PSYC-4666
Seminar in Clinical Psychology
Fall 2016
Instructor: Dr. Nancy Snyder
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Office hours: Mon. 12-1 (or by appointment)

Course Description:

This course provides an overview of Clinical Psychology, including the history of, and ethical and legal issues in the field. Major portions of the course will be devoted to the theory and treatment methods of psychotherapy. Additional topics we will address include: psychotherapy outcome research, the therapeutic relationship, the process of change and cultural issues in Clinical Psychology. The course will include discussion, lecture, exercises, student-designed and lead activities (peer teaching) and an in-depth literature review. All students are expected to come to class prepared and to play an active role in class.

Class Meetings:

Tuesdays, 11:45 - 3:15 (with a break). Students are expected to attend all class meetings and to send an e-mail if sick and missing class. Please do not schedule appointments during class time. Students are expected to arrive on time and attend the whole class meeting.

Texts/Articles:

Articles will be posted on Blackboard.

Hacker, Diana.. A Pocket Style Manual, Bedford/St. Martins. (available on reserve in 125 NI)

(You will probably want to use at least one text on Counseling or Clinical Psychology theories while searching for a topic - available in the library or on reserve in 125 NI)

Requirements/Grades:

25% Participation (please note attendance is necessary for participation)
25% Presentation (peer teaching)
10% Paper Preparation (proposal, outline, note cards, peer review)
40% Paper
Class Preparation and Participation:

This is a seminar course, so participation is highly valued. Students are expected to attend and participate in all classes. (If you are sick, please send me an e-mail me prior to the class meeting). Trips and appointments should be scheduled so that they don’t interfere with your classes. Students are expected to have prepared for class (e.g. read articles, think about reading) and to participate in class exercises and discussion (i.e. ask questions, answer questions, raise issues about the topic).

Paper: (due: Tuesday Nov. 29 at 11:45 a.m.)

Students may choose between writing a paper on a specific approach to psychotherapy (e.g. Interpersonal therapy for Depression) or on an issue related to psychotherapy (e.g. The therapeutic alliance). The papers (and the course) focus on psychotherapy, rather than psychotropic medication or on specific psychological disorders. All topics must be approved by the instructor. The paper will be a literature review*, plus a final (creative and/or reflective) section. This last section may focus on your own ideas, your own experience, or something else creative. (The literature review will be about 10 pages and the last section about 2 pages.) *a literature review “synthesizes” theory and research, “while shedding a new light on that topic.” (Harvard Writing Center, 2008, p.)

Papers should be about 12 pages long (range: 10-15 pages). Papers must be typed (using a 12-point type face), double-spaced and stapled. Page numbers and headings should be used. Papers must include a reference list and internal citations (APA publication style). Papers are due at the beginning or class 11/29. There will be a penalty of one grade step for each day the paper is late (e.g., an A paper that is turned in one day late will receive an A-). Papers may be passed in earlier. Paper grades will be based on content (accuracy, thoroughness, depth, thoughtfulness, adherence to the assignment), organization, and writing. The reference list should include fifteen (or more) references (books, articles), depending on the topic, including at least ten articles from professional journals (again, this will depend on the topic). Web sites (professional quality only) and interviews may be included as additional references, but should not form the basis of the paper.

Plagiarism is unacceptable and will result in a failing grade and referral to the Academic Judicial Committee.

Proposal with Bibliography (due: Sept. 27)

A brief (1 page) proposal and a preliminary bibliography are due in class 9/27. (Note: this is the 3rd class meeting.) To write the proposal you will need to have chosen a topic, found some resources (e.g., books, articles) and started to read about your topic. The proposal is a statement of what you plan to do for your paper. It should be typed and double-spaced. The proposal should include a working title and a few paragraphs stating what you plan to study and write about and why you picked this topic (or why this topic is interesting). The preliminary bibliography should include 5-10 references. These references should be consistent with the content of the proposal. The purpose of this assignment is to encourage students to start researching their topics at the very beginning of the course, and to receive feedback from the instructor early on in the process.
Outline with Bibliography: (due: Oct. 18)

A comprehensive outline and revised bibliography are due in class 10/18. (Note: this is the 6th class meeting). The outline (1-2 pages) and bibliography must be typed. The bibliography must be APA style and should include at least fifteen sources, including articles from professional journals and appropriate books. These references should be consistent with the content of the outline.

