



Clinical Interviewing and Psychotherapy (PSY 642-700)
Western Kentucky University
College of Education and Behavioral Sciences
Department of Psychology
Course Syllabus - Fall 2022



This syllabus is subject to change, but you will be notified of such changes as early as possible

Instructor: Ellie Steele, Ph.D.
Class days/times: Tuesdays 5:00 pm – 7:45 pm
Classroom/Office: <https://wku.zoom.us/j/5786486535>
Email: ellen.steele@wku.edu
Office hours: Available via Zoom. Please feel free to send me an email to set up a time to meet.

Recommended Textbooks:

Barlow, D. (2021). *Clinical Handbook of Psychological Disorders*. (6th edition). New York: Guilford Press.

Course Website:

This course website is on WKU's Blackboard system. I will post announcements, additional assigned readings, and other resources to Blackboard. In addition, should there be a change in the course assignments or schedule, I will post announcements to Blackboard and send emails whenever feasible.

Course Description:

Continuation of PSY 641 with emphasis on family and individual psychotherapy. Prerequisite: PSY 641 and permission of instructor.

This course will highlight evidence-based therapies for a variety of presenting problems occurring in children and adolescents. Behavioral and cognitive-behavioral techniques will be applied to mood, disruptive behavior, substance abuse, and other disorders. Other theoretical orientations (e.g., psychodynamic, family systems, attachment-based) and therapy modalities (e.g., parent training, family, group treatment) will be presented. Special emphasis will be placed on Parent-Child Interaction Therapy (PCIT).

Course Objectives:

By the end of this course, you should be able to:

- 1) Describe and demonstrate evidence-based approaches for addressing various presenting problems occurring in adults, children, and adolescents.
- 2) Explain the theoretical underpinnings of various evidence-based therapies and apply these theories to conceptualize cases.
- 3) Identify evidence-based approaches as well as alternative approaches to various mental health presenting problems in adults, children, and adolescents.

These objectives will be achieved via several activities. These include completing the assigned readings, critically and intentionally thinking about the material, participating in class discussions, and participating in learning activities in and out of the classroom. The more you can tie the course objectives into your personal life and make the material personally meaningful to you, the more likely you will learn it. These objectives will be assessed via case conceptualization, treatment presentations, and completion of reflection papers and/or discussion questions.

Classroom Environment:

Although this is a virtual class, please do your best to be on time for class. Please inform me ahead of time (by email or at the beginning of the class) that you will be late, will need to leave early, or may have a reason that you will need to be checking your cell phone. While in class, I expect you to be courteous to me as the instructor as well as other students. This entails not carrying on conversations with others during class, turning off all cell phones before class starts, and being attentive (i.e., not texting or working on assignments for other classes during lecture). If you are unable to meet these expectations, I would prefer you to miss class rather than disturb myself and others. Please be mindful of background noise and distractions, adjust your camera and lightening so we can see your face well, avoid multitasking as much as possible, and dress like you are coming to class. If you become disruptive during class you will be asked to leave.

This class is in the evenings, please feel free to eat or drink during the class. If you are eating something that may be particularly loud or obnoxious to others, please mute yourself.

Attendance Policy:

Attendance will be taken at the beginning of each class for administrative purposes (e.g., dropping and adding students). Attendance is highly recommended as studies show a high, positive correlation between class attendance and final grades. Also, you will need to attend class in order to receive updates on assignment due dates, information regarding assignment topics and questions, and in order to present cases.

Checking Your WKU Email Account:

I will from time to time send course announcements by email. Please be sure to check your WKU email account at least twice per day. For all of us as mental health professionals, it is vital for us to have work-life boundaries. I will answer emails between 8 am and 5 pm CST, though it may take up to 48 hours for me to respond to you. I encourage you to have similar boundaries, with the expectation for reasonable responses and reading emails and checking Blackboard. If you have any questions about the class, feel free to email me or we can schedule a time to meet, and I'd be happy to answer them.

Getting Help:

If you are having difficulties with any aspect of this course, **please contact me**, and I will do my best to help you. If you have just a short question, feel free to ask me after class or send it via e-mail. I can't help you improve your performance in class if you do not ask for it! Also, be sure to ask for help earlier rather than later – research shows that earlier intervention leads to the best outcomes.

