

**PSYCHOLOGY 371  
INTERVENTION: PROCESS AND OUTCOME  
SPRING 2006 3154 AQ  
WED 2:30 – 5:20PM**

**Professor:** Dr. Alex Chapman  
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**Course Description:**

This course will cover topics related to psychological intervention in clinical psychology. The following topics will be reviewed: Systems and theories of psychotherapy, issues in psychological practice, and issues in research on psychological interventions. Subsequently, this course will cover several approaches to psychological intervention, with a strong emphasis on evidence-based practice. The course also will cover some of the most current, interesting, and innovative approaches to cognitive-behavioural treatment. Lectures, readings, and clinical examples will illustrate both the theory and step-by-step practice of evidence-based approaches to treating psychological problems and disorders. This course is not designed to give students the skills to *implement* psychological treatments. Those skills are acquired in the context of extensive training in graduate school.

**Required Text:**

Barlow, D. H. (2001). *Clinical handbook of psychological disorders: A step-by-step treatment manual*. New York: The Guilford Press.

**Recommended Text:**

Prochaska, J. O., & Norcross, J. C. (1994). *Systems of psychotherapy: A transtheoretical analysis*. Wadsworth Publishing.

**Evaluation:**

Midterm 1:	15%
Midterm 2:	20%
Paper:	20%
Presentations and/or Assignments:	15%
Final Exam:	30%

**Important Dates & Assignments at a Glance:**


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<b>January 11<sup>th</sup></b>	Overview, Systems & Theory in Psychological Treatment
<b>January 18<sup>th</sup></b>	Issues in Research on Psychological Treatments
<b>January 25<sup>th</sup></b>	The Technology of Behaviour Change: Elements of Standard CBT; Summary, Discussion, Questions; <b>Assignment #1 Due</b>
<b>February 1<sup>st</sup></b>	<b>MIDTERM #1: Systems/Theory, Research, &amp; Standard CBT</b>
<b>February 8<sup>th</sup></b>	Depression; Other Mood Disorders
<b>February 15<sup>th</sup></b>	Anxiety Disorders; Treatment of Anxiety Disorders in Children (Dr. Arlene Young)
<b>February 22<sup>nd</sup></b>	Substance Use Disorders; Couples Therapy (Dr. Rebecca Cobb)
<b>March 1<sup>st</sup></b>	Sexual Dysfunction; Eating Disorders; Summary, Discussion, Questions; <b>Assignment #2 Due</b>
<b>March 8<sup>th</sup></b>	<b>MIDTERM #2: Treatment of Anxiety, Mood, Substance use, Eating Disorders, Couple Discord, and Sexual Dysfunction</b>
<b>March 15<sup>th</sup></b>	Newer Innovations in CBT: Acceptance and Mindfulness; Dialectical Behaviour Therapy (DBT) for Borderline Personality Disorder
<b>March 22<sup>nd</sup></b>	Acceptance & Commitment Therapy (ACT); Mindfulness-Based Cognitive Therapy (MBCT)
<b>March 29<sup>th</sup></b>	<b>TERM PAPER DUE;</b> Acceptance in Couples Therapy
<b>April 5<sup>th</sup></b>	Special Topic: Suicidal Behaviour; Summary, Review, Discussion
<b>April 18; 12-2pm</b>	<b>FINAL EXAM</b>