Note cards or the electronic equivalent: (due: Oct. 25)

Note taking is an important part of the process of writing a good paper. It is also the best way to avoid plagiarism. Do not write the paper with articles/books open. Write it from notes. Each note card (or equivalent) should include a topic heading, source, page number and the note itself. The note should be in your own words or put in quotation marks. Your first set of notes will be checked in class on 10/25 (note: this is the 7th class). Please bring 15 note cards (or print out the equivalent) from at least three different sources to class. They will be checked by a classmate and the instructor and returned to you that class.

6 pages (3 & 3) for Peer Review: (in class on Nov. 1 and Nov. 15)

Peer feedback is used in this course in two ways. Students fill out feedback sheets on peer teaching. Also, students will read parts of each other’s papers and provide feedback. Three (3) pages are due, in triplicate, for peer review on 11/1. Another three (3) pages, also in triplicate, are due on 11/15. If a student is unable to attend class on a peer review day pages will still need to be turned in on time and the student will need to arrange for peer review (with classmates) outside of class.

Peer Teaching/Presentation: (scheduled Oct 25-Nov 29)

All students are responsible for teaching the class for approximately 30 minutes (max. 40 min.). Students will choose a type of therapy, or topic related to therapy, and will find and/or design activities to teach the class about the therapy. These activities may include role-plays, skits, or exercises. Brief segments of films may be included. Handouts may be distributed. You may assign a brief homework assignment or distribute a brief article to read the week before. This is not intended to be a lecture, rather it is to be an activity or group of activities carefully designed to illustrate main ideas and techniques of a therapy. If you think that it is necessary to include a brief lecture, please talk to me about it in advance. Most students choose a topic that is the same as, or related to, their paper topic. You may choose a different topic if you prefer. You will be graded on content, creativity, and delivery. I encourage students to meet with me individually to review plans for the class.
Due dates overview:

1. 9/13
2. 9/20 (bring in possible topic ideas)
3. 9/27 Proposal (with Bibliography) due
4. 10/4
5. 10/11
6. 10/18 Outline (with bibliography) due
7. 10/25 Note cards due
8. 11/1 Three pages due for peer review
9. 11/8
10. 11/15 Three additional pages for peer review due
11. 11/22
12. 11/29 Paper Due
13. 11/6

Note: “Teaching” dates will be assigned. They will be scheduled Oct. 25 – Nov. 29

TENTATIVE SCHEDULE

1) 9/13 Introduction to course
   History/Overview of current Paradigms
   Choosing a topic (papers and “teaching”)

2) 9/20 Ethical and legal issues in Psychotherapy
   Researching and writing a paper
   Peer teaching

   Reading – link posted on BB

3) 9/27 The Therapeutic Relationship
   The Therapist as a person and a professional
   Planning a paper/writing an outline

   Note: proposals due today (make sure to include the bibliography)
4) 10/4  **Culture and psychotherapy**


5) 10/11  **Cultural and Psychotherapy continued**

**Cultural Identity**

**Outcome/Efficacy Research**

*Finding outcome research*

Class sessions #6-12 schedule to be determined by Student’s topics, guest speaker availability, and other student interests – update will be passed out in class and posted on BB

13) 12/6  **Online Therapy**

*Article(s) will be posted*

TBA – based on student interests
POSSIBLE PAPER TOPICS:

**Psychodynamic/Developmental Therapies**
Object Relations Theory (Kernberg, Klein, Winnicott, see St. Clair)
Interpersonal Therapy for Depression (IPT) (Klerman and Weissman)
Core Confictual Relationship Theme Therapy (Luborsky, Barber, Book)
Accelerated Experiential-Dynamic Psychotherapy (AEDP) (Fosha)
Mentalization-based treatment (Fonogy, Bateman)
The Efficacy of Psychodynamic therapy

**Humanistic-Existential Therapies**
Existential Therapy (May, Frankl, Bugental, Yalom)
Client-Centered Therapy (Rogers)
Emotion Focused Couples Therapy (Johnson, Greenberg)
Non-directive Play Therapy (Axline, Moustaskas, Schaefer, Ray et al-outcome research)
Filial (play) Therapy
Motivational Enhancement Therapy (Miller, Rollnick) for substance abuse

