

**APSY 450T Selected Topics in Psychology
Introduction to Clinical Methods
Fall 2015 Syllabus**

- Class Number:** 10468 (APSY 450T; 3.0 credits) **Location:** SS 255
- Instructor:** James F. Boswell, Ph.D.
Assistant Professor
Dept. of Psychology
Office: Social Science 307
jboswell@albany.edu
Phone: 518-442-3402
Fax: 518-442-4867
- TA:** Matteo Bugatti, M.S.
mbugatti@albany.edu
Office: SS 143D
- Office Hours:* Thursdays,
10:15am – 12:30pm OR by
appointment
- Lecture Meetings:** T/TH 8:45am - 10:05am
- Required Texts:** Prochaska, J. O. & Norcross, J. C. (2014). *Systems of psychotherapy: A transtheoretical analysis* (8th Edition). Stamford, CT, US: Cengage Learning. [ISBN-10: 1133314511 | ISBN-13: 978-1133314516]
- Wedding, D., & Corsini, R. J. (2014). *Case studies in psychotherapy* (7th Edition). Stamford, CT, US: Cengage Learning. [ISBN-10: 1285175239 | ISBN-13: 978-1285175232]
- Additional Readings & Materials:** Selected papers on relevant issues for clinical methods will supplement the required texts according to the class schedule below. These readings will be available as PDF files on Blackboard (the web-based learning management system for this course). We will also watch video clips during class throughout the semester.
- Blackboard:** This course will have an active Blackboard site, which will be used to (a) publicize important course announcements (e.g., changes to the syllabus), (b) post course materials and information (e.g., syllabus, readings, lecture slides, links), (c) upload assignments, and (d) maintain the grade book. Given the importance of accessing relevant information and receiving course announcements in a timely manner, you should regularly visit the course's Blackboard site. If you have any questions regarding Blackboard, please contact UAlbany Information Technology Services; <http://www.albany.edu/its/>.

Course Overview

Introduction to Clinical Methods (APSY 450T) is a reading-intensive, advanced undergraduate course for Psychology majors. This course provides students with a thorough grounding in the nature, history, evolution, and current status of clinical models and intervention methods from theoretical, empirical, and applied perspectives. A principal focus will be the theoretical and applied aspects of the most influential psychotherapy systems. In addition to surveying the major models and methods, the course will place special emphasis on evidence-based strategies. Moreover, general issues and controversies related to clinical-research and evidenced-based practice will be addressed. Complementing the focus on evidence-based treatments, the course will highlight relationship factors, participant characteristics, and principles of change that foster patient improvement. The course will also attempt to demystify clinical approaches by making a concerted effort to reveal what the treatments “actually look like” in practice. In addition, the course will highlight across all sections various ethical considerations, multicultural perspectives, and current trends and controversies.

Course Format

The class format will reflect an integrated use of instructor lectures, class discussions, and experiential exercises. In addition, videos, writing tasks, and role-play demonstrations will be used to amplify the material covered. Students are responsible for carefully reading the source materials *before* coming to class, so that class time can be devoted to analyzing the material, discussing points from pre-considered perspectives, and integrating new material with material learned in previous courses. It is important to come to this class with an open mind and a willingness to take some risks. This course is designed to be challenging and stimulating, yet it is still an *introductory* survey of clinical methods. Thus, you are *not* expected to have prior clinical experience. Given that you will be in the same boat as most other students in this class, please push yourself to be an active and engaged participant.

Course Objectives

- Achieve a better understanding of clinical methods and the history and evolution of clinical psychology as a field.
- Gain a working knowledge of the theories underlying the most influential models of psychotherapy, as well as their evidence base through seeking and reviewing original research articles.
- Gain a working understanding of the application of clinical intervention modalities for specific, common clinical conditions.
- Gain a contemporary perspective on the effectiveness of clinical interventions through course activities and seeking information resources (e.g., library databases, original journal articles).
- Appreciate conceptual and methodological issues, including current controversies in clinical psychology surrounding research and science-practice integration.
- Appreciate diversity issues with respect to the practice and study of clinical methods.
- Learn to think critically about clinical case conceptualization and effectively community case material and treatment plans through:
 - Professional report writing
 - Oral case presentations and clinical demonstrations

Course Requirements and Grading

Below is a list of course requirements that will be graded:

Self-Survey of Attitudes and Values Related to Psychotherapy (1 x 30 points)

- We will discuss your reactions to the questions in class and return to these throughout the semester.

