

**PSYCHOTHERAPY RESEARCH (E-2455)**  
**FALL 2005**

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**Office hours:** By appointment  
**Course time:** Monday 7:35-9:35  
**Course location:** William James Hall 6

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**Course description/goals:**

This course is designed to provide you with a fundamental understanding of basic concepts in psychotherapy research, including: the history of psychotherapy and psychotherapy research, basic methodological issues in studying psychological interventions (e.g., between-group research designs, single-case research designs, methods for studying mechanisms of change), major theoretical approaches to psychotherapy (e.g., CBT, psychodynamic, experiential), and issues related to the application of psychological interventions with diverse populations. The structure of the class will include weekly lectures/presentations and group discussions of the material covered.

**Course requirements and grading:**

Participation in class discussion (20 pts).

One of the goals of the course is for you to be able to effectively discuss the course topics; therefore, you are expected to actively participate in class discussions each week.

Weekly readings and thought papers (20 pts).

There will be a short reading assignment each week. After completing the reading for each week, you must write a brief (1-2 pages; quality over quantity) paper in response to some aspect of the reading. The papers should include (a) a brief summary of key points, (b) questions or challenges to some aspect of the reading, and (c) implications or hypotheses generated from the readings. These are not expected to be polished works, but must reflect a clear effort on your part to understand, critique, and synthesize the assigned material. These should be e-mailed to [nock@wjh.harvard.edu](mailto:nock@wjh.harvard.edu) (or left in my mailbox on the 12<sup>th</sup> floor of WJH) before each Monday (i.e., received before 12:01 am). This will help organize the class discussion around common points of interest, confusion, or concern.

Presentation (20 pts) & paper (40 pts).

There will be one in-class presentation (approx. 20 minutes) and one final paper (approx. 15-25 pages). These can both cover the same topic or two separate topics. These assignments can be completed in two formats: (1) a research grant proposal for a psychotherapy study (broadly defined), or (2) a critical review of a topic or area written in the form of an article that could be submitted to journals such as: *Clinical Psychology*:

*Science & Practice, Clinical Psychology Review, Psychological Bulletin, or the like.*

**Course materials:**

All readings will be contained within a single course packet.

**COURSE MEETINGS DATES, TOPICS, AND READINGS**

**9/19: Course introduction and description**

**9/26: Definition and history of psychotherapy**

Frank JD, & Frank JB (1991). Psychotherapy in America today. In *Persuasion and healing* (3<sup>rd</sup> ed., pp. 1-20). Baltimore, MD: Johns Hopkins University Press.

Dawes RM (1994). Introduction and Psychotherapy. In *House of cards: Psychology and psychotherapy built on myth*. (pp. 7-74). New York: The Free Press.

**10/3: Overview of questions & methods for psychotherapy research**

Kazdin AE (1994). Methodology, design, and evaluation in psychotherapy research. In AE Bergin & SL Garfield (eds.), *Handbook of psychotherapy and behavior change* (4<sup>th</sup> ed., pp. 19-71). NY: Wiley.

Nock MK (2003). Progress review of the psychosocial treatment of child conduct problems. *Clinical Psychology: Science & Practice, 10*, 1-28.

Kraemer, H C et al. (1997). Coming to terms with the terms of risk. *Archives of General Psychiatry, 54*, 337-343.

**10/10: No class**

**10/17: Does psychotherapy work? The role of evidence-based approaches**

Kendall, PC (1998). Empirically supported psychological therapies. *Journal of Consulting and Clinical Psychology, 66*, 3-6.

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

Westen, D, Novotney, CM, & Thompson-Brenner, H (2004). The empirical status of empirically supported psychotherapies: Assumptions, findings, and reporting in controlled clinical trials. *Psychological Bulletin, 130*, 631-663.

Ablon, JS & Marci, C (2004). Comment.

Goldfried, MR & Eubanks-Carter, C (2004). Comment.

Haaga, DA (2004). Comment.

Westen et al. (2004). Reply.

Crits-Cristoph, P, Wilson, GT, & Hollon, SD (2005). Comment.

Weisz, JR, Weersing, VR, & Henggeler, SW (2005). Comment

Westen et al. (2005). Reply

**10/24: Treatment equivalence & Common factors approach**

DeRubeis RJ, Brotman MA, & Gibbons CJ (2005). A conceptual and methodological analysis of the nonspecifics argument. *Clinical Psychology: Science & Practice, 12*, 174-183.