**Cognitive- Behavioral Therapies**
Exposure therapies
Cognitive Therapy (Beck)
Cognitive therapy for depression (Beck)
Cognitive therapy (Beck) for a specific anxiety disorder
Cognitive Stimulation Therapy for Dementia (Johnson, Spector)
Cognitive Processing Therapy for PTSD (Resnick, Monson)

**Integrative Therapy Approaches (CBT and other)**
Dialectical Behavior Therapy (DBT) for BPD (Linehan)
DBT for Bulimia
Eye Movement Desensitization and Reprocessing (EMDR) (Shapiro)
Acceptance and Commitment Therapy (Hayes, Waltz)
Schema Therapy (Young)

**Family Systems Therapies**
Family Systems Therapy—[structural/strategic] (Minuchin, Haley, Madaer)
The Milan Approach to Family Therapy (Boscolo, Ceccin, Salvini-Palazzoli)
Internal Family Systems (Schwartz)
The Ackerman Relational Approach
Attachment Focused Family Therapy (Hughes)

**Postmodern Therapies (Social Constructionism)**
Solution-Focused Brief Therapy (De Shazer, Miller & Berg, O’Hanlon)
Narrative therapy (White & Epston)
Other approaches to therapy
Feminist Therapy (Baker Miller, Brown, Espin, Enns)
Relational Model (Self-in-relation theory) (Jordan, Surrey, Baker Miller, Stiver)
Morita Therapy (Morita, Reynolds, Suzuki & Suzuki)
Naikan therapy (Reynolds)
Comparison of treatment for _______ therapy vs. ________ therapy

Psychotherapy with specific populations
Psychotherapy with members of the deaf community (Williams)
Counseling recent immigrants
Counseling Asian American (or . . . .) clients
Counseling families with children who have disabilities/differences
Counseling gender-variant clients
Counseling gay/lesbian/bisexual adolescents
Psychotherapy and Race Based Traumatic Stress
Cognitive-Behavior Therapy with aggressive children
Cognitive-Behavior Therapies for children with separation anxiety disorder
CBT and Family Management for childhood anxiety (Kendall, Barrett et al.)
Exposure Therapy for Veterans with PTSD

Issues in Psychotherapy
Factors associated with positive psychotherapy outcomes
The influence of client variables on therapy outcomes
The influence of therapist variables on therapy outcomes
Change versus Adjustment
Health Insurance, effects on psychotherapy practice
Mental Health Parity and its Effects on Treatment
Empathy in therapeutic practice (Bohart, Watson)
The Therapeutic Alliance
Racial/Ethnic matching of clients and therapists: Preferences, Outcomes
Psychotherapy and social class
Do the effects of Therapy last after therapy ends?
Who stays in and who drops out of therapy?

Other Topics Students have done
Examining traditional Latino values and implications for Psychotherapy
Mental Health and Traditional Healing in Sub-Saharan Africa
Psychotherapy in Russia
Psychotherapy for Psychotherapists
Wilderness Therapy
Chinese Psychotherapies
Treatment of PTSD for active-duty military
Non-pharmacological treatment for comorbid depression in diabetic patients
Multidimensional Treatment Foster Care
Narrative therapy for survivors of sexual violence
Grades on papers will be based on:

**Content:**
- Adherence to the assignment
- Quality of reference materials
- Thoroughness of information
- Accuracy of information
- Depth of exploration of the topic
- Integration of ideas and of material from different sources
- Perspective supported by literature
- Thoughtfulness

**Writing:**
- Clarity
- Concise writing
- Professional
- Ethical (no plagiarism)
- Correct grammar & spelling
- Correct APA style

**Organization:**
- Clarity
- Consistency
- Logical progression
  (Headings)

**Internal Citations & Reference List:**

- All ideas not your own are cited \((author, year)\)
- All words not your own are in quotations and are cited \((author, year, page)\)
- Internal references and reference list match \((i.e. every internal citation is on the reference list and every item on the reference list is cited)\)
- APA Style

Papers should be turned in on time. Expect to rewrite your papers at least two times. The first rewrite should focus on content and organization. The second rewrite should focus on grammar and style. Finally, you should proofread for punctuation, spelling, etc. \((These rewrites are for you, not to be handed in.)\)

**Plan Ahead, so that you are not looking for sources and writing your paper at the last minute!!**
COMMENTS ON PAPERS FROM PREVIOUS YEARS:

A Excellent! This paper is beautifully written and very well organized. It's one of the clearest overviews of this approach that I have read. I really enjoyed reading it and learned quite a bit too.

