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PSYX 531.01: Principles of Psychological Intervention

Laura Kirsch

University of Montana - Missoula, laurak.kirsch@umontana.edu

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PSYCHOLOGY 531
Principles of Psychological Intervention

Fall 2013
Mon. & Wed. 12:10 to 1:30
Skaggs 246

Instructor: Laura Kirsch, Ph.D.
Office: Skaggs Building 364
Office Hours: Mondays 10a-12p, or by appointment
Email: laurak.kirsch@umontana.edu
Phone: 406-243-6817 (office) or 406-207-7870 (cell)



"So, Mr. Fenton... Let's begin with your mother."

Course Description

In this course, the philosophical and scientific bases of major systems of psychotherapy are reviewed and psychotherapy research methods, issues, and findings are introduced. In particular, we will be discussing the major theoretical paradigms of psychosocial treatment (psychodynamic, cognitive behavioral, experiential, and systemic), with a focus on approaches and interventions that have strong empirical support. We will examine the current scientific literature bearing on whether and how these treatments work, as well as more general methodological principles and problems in intervention research.

Educational Goals

By the end of this course, you should:

- Have a detailed knowledge of the major models of psychological intervention and an ability to articulate how the models are similar and different from each other.
- Have an understanding of the psychotherapy outcome literature with respect to which treatments work and how we know, as well as the mechanisms of change in psychotherapy.
- Be able to analyze the scientific literature with respect to psychological interventions, in order to determine the effectiveness of a particular treatment approach.
- Be able to describe specific evidence-based interventions and approaches in terms of the basic concepts of the approach, the therapeutic process, the client-therapist relationship, and the specific procedures used, and indicate how the approach would be used to treat a particular disorder or client presentation.
- Be able to apply your knowledge of psychological interventions to your own clinical work.

Required Readings

There is no textbook for this course. ***Instead, readings will be in the form of journal articles and academic book chapters. All readings will be posted electronically on the course website, organized by due date.*** The list of assigned readings and their due dates is listed below. You are expected to read the assigned readings and come to class prepared to discuss them. One student will be responsible for leading the discussion each week, described in more detail below.

Student Evaluation

Class Participation: Because this is a small graduate seminar, student attendance and participation is essential. You are expected to attend every class meeting, having read the assigned articles, and prepared to discuss them. Your participation grade comprises 20% of your total course grade, and is

based upon general attendance, preparedness, the quality (not quantity) of your comments, questions, and contributions, and general attentiveness. Unexcused absences from **more than two classes** during the semester and/or frequent tardiness will result in points being deducted from your participation grade.

Presentation of Readings: In order to facilitate discussion during class meetings, as well as to encourage critical thinking about the material, students will take turns presenting the assigned readings to the class. Each week one student will be responsible for presenting a summary of each reading due, as well as one general discussion question stimulated by the readings. A good discussion question does more than request information or clarification; it raises issues, examines implications, challenges assumptions, and juxtaposes ideas. This question should then serve as a jumping-off point for class discussion. *Discussion questions should be emailed to me no later than midnight on Sunday evening on the week you are assigned to present.* Your reading presentation grade comprises 20% of your total course grade.

Clinical Case Formulation: Students will be expected to apply their understanding of the interventions discussed in class to a current therapy client by developing a written case conceptualization. More details about this assignment will be provided in a separate document. In general, for this assignment, you will choose a client you are currently working with and conceptualize his/her symptoms, personality characteristics, cognitions, feelings, and behaviors in light of a particular theory or integration of theories. You will then formulate counseling goals and intervention strategies for this client based on your conceptualization. **This assignment is due on October 30th** and is worth 20% of your course grade.

Research Paper and Presentation: You will be expected to choose a particular area of psychotherapy that interests you and conduct a detailed literature review of the topic to help cultivate an area of expertise in psychotherapy research. The goal is to develop your own view of the current state of knowledge with respect to the treatment of a specific problem or set of problems. For this paper, you will do a literature search on the topic and select articles to read, which you will then incorporate into a 12-15 page review paper. You must meet with me to discuss your chosen topic by 10/2. **Papers are due on 12/10** and will comprise 30% of your grade in this course.