Academic Dishonesty:

Students are expected to complete their own work. As stated in the university catalog, “students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal.” In other words, do your own work and do not cheat. The psychology faculty consider academic dishonesty an ethical matter. As a reminder, you should know that students can be dismissed from the program for unethical behavior.

Campus Safety and COVID-19:

All students are strongly encouraged to get the COVID-19 vaccine. In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health

entities. Please refer to the Healthy on the Hill website for the most current information.
www.wku.edu/healthyonthehill

Student Accommodations:

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or email at sarc.connect@wku.edu. **Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.**

Title IX Statement:

“Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s Title IX Discrimination, Harassment and Sexual Misconduct Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf>. Under this policy, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex-gender based discrimination, harassment and/or sexual misconduct to a faculty member, **WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator.** If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.”

*****Additional information about Title IX, academic dishonesty, and campus safety can be found at:**
<https://www.wku.edu/syllabusinfo/>

Your Grade:

Your grade will be determined by your performance on case conceptualization papers, case presentations, progressive muscle relaxation recording, and reflection papers/discussion questions.

Case Conceptualization Paper (100 points - 32%):

Rarely do psychologists have the opportunity to devote significant time to conceptualizing and planning for their cases. Students will complete one case conceptualization papers due at mid-term. Late submissions will be penalized one letter grade for every day it is late. Deadlines may be extended in the case of a university-sanctioned excuse and advanced notice given to the instructor. Students will choose a current or former case to conceptualize OR a fictional popular culture individual. Each case conceptualization paper will include the following:

1. Referral question and comprehensive problem list – 10 points
2. Relevant background information (e.g., client age, race, family situation) – 10 points
3. Anchoring diagnosis and differential – 10 points
4. Nomothetic conceptualization – 10 points
5. Idiographic conceptualization – 10 points
6. Assessment data/additional assessments desired – 10 points
7. Treatment goals – 10 points
8. Treatment plan – 10 points
9. Anticipated strengths and barriers of the case – 10 points
10. Appropriate APA style/spelling/grammar – 10 points

Treatment Presentations (100 points – 32%):

As training psychologists it is important to both about new treatments from others as well as learning more about research and treatments on your own. Thus, look at the APA Division 12 Website (<https://div12.org/psychological-treatments/>) and choose one treatment to present on during the semester. Please choose a treatment that is not covered in the class. I will give ample opportunity to choose your topic before presenting on them. This treatment can coincide with your case conceptualization papers, although it may be most helpful to your professional development to choose a different treatment. Each presentation should last approximately 30 minutes, include references, incorporate PowerPoint slides, and address the following:

1. Treatment history – 10 points
2. Applicable problem/referral – 10 points
3. Treatment efficacy/effectiveness (such as applicable populations)– 10 points
4. Appropriate assessment tools – 10 points
5. Brief review of empirical literature – 10 points
6. Outline treatment course – 10 points
7. Contraindications for not using this treatment – 10 points
8. Remaining questions for treatment – 10 points
9. Questions to guide discussion – 10 points
10. Professional-looking slides, correct spelling/grammar – 10 points

Reflection Papers/Discussion Questions (70 points – 23%):

We will have assigned readings for approximately 14 of our weekly meetings. To encourage thoughtful, active reading (which is required for long-term retention of information learned in this class), you will submit **7** reflective papers/sets of discussion questions (worth 10 points each). Why 7? This allows you to choose the readings/topics that are most interesting for you while also allowing for flexibility in case of illness, exams in other classes, etc. Students will be responsible for composing and posting on the Blackboard Discussion Board by **4 pm before classes** things:

Option 1: Write 1 full page (double-spaced) **thoughtfully reflecting** on the assigned reading and/or discussion topic. Consider addressing the following:

- How is this topic important for the WKU community, for Bowling Green, or for society?
- What fact did you find most interesting? Did anything challenge your pre-existing beliefs?
- What concept was most difficult for you to understand?
- How will this information be incorporated into your clinical practice?

Option 2: Write a **discussion question** related to the reading or lecture. These are questions you would like to bring up for discussion in class, NOT exam questions. For example, while reading you might wonder “Who is most likely to suffer from this disorder?” or “What assessments are used to diagnose this disorder?”