A Excellent! A good Literature review takes a point of view and supports it with research (and theory) – you have done this very effectively and quite persuasively. Your topic and paper are creative and thoughtful. The writing and organization are excellent.

A- Well done! Your paper is very well written and well organized. The content is good too, though somewhat uneven. The theory section is strong, the technique section quite good, though a couple of techniques need elaboration (eg. --------------). The Outcome Research section is not as strong. Important information about the meta-analysis is missing. The last section/critique is very thoughtful. Generally, the content is accurate, thorough and effectively communicated.

A- Well done! You seem to understand _________’s ideas and to have communicated them effectively. The paper is well organized and your writing is generally very good. My one writing suggestion is that it would help to be more concise. Also, I would have liked to see more on __________. What besides __________ helps the client to ____________?

B+ Your paper is interesting and informative. The content of the paper is very good: thorough, in-depth, adhered to the assignment. The writing detracted from the content somewhat. Many sentences are awkward and/or “run on.” Also, I would like to see more concise writing. The overall organization is very good, though the ________ section could be more clearly organized. I am impressed with your insights!

B The content of your paper is good except that there is nothing on outcome research. This should be addressed. I doubt that there is much outcome research per se, but there is a lot of relevant research on ________, ________, ________ and a number of studies on ________. It would have strengthened your paper to include some of this research. On the other hand, you covered ________’s basic ideas very well. The overall organization is fine, but the paper is somewhat repetitive in places. Your writing is generally very good, but it would improve it if you were more concise and to the point.

B- Your paper is well researched and follows the assignment, but the organization is weak. You skip around a lot. Also your writing could be clearer. At times I was not sure what you were saying. More internal citations are needed too. Generally, the content of the paper is very good, but your communication of the content (organization and writing) detracts from the paper.

C Though your paper meets the requirements of the assignment, it lacks depth. You raise important points, but don’t develop any of them. For example: ________________. The writing needs work too. . . . organization is fine. . . . .

C- Very well written (except that it needs careful proofreading). Very well organized, but the content barely fits the assignment (please reread the assignment). Your paper is only 7 pages long, with only 4 pages on theory, techniques and outcome research. This would be O.K. if the material was adequately covered, but it wasn’t. Outcome research was barely touched on, yet much research has been done on this therapy. A number of reviews have been published as well.

C- Very sketchy, barely meets the requirements. The ________ Therapy section is very weak. 1) no differentiation between ________ and ________ techniques; 2) only one outcome study included (many have been published) with little said about the study’s findings about ________ therapy. The ________ therapy section includes only one technique and one study. There is plenty of material available on this topic and you seem to be quite interested in the topic. What happened? Writing is fine, as are citations.
D+ This paper meets the basic requirements, but is very weak. The content lacks depth and only partially addresses the topic. The overall organization is okay, but within sections the material is often disorganized. Grammar, spelling, and proofreading are fine, but the writing is neither clear nor concise. Internal citations are partially correct, except that ________. Also, not all of your internal citations are on your reference list. You seemed really interested in your topic. What happened?

D- A poor paper. This paper reads like a diary or informal conversation. It is not appropriate to use language like “not talk about stuff.” Also, you make sweeping generalizations that are unsupported, and express opinions without supporting or explaining them. The writing is fair to poor (very informal, spelling errors, looks like it wasn’t proofread, sentence fragments), while the organization is mixed. The first half of the paper is choppy, you skip around, but the second half is better. The content is fair. You have included theory and techniques, but have not presented them thoroughly. The reader does not come away with a clear understanding of ________ therapy. The outcome research part is very sketchy, one weak study, with crucial information about the study missing, and no critique. The citations and references are problematic (not in APA style, quotes without page numbers, internal citations missing, and only four sources used.)