

ADVANCED DIDACTIC IN PSYCHOTHERAPY EMPIRICALLY SUPPORTED INTERVENTIONS

The University of Toledo Psychology Department PSY 6/7380 FALL 2021

Instructor: Nicole M. Christ, PhD Offered: Fall 2021

Office Hours: By appointment

(email to schedule) Time: Mondays

Phone: 630-453-2338 6:15 – 8:50PM

COURSE CATALOG DESCRIPTION

This course is designed to provide advanced knowledge in empirically-supported interventions in clinical psychology. Specifically, this course will provide in-depth instruction in the use of psychological interventions for the treatment of numerous psychological conditions. All interventions or approaches taught in this course have been well-researched with substantial data existing to support their effectiveness.

COURSE OVERVIEW AND PURPOSE

The primary aim of this course is to train mental health practitioners in the use of psychological interventions for treating numerous psychological conditions. Secondarily, this course aims to



RECOMMENDED SUPPLEMENTAL TEXT

1. Persons, J. B. (2008). Guilford Press: New York.

2. Beck, J. S., (2020). Press: New York.

3. Linehan, M. M. (2015). (2nd ed.). Guilford Press.

Guilford

WHERE DO I GET THE TEXT?

ACADEMIC POLICIES

All graduate students at the University of Toledo are expected to read, understand, and follow the academic policies that govern their attendance at the University. These policies include, but are not limited to, academic dishonesty, academic grievance, leave of absence, and transfer of credit.

Please use the following URL to read a comprehensive list of academic policies that pertain to you in this class and



ASSIGNMENTS & EXPECTATIONS

Readings

Readings are listed at the end of the syllabus. Readings will be a mixture of selections from the required texts and primary source materials. You will be provided with a google drive link with copies of the primary source course readings.

Reading Summaries/ Reflection Papers (40 points)

Critical analysis of the literature is a fundamental skill in clinical psychology and therefore in this discussion-based class. Thus, it is imperative that you read all articles and chapters assigned. By 8:00AM of the day when readings are (BT/y9c3(re)-2(a)9(d)-4()--2(a)oe)7(9(d)-4()-9())-4(ed)3()-4(gssp9(ecn)-2(a)9(d)-4()--2(a)oe)7(9(d)-4()-9())-4(ed)3()-4(gssp9(ecn)-2(a)9(d)-4()--2(a)oe)7(9(d)-4()--9())-4(ed)3()-4(gssp9(ecn)-2(a)9(d)-4()--2(a)oe)7(9(d)-4()--9())-4(ed)3()--4(gssp9(ecn)-2(a)9(d)--4()--2(a)oe)7(9(d)--4()--9())--4(ed)3()--4(gssp9(ecn)-2(a)9(d)--4()--2(a)oe)7(ed)--4()--2(ed)



These questions/

observations should be included at the bottom of your reading summary for that article. Questions/observations must be submitted to the instructor by email by 8:00AM on the day the readings are due.

You may submit a question/observation for more as many of the weekly readings as you like (i.e., you do not need to only submit 3 for the summaries you complete; I will happily accept additional thoughts on the articles). These questions/summaries are intended to be a product of critical analysis of the article and/or thoughtful reflection and application of the content to a client or research study.

You are not required to submit questions/observations on the week you are leading discussion. To account for conferences, unexpected life events, and other excused absences, you will be allowed **one week** of incomplete questions/observations without point deduction. If you choose to do so, you are still expected to complete the readings and be an active participant in the discussion (if applicable).

Over the course of the semester, questions/observations are worth 40 points. You will lose 1 point for each question/observation not completed, up to a maximum of 3 points per week.

Leading Class Discussion (50 points)

Students will pick a topic/class session to lead the discussion. As there are more students than





ACADEMIC AND SUPPORT SERVICES

Please view the <u>Learner Support</u> page for links and descriptions of the technical, academic, and student support services available to UT students.

SAFETY AND HEALTH SERVICES FOR UT STUDENTS

Please use the following link to view a comprehensive list <u>Campus Health and Safety Services</u> available to you as a student.

INCLUSIVE CLASSROOM STATEMENT

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity/expression, socioeconomic background, and a myriad of other social identities and life experiences. We will encourage and appreciate expressions of different ideas, opinions, and beliefs so that conversations and interactions that could potentially be divisive turn, instead, into opportunities for intellectual and personal development.

Policy on Academic Dishonesty (Cheating)

This course will fully honor the University's policy on academic dishonesty. Please ensure that all work you turn in is your own. When referencing other's work in papers, ensure that such work is appropriately cited.

: Academic dishonesty will not be tolerated. Please read The University's Policy Statement on Academic Dishonesty.

: The materials in the course website are only for the use of students enrolled in this course for purposes associated with this course, and may not be retained or further disseminated.

Departmental Policies

Additional information on Psychology Department policies on participation by students with disabilities, accommodation for religious observances, academic conduct, complaint procedures, grade appeal procedures, and other standing policies (e.g., sexual harassment, incompletes) is available in the department's main office.

Incompletes

If you do not complete all requirements for this course by the end of the semester, you will receive an incomplete. All requirements must then be completed within one semester. If said requirements are met by that time your grade will be changed accordingly.

Additional Rules



Options for Skills Presentation:

Exposure hierarchy

Downward Arrow technique

Socratic questioning

A-B-C sheet

Activities Scheduling

Defusion exercise

Chain Analysis

MI

Sober breathing or STOP skill (pick one)

Urge Surfing

Progressive Muscle Relaxation

Body Scan

DBT Diary Card (creating or reviewing)

DBT Phone coaching (explaining purpose then role-play use)