- Once you’ve identified your question, try to answer your own question by finding outside sources (e.g., journal articles, book chapters, news articles, credible websites).
- Were you able to find answers to your questions?
- Did you find conflicting answers?
- How much do you trust the sources you found?
- You must provide a citation for your source using APA style (APA manual 6th edition) so I can find your source.

All of these factors will contribute to more thoughtful, meaningful discussion in class, which will help everyone learn the material better by associating the material with personally meaningful information, stories, examples, controversies, etc. as presented orally in class. Reflections and discussion questions

should be carefully thought out, should integrate material across chapters or material beyond or outside of the textbook (e.g., personal experiences, news headlines, popular press), and should reflect more than a simple regurgitation of the readings. Be prepared to discuss your responses in class. **I will not accept late submissions.**

Forgot to post your reflections/discussion questions? That's okay – you can write discussion questions for a different chapter in the future.

Progressive Muscle Relaxation Recording (30 points – 10%):

Progressive Muscle Relaxation (PMR) is a base skill for all clinicians. Make a 5-10 minute recording of you leading a PMR session. You submit an adult or older teen recording or a child recording. It can be an audio or audio visual recording, but I do need to be able to hear you and follow your instructions throughout the recording.

Course Points Breakdown:

Case Conceptualization Papers = 100 points = 100 points (~32% of total grade)

Treatment Presentations = 100 points each = 100 points (~32% of your grade)

Progressive Muscle Relaxation Recording = 30 points (~10% of your grade)

Reflection Papers/Discussion Questions = 70 points (~23% of your grade)

Course Total Points = 300 points

Final course grades will be based on the scale below:

A = 270 – 300 points (90-100%)

B = 240 – 269 points (80-89%)

C = 210 – 239 points (70-79%)

D = 180 – 209 points (60-69%)

E = less than 179 points (< 60%)

Tentative Course Schedule

<u>Date</u>	<u>Lecture and Discussion Topic</u>	<u>Assigned Readings</u>	<u>Assignments Due</u>
Week 1: 8/23/22	Welcome, syllabus, intro to the course	APA taskforce (2006, handout) Chambless et al. (1998a) Chambless et al. (1998b)	
Week 2: 8/30/22	Evidence Based Practice	Dimidjian & Holland, 2010 McKay & Tolin, 2017 Rousseau & Gunia, 2016 Weisz & Grey, 2008	
Week 3: 9/6/22	Diversity and implementation	Hall et al., 2016 Alegría et al., 2019 Wilcox et al., 2020	
Week 4: 9/13/22	Parent Management: child directed play, effective commands, punishment	Brief Behavioral Clinical training Manual (focus on pp	

		10-46 and at least skim pp. 5-8 and 47-58) Kazdin 1997 Colalillo & Johnston, 2016	
Week 5: 9/22/22	Behavioral therapies: conceptualization, token economies, reinforcers, behavioral activation	Barlow Ch 9 Doll et al., 2013	
Week 6: 9/27/22	Exposure Based Therapies: OCD, Phobias, Trichotillomania/Excoriation Disorder, Social Anxiety	Barlow Ch 4 Morris et al., 2013	
Week 7: 10/4/22	Other important skills: Motivational Interviewing, Progressive Muscle Relaxation, Deep Breathing	Miller, 2009 8 MI Tasks Prochaska & Norcross, 2001 McCallie et al., 2006	
Week 8: 10/11/22	Sleep Problems	Barlow Ch 16 Hamilton, 2009 CBT-I Manual	Midterm case conceptualization due
Week 9: 10/18/22	Couples Therapy – Guest Lecturer Treatment presentations (2)	Barlow Ch 19	
Week 10: 10/25/22	Universal Protocol Treatment presentations (2)	Barlow Ch 6	Progressive Muscle Relaxation Recording
Week 11: 11/1/22	Serious Mental Illness Treatment presentations (2)	Barlow Ch 12 & 13	
Week 12: 11/8/22	***No class – Election Day		
Week 13: 11/15/22	Eating Disorders – Guest Lecturer Treatment presentations (2)	Barlow Ch 18	
Week 14: 11/22/22	***No class – Thanksgiving break		
Week 15: 11/29/22	Treatment presentations (4)		
12/6/22	Final Exam Week *Treatment presentations alternative date		

References:

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