple and family therapy</li> </ul>	P. Shnaider	<ul style="list-style-type: none"> <li>• Group therapy</li> </ul>	<p>Fischer, M.S., Baucom, D.H., &amp; Cohen, M.J. (2016). Cognitive-behavioral couple therapies: Review of the evidence for the treatment of relationship distress, psychopathology, and chronic health conditions. <i>Family Process</i>, 55, 423-422.</p> <p>Heatherington, L., Friedlander, M.L., Diamond, G.M., Escudero, V., &amp; Pinosof, W.M. (2015). 25 Years of systemic therapies research: Progress and promise. <i>Psychotherapy Research</i>, 25, 348-364.</p>
14	Apr 5	<ul style="list-style-type: none"> <li>• Relapse prevention</li> <li>• Therapy termination</li> </ul> <p><b>WRITTEN ASSIGNMENT DUE</b></p>	I. Milosevic & K. Rowa	<ul style="list-style-type: none"> <li>• Diversity &amp; individual differences</li> </ul>	<p>Dobson, D. &amp; Dobson, K.S. (2009). Completion of treatment and prevention of relapse. In D. Dobson &amp; K.S. Dobson, <i>Evidence-based practice of cognitive-behavioral therapy</i> (pp. 175-196). New York, NY: Guilford Press.</p> <p>Vasquez, M.J., Bingham, R.P., &amp; Barnett, J.E. (2008). Psychotherapy termination: Clinical and ethical responsibilities. <i>Journal of Clinical Psychology</i>, 64, 653-665.</p>

## Course Assignments and Evaluation

There will be no exams in this course. The final grade will be comprised of three graded components, including (1) attendance, in-class participation, and readings, (2) a 60-minute class presentation and facilitation of a related practical exercise, and (3) a written assignment on a current controversy or novel advance in the field of psychological intervention. Each evaluated component and the percent that each component will count toward the final grade is summarized below.

<u>Assignment</u>	<u>Percent of grade</u>
Attendance, in-class participation, & readings	30%
In-class presentation & practical exercise	40%
Written assignment	30%

**Attendance, in-class participation, and readings (30%):** This aspect of the evaluation will reflect the student's attendance of the weekly classes, the degree of the student's participation and engagement in each class (i.e., asking questions, contributing to discussions and demonstrations), and an indication (through questions/comments) that the student has read the assigned readings. A maximum of 5 points will be allocated to each student per class: 0 points for non-attendance, 1 point for attendance, and 1 point for active participation up to a maximum of 4 active participation points. Thus, upon completion of the course, the maximum number of possible points will be 65, which will be scaled to 30% of the final grade.

**In-class presentation and practical exercise (40%):** This assignment includes two components.

- 1) **In-class presentation:** Each student will select a presentation topic and give a 30 minute in-class presentation on the selected topic, ensuring that the following domains are covered:
  - a. History of the intervention and its theoretical underpinnings (15% of assignment)
  - b. Target problems/populations of the intervention (15% of assignment)
  - c. Overview of the intervention approach/strategies (20% of assignment)
  - d. Current empirical status of the intervention (20% of assignment)

Students are expected to circulate a copy of their slides to the class in advance of the presentation or to bring handouts of the slides on the day of their presentation.

An additional 15 minutes will be allocated to questions and a class discussion on the presented topic. The instructors and all students will participate in the discussion.

Presentation topics will be selected at the beginning of the semester based on a choice of topics provided by the instructors.

- 2) **Practical exercise:** As a complement to the presentation, each student will subsequently present a 15 minute practical exercise drawn from the intervention that they presented on. The student will demonstrate this exercise to the class and then the class will then practice the exercise. This aspect of the assignment is worth 20% of the entire assignment.

Students will additionally be graded on the overall quality of their presentation and practical exercise (e.g., clarity, organization, timing, relevance), which will be worth 10% of the entire assignment.

**Written assignment (30%):** For this assignment, students will select a current controversy or novel development in the field of psychological intervention and prepare an 8-10 page (double-spaced; APA-style) report on this subject. The reports should include:

- a. An overview of theoretical underpinnings of the topic (15% of the assignment)
- b. An overview of the empirical underpinnings of the topic (15% of the assignment)
- c. Examples of the clinical applications of the topics (20% of the assignment)
- d. A conclusion/impression regarding the current status of the topic (e.g., Which aspect of the controversy is best supported?, Are the current clinical applications of the topic warranted?, Should the novel intervention be recommended? Etc.) (20% of the assignment)
- e. Recommendations for future directions (clinical and/or empirical) on the topic (20% of the assignment)

An additional 10% will be allocated to the overall style and quality of the written assignment (e.g., APA style, clarity, organization).

The written assignment is due on **Wednesday, April 5, 2017, before 5:00 pm**. The assignment can be submitted to the instructors during the final class on this date, or it can be emailed to them (send to both instructors).

### **Deadlines**

Unless stated otherwise, written assignments are due as per dates in the course schedule. Late papers will not be accepted and will be given a grade of zero.

### **Policy Regarding Changes to Course**

The instructor and University reserve the right to modify elements of the course during the term. The University may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

### **Policy on Make-Up Assignments**

Make-up assignments will be allowed only in the case of extreme circumstances and with proper documentation from your Faculty office.

### **Academic Dishonesty**

Attention is drawn to the Statement on Academic Ethics and the Senate Resolutions on Academic Dishonesty as found in the Senate Policy Statements distributed at registration and available in the Senate Office. Any student who infringes one of these resolutions will be treated according to the

published policy. Academic dishonesty consists of misrepresentation by deception or by other fraudulent means, and can result in serious consequences for a student such as the grade of zero on an exam or assignment, loss of course credit with a notation on the student's transcript that reads "*Grade of F assigned for academic dishonesty*", and/or suspension or expulsion from McMaster University. It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty, please refer to McMaster's Academic Integrity Policy located at <http://www.mcmaster.ca/academicintegrity>.