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**DETAILED OUTLINE**

<b>January 11<sup>th</sup></b>	<b>Overview, Systems &amp; Theory in Psychological Treatment</b> Prochaska & Norcross (2002) CH 1, 2
<b>January 18<sup>th</sup></b>	<b>Issues in Research on Psychological Treatments</b> Chambless & Hollon (1998) Jacobson et al. (1999)
<b>January 25<sup>th</sup></b>	<b>The Technology of Behaviour Change: Elements of Standard CBT; Summary, Discussion, Questions</b> Prochaska & Norcross (2002) CH 9, 10
<b>Assignment #1</b>	Invent a new treatment for snake phobia. (Due Jan. 25 <sup>th</sup> )
<b>February 1<sup>st</sup></b>	<b>MIDTERM #1: Systems/Theory, Research, &amp; Standard CBT</b> No lecture; no readings.
<b>February 8<sup>th</sup></b>	<b>Depression; Other Mood Disorders</b> Barlow (2001) CH 6, 7 Jacobson et al. (1996)
<b>February 15<sup>th</sup></b>	<b>Anxiety Disorders; Treatment of Anxiety Disorders in Children (Dr. Arlene Young)</b> Barlow (2001) CH 1
<b>February 22<sup>nd</sup></b>	<b>Substance Use Disorders; Couples Therapy (Dr. Rebecca Cobb)</b> Barlow (2001) CH 10 Witkiewitz & Marlatt (2004) Baucom et al. (1998)
<b>March 1<sup>st</sup></b>	<b>Sexual Dysfunction; Eating Disorders; Summary, Discussion, Questions</b> Barlow (2001) CH 13 Barlow (2001) CH 8
<b>Assignment #2</b>	Discussion questions. (Due March. 1 <sup>st</sup> )
<b>March 8<sup>th</sup></b>	<b>MIDTERM #2: Treatment of Anxiety, Mood, Substance use, Eating Disorders, Couple Discord, and Sexual Dysfunction</b> No lecture; no readings.
<b>March 15<sup>th</sup></b>	<b>Newer Innovations in CBT: Acceptance and Mindfulness; Dialectical Behaviour Therapy (DBT) for Borderline Personality Disorder</b> Chapman & Linehan (2005) Lynch, Chapman et al. (in press)
<b>March 22<sup>nd</sup></b>	<b>Acceptance &amp; Commitment Therapy (ACT); Mindfulness-Based Cognitive Therapy (MBCT)</b> Hayes et al. (2004) CH 1, 3
<b>March 29<sup>th</sup></b>	<b>TERM PAPER DUE; Acceptance in Couples Therapy</b> Chapman & Dehle (2002)
<b>April 5<sup>th</sup></b>	<b>Special Topic: Suicidal Behaviour; Summary, Review, Discussion</b> Linehan (1981) Wingate et al. (2004)
<b>April 18; 12-2pm</b>	<b>FINAL EXAM</b>

**DESCRIPTION OF MIDTERMS & ASSIGNMENTS****1. Assignments (15%)**

- a. **Invent a new treatment for snake phobia (1-page maximum).** In a short paragraph, describe your treatment, and then describe how you might evaluate it to determine whether it is efficacious and specific. Submit this assignment by emailing it in a Microsoft Word attachment to the TA (Carmen) at [cca@sfu.ca](mailto:cca@sfu.ca). This assignment can be single-spaced, but use Times New Roman 12pt font, with a minimum of 1-inch margins.
- b. **Discussion questions.** Send three discussion questions to the TA (Carmen) at [cca@sfu.ca](mailto:cca@sfu.ca) about the material covered by Dr. Arlene Young and Dr. Rebecca Cobb in their guest lectures. These should be thought-provoking questions, rather than simple clarifications or inquiries about the material. Single-spaced, Times New Roman 12pt font, with a minimum of 1-inch margins.

**2. Midterm 1 (15%): Systems, Theory, and Research Issues.** This midterm will consist of a combination of multiple choice, fill-in-the-blank, and short-answer questions. You will have 1 ½ hours to complete it. The material covered will include the major systems of psychological treatment, issues in research on psychological interventions, and CBT-based strategies. Material will come from readings and lectures. All students are expected to take the midterm on the assigned date. Make-up midterms will only be provided under *extremely* rare circumstances.

**3. Midterm 2 (20%):** This midterm will consist of a combination of multiple-choice, fill-in-the-blank, and short-answer questions. You will have 1 ½ hours to complete it. The material covered will include evidence-based approaches to treating Anxiety Disorders, Mood Disorders, Eating Disorders, Substance Use Disorders, Couple Discord, and Sexual Dysfunction. Material will come from lectures, readings, and class presentations. Make-up midterms will only be provided under *extremely* rare circumstances.

**4. Paper (20%):** This will consist of an **8-page** (not including references – use additional pages for those) (double-spaced, Times New Roman 12pt font, minimum 1-inch margins) paper. The paper must be written in APA format, according to the *APA Publication Manual, 5<sup>th</sup> Edition*. The paper will be graded based on both content and writing quality. Papers that are late or that exceed the page limit will not be accepted. The due-date has been set for the second last class of the semester to provide ample time to write the paper (and to receive feedback from the professor and/or the TA prior to the end of the semester). Consequently, a score of 0 will be given to late papers. Students may choose *one* of the following topics:

- a. **Describe one type of treatment we have covered in this course in terms of the four types of “core” interventions in CBT.** First, describe the theory underlying the treatment, and then go on to describe the treatment interventions that fall under the following categories: (a) contingency management, (b) cognitive restructuring, (c) exposure therapy, and (d) skills training (if applicable). Within each section, first define the category of interventions (e.g., define contingency management), and then describe how and why specific interventions in the treatment you have chosen fall within each category.
- b. **Choose one of the following pairs of treatments, and compare and contrast them in terms of theory and practice: (a) Interpersonal Therapy vs. Cognitive Therapy for Depression, (b) Mindfulness-Based Cognitive Therapy vs. Cognitive Therapy for Depression, (c) Acceptance and Commitment Therapy vs. Dialectical Behaviour Therapy.** Describe the similarities and differences between these two treatments in terms of their theories as well as the primary treatment interventions used in each approach. One example of this type of paper can be found in Chapman and Dehle (2002) (of course, yours will be *much* shorter!).
- c. **Explain the difference between clinical significance and statistical significance in treatment outcome research.** Choose one of the following disorders on which to center your discussion: Panic Disorder & Agoraphobia, Depression, Eating Disorders. Using this disorder as an example, discuss the methods a researcher might use to figure out whether a treatment is efficacious and specific. Compare efficacy (statistical significance) with clinical significance, and describe how a researcher might determine the clinical significance of a treatment for the specific disorder you chose.

**5. Final Exam (30%).** The final exam will be similar in format to the midterms, but longer (2 hours). The final exam will be *cumulative*, in that it will cover all material taught in this class and covered in readings.

However, slightly greater emphasis will be placed on material covered after Midterm 2. Make-up exams will not be provided.

### Required Readings for Psychology 371

#### Required Chapters

Barlow, D. H. (2001). *Clinical handbook of psychological disorders: A step-by-step treatment manual*. New York: The Guilford Press. CH 1, 6, 7, 8, 10, 13.

Prochaska, J. O., & Norcross, J. C. (1994). *Systems of psychotherapy: A transtheoretical analysis*. Wadsworth Publishing. CH 1, 2, 9, 10. On reserve in the library.

Hayes, S. C., Follette, V. M., & Linehan, M. M. (2004). *Mindfulness and Acceptance: Expanding the cognitive-behavioral tradition*. Guilford Press. CH 1, 3. On reserve in the library.

#### Required Articles

Baucom, D. H., Shoham, V., Mueser, K. T., Daiuto, A. D., & Stickle, T. R. (2004). Empirically supported couple and family interventions for marital distress and adult mental health problems. *Journal of Consulting and Clinical Psychology, 66*, 53-88.

Chambless, D. L., & Hollon, S. D. (1998). Defining empirically supported therapies. *Journal of Consulting and Clinical Psychology, 66*, 7-18.

Chapman, A. L., & Dehle, C. (2002). Bridging theory and practice: A comparative analysis of integrative behavioral couple therapy and cognitive behavioral marital therapy. *Cognitive and Behavioral Practice, 9*, 150-163.

Chapman, A. L., & Linehan, M. M. (2005). *Dialectical behavior therapy*. In M. Zanarini (Ed.), *Borderline Personality Disorder*. New York: Marcel Dekker.

Jacobson, N. S., Roberts, L. J., Berns, S. B., & McGlinchey, J. B. (1999). Methods for defining and determining the clinical significance of treatment effects: Description, application, and alternatives. *Journal of Consulting and Clinical Psychology, 67*, 300-307.

Jacobson, N. S., Dobson, K. S., Truax, P. A., Addis, M. E., Koerner, K., Gollan, J. K., Gortner, E., & Prince, S. E. (1996). A component analysis of cognitive-behavioral treatment for depression. *Journal of Consulting and Clinical Psychology, 64*, 295-304.

Linehan, M.M. (1981). A social-behavioral analysis of suicide and parasuicide implications for clinical assessment and treatment. In H. Glazer & J.F. Clarkin (Eds.), *Depression: Behavioral and directive intervention strategies*. New York: Garland, 229-294.

Lynch, T. R., Chapman, A. L., Rosenthal, M. Z., Kuo, J. K., & Linehan, M. M. (in press). Mechanisms of change in dialectical behavior therapy: Theoretical and empirical observations. *Journal of Clinical Psychology*.

Wingate, L. R., Joiner, T. E., Walker, R. L., Rudd, D. M., & Jobes, D. A. (2004). Empirically informed approaches to topics in suicide risk assessment. *Behavioral Sciences and the Law, 22*, 651-665.

Witkiewitz, K., & Marlatt, G. A. (2004). Relapse prevention for alcohol and drug problems: That was zen, this is tao. *American Psychologist, 59*, 224-235.