PSY 610 Intervention Science I  
Winter 2013  
Tues 1:00-2:50  
Franklin 186

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Office Hours: By appointment

*I can best be reached via email and under normal circumstances will respond within 24 hours.

Course Description:
This class is meant to introduce clinical graduate students to the science (and art) of psychotherapeutic intervention with adults. We will balance between the poles of research—examining empirical support for treatment approaches—and application—trying out specific techniques within and between class meetings.

This course does not represent a comprehensive overview of all empirically supported treatment approaches; rather, it will focus on acceptance-based behavioral interventions that fall under the umbrella of “third wave” behaviorism. We will also not be able to cover specific interventions for all types of psychological problems. Although the overarching behavioral approach can be applied to a range of difficulties, we will focus on ways to treat depression, anxiety, and emotion dysregulation. These foci are meant to reflect what you are most likely to encounter in your adult intervention training at the University of Oregon.

Course Objectives:
By the end of this class, students should be able to
1. Describe what has been empirically supported in psychotherapy research.
2. Formulate a behavioral case conceptualization and treatment plan.
3. Be familiar with the tenets of major mindfulness- and acceptance-based approaches for treating depression, anxiety, and emotion dysregulation.
4. Apply (at least, at an elementary level) techniques for building mindfulness, clarifying values, and changing behavior.
5. Articulate a personally relevant definition of clinical science.
6. Describe how clinical intervention could be integrated into an existing program of research.

Required Readings:

Other required readings will be posted on blackboard.
Recommended Readings:

**Grading:** Course grades will be based on

- **Clinical exercises and discussion questions (20%).** Students will be expected to complete between-class exercises for certain weeks (see Assignments below) and to contribute 2 discussion questions for all except the first and final weeks of class. Discussion questions should be based on the assigned reading for the week and need not be long, but should aim to go beyond surface-level clarification to facilitate deeper critical thinking about issues raised and/or application of interventions. Questions should be posted to the Discussion Questions journal on Blackboard with your name and the date in the Title field before each class, and students should be ready to raise these questions during the discussion portion of class.

- **Class participation (20%).** Students are expected to attend all class meetings and to participate—this means being prepared to discuss the week’s material (using one’s own questions and responding in a thoughtful way to others’ questions) and to try to apply it. If you know you will need to miss a class due to a conference or other obligation, please let me know as soon as possible.

- **What is clinical science? papers (30%).** We are designated as a clinical science program, and an important goal of this class is to clarify what this means. This is not expected to be a single event, but rather an iterative process in which our collaborative discussion and learning informs a more nuanced view of clinical science. To help with tracking this process, students will write a brief (2-3 page) paper at the beginning (due week 2) and end (due week 9) of class articulating their definition of clinical science. Papers will not be graded based on the “correctness” of the answer, but rather based on demonstrated ability to think clearly and critically about this issue, and to communicate this thinking effectively.

- **Intervention research plan (30%).** Another goal of this class is to facilitate the integration of clinical research with intervention. Even if you do not plan to conduct applied clinical research, it is good to be able to articulate how the research you are conducting could be applied to intervention (i.e., as justification in a grant application). Therefore, students will be asked to plan an intervention study that builds on their current or intended research. This should be written using the format for an NIH R21 Research Strategy (up to 6p single-spaced with Significance, Innovation, and Approach sections – see NIH guide on
Blackboard. The Specific Aims will be due before class on week 5, and the full plan will be due before class on week 10. Students will present their plans during the final class session.

For this class, an “A” means superior performance in each of these categories; an “AB” means very good performance across categories or superior performance in some and satisfactory in others; a “B” means good performance across categories or very good performance in some and satisfactory in others; and anything below a “B” means work is not meeting standards for graduate-level clinical training. If you are concerned about your performance in the course, please feel free to contact me to discuss this further and, if needed, what you can do to improve – the sooner, the better, but certainly before the last week of classes.

**Academic Misconduct:**

At this stage of training, I do not expect this to be an issue, but just to be clear, you are expected to do your own work in this class. This means that while you are allowed (even encouraged) to discuss ideas with others and to solicit feedback from classmates and/or professors on your written work, the discussion questions and papers you turn in should represent your own thinking, with appropriate citations for sources you have used. Any cases of suspected misconduct, including plagiarism or cheating, will result in a “0” grade for that assignment, and will be reported to the Office of Student Conduct. For further information about definitions of misconduct and conduct code violations, see http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx
1/7  **Week 1: Empirical Support for Psychotherapy**  
*Reading:*  

1/14  **Week 2: An Acceptance-Based Behavioral Conceptualization**  
*Reading:*  
Roemer & Orsillo chapter 1  
*Assignment:*  
What is clinical science? Paper 1 due

1/21  **Week 3: Clinical Assessment and Case Formulation**  
*Reading:*  
Roemer & Orsillo chapters 2-3  
*Assignment:*  
Complete posted questionnaire measures

1/28  **Week 4: Mindfulness Training**  
*Reading:*  
Roemer & Orsillo chapter 6


**Assignment:**
Guided meditation (at least 5 days of the week)

2/4 **Week 5: Values Clarification**

**Reading:**
Roemer & Orsillo chapter 7


**Assignment:**
Values writing exercise
Intervention Plan Specific Aims due

2/11 **Week 6: Behavior Change—Exposure**

**Reading:**


**Assignment:**
Create exposure hierarchy

2/18 **Week 7: Behavior Change—Activation**

**Reading:**


**Assignment:**
Activity monitoring

2/25 **Week 8: Behavior Change—Skills Training**

**Reading:**

**Assignment:**
Dialectics worksheet

3/4 **Week 9: Making Psychotherapy Relevant**

**Reading:**
Roemer & Orsillo chapter 11
(and, for those of you considering going into private practice)

**Assignment:**
What is clinical science? Paper 2 due

3/11 **Week 10: Intervention Plan Presentations**