Method Role Plays (multiple times throughout the semester: 5 points each)

- Practice implementing clinical methods, which will involve oral discourse with a partner during structured role-plays based on the theoretical and technical literature reviewed in class
- Verbal feedback will be provided

Brief Evidence-Based Case Reports (3 x 30 points)

- Each paper will be 3 pages.
- Goals:
 - Develop a coherent, theoretically consistent, and empirically based case conceptualization and treatment plan from a primary clinical model.
 - Seek and incorporate relevant information sources (e.g., books, journal articles) to support conceptualization and plan.
 - Gain experience writing for a professional audience (e.g., content, format, style).
- You will receive written feedback on all three papers. Based on the feedback provided, it is expected that the papers will improve over time.

Clinical Case and Intervention Demonstration (1 x 50 points)

- Goals:
 - Orally present an evidence-based psychotherapy strategy with a class mate or friend who is playing a mock client
 - Must include a description of the strategy, the therapy model from which it is primarily derived, its function/purpose, and any relevant implementation principles.

Examinations (3 x 80 points)

- Each exam will include 25 multiple choice items (worth 2 points each) and 1-2 essay questions (one worth 30 points or two briefer questions worth 15 points each). Written feedback will be provided on essay items to improve subsequent performance.

Final grades will be based on the total number of points obtained over the course of the semester divided by the total number of points possible for the entire semester. The following table lists the corresponding letter grade for each percentage range.

Percentage	Letter	Percentage	Letter
93 to 100%	A	73 to 76.99%	C
90 to 92.99%	A-	70 to 72.99%	C-
87 to 89.99%	B+	67 to 69.99%	D+
83 to 86.99%	B	60 to 66.69%	D
80 to 82.99%	B-	Below 59.99%	F
77 to 79.99%	C+		

Attendance

Attendance will be monitored by the instructor and TA. Students will find that poor attendance will likely negatively affect their grade because of a lack of sufficient exposure to lecture material, video review, and class discussions and activities.

Other Relevant Course Information

1. The opportunity to take a make-up exam will be granted in special circumstances (e.g., acute illness) at the discretion of the instructor. All make-up exams must be completed within one week of the listed exam date. If you are unable to take an exam at the scheduled time for a medical reason, you must follow the University's Medical Excuse Policy (http://www.albany.edu/health_center/medicaexcuse.shtml, see below). Failure to do so will make you ineligible for a make-up exam.

“In accordance with the *Undergraduate Academic Council's Revised Policies on Student Absences* the University Health Center will only provide medical excuses to students for medical conditions that prevent a student from attending an exam or a full week of classes and meet the following conditions: A University Health Center provider is involved in the medical care; **AND** The condition is deemed significant by a medical provider in the University Health Center; **AND** Based on examination by a University Health Center provider, the student is advised not to attend class. **OR** The student has proof of a documented hospitalization.”

2. All students are expected to adhere to the University policy concerning **academic honesty**. For more information on the University's academic integrity policy, visit: http://www.albany.edu/undergraduate_bulletin/regulations.html
Any violations of the academic integrity standards will be vigorously pursued.
3. The University at Albany is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with the Disability Resource Center or Learning Support Services, you may be eligible for reasonable academic accommodations to help you succeed in this course. **If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements.**

Class Schedule

Note: Readings should be done **prior** to the meeting for which they are listed. Due dates for other assignments are also noted in the schedule below (**T** = Tuesday, **TH** = Thursday). **All information is subject to change**; please pay attention to course announcements during class and on Blackboard.

Date	Topics
8/27 TH	Course Introduction and Syllabus Review
9/1 T	Overview and Definitions of Clinical Psychology and Psychotherapy Reading: Prochaska & Norcross, Chapter 1 Due: Self-Survey of Attitudes and Values Related to Psychotherapy

