Intervention Science
Course Syllabus ~ Winter 2011

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Office: Straub 391
Office Hours: By appointment

Classroom: Clinic group room
Lecture: Th, 1-3:50 pm

Overview:
This course is intended to be the first step in preparing you to conduct therapy as a clinical scientist, providing a foundation for future clinical coursework and practicum. The class blends theoretical and empirical readings with more applied training in implementing therapy techniques. Course emphasis is on introducing evidence-based treatment, particularly cognitive behavioral therapy and its variants, with the awareness that these skills will be solidified through actual clinical experiences later in graduate school.

By the end of the course, it is expected that students will gain a greater understanding of the following:
1) How to conduct a structured clinical interview and formulate an initial diagnostic impression
2) How to develop a thoughtful case conceptualization and treatment plan
3) How to measure progress in therapy and follow a collaborative approach to clinical care
4) How to modify a treatment plan in response to a client’s individual needs (e.g., cultural considerations, history of treatment failure, etc.)
5) How to use common empirically supported therapy techniques, including the dysfunctional thought record, Socratic questioning, behavioral activation, etc.

Class Participation
Students are expected to be active and informed participants. Instructor lecture will be mixed with group discussion and hands-on activities. The extent to which these discussions and activities are useful depend on students being engaged participants and appropriately prepared for class.

Attendance
Attendance is required for all class meetings. If you are unable to attend, please let me know in advance. Repeated absences will affect your grade.
**Assigned Readings**
Readings for this course should be completed before attending class. Each reading has been chosen with the demands of a hectic graduate student schedule in mind. Carefully reading the materials before class will improve class discussion for all students and ultimately facilitate your mastery of the necessary clinical skills.

The following books are suggested for purchase:


The remainder of the readings will be placed on Blackboard.

**Reading Response**
You are required to turn in 5 readings responses over the course of the term. These responses will account for 25% of your course grade. A paper copy of the response should be turned in at the start of class on the day you wish the response to be graded; late responses are not acceptable. Responses should be 1-2 pages long. The days you complete a reading response and the topic you choose to address are entirely up to you. Possible topics include questions about a particularly theory or technique, comparison of ideas across different articles or therapy approaches, critical evaluation of how a particular therapy technique intersects with the symptoms it is designed to ameliorate, reflections on mini-assignments, or any other thoughts that strike you as interesting or worthwhile. Responses will be graded as check, check plus, or check minus.

**Final Project**
The purpose of the final project is to develop your case conceptualization and treatment planning skills. You will be given a case vignette of a client. The client may have comorbid problems, or may present with a disorder for which there is more than one EST. Your assignment is to discuss the potential different approaches to treatment, select a specific approach, and justify this selection. This justification must be rooted in your consultation of the relevant research literature and not simply based on your opinion. In your treatment approach, you should include 1) your working conceptualization of the problem 2) treatment goals 3) measures of progress and 4) intervention techniques.

For example, your case may involve a client who presents with comorbid social phobia and depression. Do you treat both problems simultaneously? Do you
treat one first? If so, which one do you prioritize? You should expect many questions about why you made the choices that you did.

The final project will account for 25% of your grade. Twenty percent will be derived from your completion of the assignment. You will also be required to present your project to the class and 5% of your final grade will come from this presentation.

**Grading**

Final grades for the course will be assessed based on the following criteria:

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class attendance and participation</td>
<td>15%</td>
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<tr>
<td>Reading responses</td>
<td>25%</td>
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<tr>
<td>Final Project</td>
<td>20%</td>
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<tr>
<td>Final Project presentation</td>
<td>5%</td>
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<tr>
<td>SCID Assignment</td>
<td>15%</td>
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<tr>
<td>Mini-assignments</td>
<td>15%</td>
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**January 6**

Course Introduction, History of Empirically Supported Treatments

**January 13**

*Case formulation:*


*One of my absolute favorite pieces of writing about psychology, ever, ever, ever

*All have Won and Must Have Prizes: The Dodo Bird*


**January 20**

*Foundations of cognitive behavioral therapy: session format, the cognitive model, the dysfunctional thought record*

*You should previously have read Chapters 1 and 2 in *Basics and Beyond* in Methods and Ethics last fall. If necessary, please skim these chapters again to familiarize yourself with the cognitive model and foundations of CBT.

**Mini-assignment due January 27:** Dysfunctional thought record

**January 27**

*Behavioral activation:*


**Mini-assignment due February 10:** Behavioral scheduling

**February 3**

*Making anxious people anxious on purpose:* exposures and the fear hierarchy


**Mini-assignment due February 10:** Fear hierarchy

**February 10**

Clinical interviewing: the Structured Clinical Interview for DSM-IV

Guest lecturer: Stephenie Frank

*Reading:*

Review SCID manual

**SCID homework, due February 17**
You will be assigned a tape of an actual SCID interview from the clinic. You should watch the tape and complete the SCID as you watch, to arrive at a final diagnosis. Please turn in the SCID workbook and a sheet with your final diagnosis on it on February 17. As this is a real interview, confidentiality is mandatory. You should not discuss your case with anyone who is not a clinical psychology graduate student, nor should you discuss it anywhere other than inside the clinic.

**February 17**

Making anxious people anxious, part 2: interoceptive exposures and panic disorder treatment


**February 24**

*Interpersonal psychotherapy for depression*


**March 3**

*Eating disorders*


March 10
Final presentations