You will also be required to present your research findings to the class by giving a 20-minute Powerpoint presentation summarizing the main points from your review paper. To accompany the presentation, you will be asked to select an article for your classmates to read that best captures the relevant information on the topic. **Presentations will be given during the last week of classes (12/2 and 12/4)** and will count 10% of your final grade.

Grading: Points toward your final course grade will be counted as follows:

Class Participation	20%
Presentation of Readings	20%
Case Conceptualization	20%
Research Paper	30%
Research Presentation	10%
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Total	100%

Course Website

Materials for the course will be available on the internet through Moodle, including all assigned readings. Class announcements and assignments will also be posted when necessary, so please check the website on a regular basis. In addition to checking Moodle, you are also responsible for checking your UM email regularly, as you may receive course-related emails from time to time.

Missed Classes

In the event of a lateness or absence from class, you are responsible for the material covered, including lecture notes, discussion content, videos watched, assignments and announcements. Announcements and copies of handouts will be posted on Moodle; lecture notes should be obtained from a classmate, or (for excusable absences) from the instructor during office hours.

The Learning Environment

I would like this class to have a relaxed atmosphere where students can feel free to ask questions and comment on the material being presented and discussed. Please do not hesitate to ask for clarification on a topic, to ask about related material, to raise an interesting point, or to discuss a relevant personal experience. However, remember that not everyone has similar viewpoints, and some students might have personal experiences with particular disorders, so please be respectful of your classmates and their opinions. Another way to create a respectful and productive learning environment is to ensure that it is free from distractions. Therefore, please turn off your cell phones and other personal electronic devices prior to coming to class. If I see you using these devices during class, I will deduct points from your class participation grade.

Accommodation of Students with Disabilities

If you are a student with a disability and wish to discuss reasonable modifications for this course, contact me privately to discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted Disability Services, located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your reasonable modifications. For more information, visit the Disability Services website at <http://www.umt.edu/disability>.

Academic Integrity

You are expected to adhere to the university's student conduct code with regard to academic integrity. Academic misconduct in this course will result in an academic penalty commensurate with the offense as well as possible disciplinary action by the university.

Add/Drop Deadline

Please take note of important registration dates listed in the Fall academic calendar. October 28th is the last day to drop classes with an add/drop form. After that date, no petitions to drop the course will be signed and no Incompletes will be given except in documentable emergency situations.

Feedback

I hope to make this an enjoyable learning experience for everyone in the class. If you have any suggestions as to how to improve the class, please feel free to give me constructive feedback.

Course Calendar

Class Meeting Dates	Topic Covered and Assignment Due Dates
Week 1: 8/26 & 8/28	Introduction/ The Past, Present and Future of Clinical Psychological Science
Week 2: 9/4 (<i>no class 9/2—Labor Day</i>)	The Empirically Supported Treatments Debate
Week 3: 9/9 & 9/11	Psychotherapy Outcome Research
Week 4: 9/16 & 9/18	Psychodynamic Psychotherapy
Week 5: 9/23 & 9/25	Behavioral Approaches
Week 6: 9/30 & 10/2	Cognitive Approaches <i>Research paper topic due on 10/2</i>
Week 7: 10/7 & 10/9	Cognitive Behavioral Therapy
Week 8: 10/14 & 10/16	Experiential Therapies
Week 9: 10/21 & 10/23	Interpersonal Psychotherapy
Week 10: 10/28 & 10/30	Family Systems Therapy <i>Case conceptualization due on 10/30</i>
Week 11: 11/4 & 11/6	Family Systems Therapy
Week 12: 11/13 (<i>no class on 11/11- Veterans's Day</i>)	Relapse Prevention
Week 13: 11/18 & 11/20	Stages of Change and Motivational Interviewing
Week 14: 11/25 (<i>no class on 11/27- Thanksgiving travel day</i>)	Interventions That Harm
Week 15: 12/2 & 12/4	Course Wrap-Up and Student Presentations
Tuesday, 12/10	<i>Final Paper Due</i>