9/3 TH	<p>Historical Review of Major Clinical Systems</p> <p>Reading:</p> <p>Boswell, J.F., Sharpless, B.A., Greenberg, L.S., Heatherington, L., Huppert, J.D., Barber, J.P., Goldfried, M.R., & Castonguay, L.G. (2011). Schools of psychotherapy and the beginnings of a scientific approach. In D.H. Barlow (Ed.), <i>Oxford handbook of clinical psychology</i> (pp. 98-127). New York: Oxford University Press.</p>
9/8 T	<p>Psychotherapy Research Base</p> <p>Reading:</p> <p>Lambert, M.J. (2013). The efficacy and effectiveness of psychotherapy. In M.J. Lambert (Ed.), <i>Bergin and Garfield's handbook of psychotherapy and behavior change</i> (6th ed., pp. 169-218). Hoboken, NJ: John Wiley & Sons.</p>
9/10 TH	<p>Psychoanalytic Therapies</p> <p>Readings: Prochaska & Norcross, Chapter 2</p> <p>de Maat, S., de Jonghe, F., de Kraker, E., Leichsenring, F., Abbass, A., Luyten, P.,...Dekker, J. (2013). The current state of the empirical evidence for psychoanalysis: A meta-analytic approach. <i>Harvard Review of Psychiatry</i>, 21, 107-137.</p>
9/15 T	<p>Classes Suspended</p>
9/17 TH	<p>Psychodynamic Therapies</p> <p>Readings: Prochaska & Norcross, Chapter 3 pages: 51-53 (end of left column); 65-81.</p> <p>Leichsenring, F., Rabung, S., & Leibing, E. (2004). The efficacy of short-term psychodynamic psychotherapy for specific psychiatric disorders: A meta-analysis. <i>Archives of General Psychiatry</i>, 61, 1208-1216.</p>
9/22 T	<p>Psychodynamic Therapies</p> <p>Reading:</p> <p>Friedlander, M.L., Sutherland, O., Sandler, S., Kortz, L., Bernardi, S., Lee, H.H., & Drozd, A. (2012). Exploring corrective experiences in a successful case of short-term dynamic psychotherapy. <i>Psychotherapy</i>, 49, 349-363. DOI: 10.1037/a0023447</p>
9/24 TH	<p>Classes Suspended</p>

9/29 T	<p>Person-Centered Therapies</p> <p>Reading: Prochaska & Norcross, Chapter 5</p> <p>*Due: Psychodynamic Brief Case Report</p>
10/1 TH	<p>Person-Centered Therapies</p> <p>Reading: Wedding & Corsini, Client-Centered Therapy with David</p>
10/6 T	<p>Experiential Therapies</p> <p>Reading: Prochaska & Norcross, Chapter 6</p>
10/8 TH	<p>Experiential Therapies</p> <p>Reading:</p> <p>Goldman, R.N., Watson, J.C., & Greenberg, L.S. (2011). Contrasting two clients in emotion-focused therapy for depression-2: The case of "Eloise," "It's like opening the windows and letting the fresh air come in." <i>Pragmatic Case Studies in Psychotherapy</i>, 7, 305-338.</p>
10/13 T	Exam 1: Psychodynamic and Humanistic Psychotherapies
10/15 TH	<p>Interpersonal Therapies</p> <p>Reading: Prochaska & Norcross, Chapter 7</p>
10/20 T	<p>Interpersonal Therapies</p> <p>Reading: Wedding & Corsini, A Case Study for the New IPT Therapist</p> <p>*Opening date for accepting clinical demonstrations*</p>
10/22 TH	<p>Exposure & Behavior Therapies</p> <p>Reading: Prochaska & Norcross, Chapters 8 and 9</p> <p>*Due: Humanistic Brief Case Report</p>
10/27 T	<p>Exposure & Behavior Therapies</p> <p>Reading: Wedding & Corsini, Covert Sensitization of Paraphilia</p>
10/29 TH	<p>Cognitive Therapies</p> <p>Reading: Prochaska & Norcross, Chapter 10</p>
11/3 T	<p>Cognitive Therapies</p> <p>Reading: Wedding & Corsini, An Interview with a Depressed and Suicidal Patient</p>

11/5 TH	Contemporary Cognitive-Behavioral Approaches Readings: Prochaska & Norcross, Chapter 11
11/10 T	Contemporary Cognitive-Behavioral Approaches Reading: Wedding & Corsini, Using Mindfulness Effectively in Clinical Practice: Two Case Studies
11/12 TH	Exam #2: Interpersonal and Cognitive-Behavioral Therapies
11/17 T	Multicultural Therapies Reading: Prochaska & Norcross, Chapter 14
11/19 TH	Multicultural Therapies Reading: Wedding & Corsini, Alma *Due: Cognitive-Behavioral Brief Case Report
11/24 T	Integrative Therapies Reading: Prochaska & Norcross, Chapter 16
11/26 TH	No Class
12/1 T	Integrative Therapies Reading: Wedding & Corsini, Integrative Therapy with Mr. F.H. *Due: Clinical Intervention Demonstration
12/3 TH	Psychotherapy Research and the Randomized Clinical Trial Reading: Persons, J. B., & Silberschatz, G. (1998). Are results of randomized controlled trials useful to psychotherapists? <i>Journal of Consulting and Clinical Psychology</i> , 66, 126-135.
12/8 T	Evidence-Based Practice Readings: Prochaska & Norcross, Chapter 18 APA Presidential Task Force on Evidence-Based Practice (2006). Evidenced-based practice in psychology. <i>American Psychologist</i> , 61, 271-285.
Friday, 12/18/15	Final Exam (10:30am – 12:30pm)