Kazdin AE (2005). Comment.

Wampold BE (2005). Comment.

Castonguay LG & Holtforth MG (2005). Comment.

Baskin TW, Tierney SC, Minami T, & Wampold BE (2003). Establishing specificity in psychotherapy: A meta-analysis of structural equivalence of placebo controls. *Journal of Consulting and Clinical Psychology, 71*, 973-979.

Kazrin A, Durac J, & Agteros T (1979). Meta-meta analysis: A new method for evaluating therapy outcome. *Behaviour Research & Therapy, 17*, 397-399.

### **10/31: How does therapy work? Studying mechanisms of change**

Doss BD (2004). Changing the way we study change in psychotherapy. *Clinical Psychology: Science and Practice, 11*, 368-386.

Kazdin AE, Nock MK (2003). Delineating mechanisms of change in child and adolescent therapy: Methodological issues and research recommendations. *Journal of Child Psychology & Psychiatry*.

Tang T.Z, & DeRubeis RJ (1999). Sudden gains and critical sessions in cognitive-behavioral therapy for depression. *Journal of Consulting and Clinical Psychology, 67*, 894-904.

### **11/07: Overview of cognitive & behavioral approaches to psychotherapy**

Hollon SD, Beck AT (2004). Cognitive and cognitive behavioral therapies. In, MJ Lambert (ed.), *Bergin & Garfield's handbook of psychotherapy and behavior change* (5<sup>th</sup> ed., pp. 447-492). New York: Wiley.

Beck AT (2005). The current state of cognitive therapy: A 40-year retrospective. *Archives of General Psychiatry, 62*, 953-959.

Brown GK, Ten Have T, Henriques GR, Xie SX, Hollander JE, & Beck AT (2005). Cognitive therapy for the prevention of suicide attempts: A randomized controlled trial. *Jama, 294*, 563-570.

### **11/14: Overview of psychodynamic & experiential approaches to psychotherapy**

Henry WP, Strupp HH, Schacht TE, Gaston L (1994). Psychodynamic approaches. In AE Bergin & SL Garfield (eds.), *Handbook of psychotherapy and behavior change* (4<sup>th</sup> ed., pp. 467-508). Wiley.

Elliot R, Greenberg LS, Lietaer G (2004). Research on experiential psychotherapies. In, MJ Lambert (ed.), *Bergin & Garfield's handbook of psychotherapy and behavior change* (5<sup>th</sup> ed., pp. 493-539). Wiley.

### **11/21: When interventions harm: Unsupported and iatrogenic approaches**

Callahan RJ (2001). The impact of thought field therapy on heart rate variability. *Journal of Clinical Psychology, 57*, 1153-1170.

McNally RJ (2001). Tertullian's motto and Callahan's method. *Journal of Clinical Psychology, 57*, 1171-1174.

- Rosa L, Rosa E, Sarner L, Barrett S (1998). A close look at therapeutic touch. *Jama*, 279, 1005-1010.
- Dishion TJ, McCord J, & Poulin F (1999). When interventions harm: Peer groups and problem behavior. *American Psychologist*, 54, 755-764.
- Devilley GJ (2002). EMDR: A chronology of its development and scientific standing. *The Scientific Review of Mental Health Practice*, 1, 113-138.
- Rose S, Bisson J, Wessely S (2003). Psychological debriefing for preventing PTSD. *The Cochrane Library*, 3, 1-27.

### **11/28: What factors influence treatment effects and how can research inform practice?**

- Luborsky L et al. (1999). The researcher's own therapy allegiances: A "wild card" in comparisons of treatment efficacy. *Clinical Psychology: Science & Practice*, 6, 95-106.
- Kazdin AE & Crowley MJ (1997). Moderators of treatment outcome in cognitively based treatment of antisocial children. *Cognitive Therapy and Research*, 21, 185-207.
- Nathan PE, Stuart SP, Dolan SL (2000). Research on psychotherapy efficacy and effectiveness: Between Scylla and Charybdis? *Psychological Bulletin*, 126, 964-981.
- Weisz JR, et al. (1995). Bridging the gap between laboratory and clinic in child and adolescent psychotherapy. *Journal of Consulting and Clinical Psychology*, 63, 688-701.
- Nock MK, Goldman JL, Wang Y, & Albano AM (2004). From science to practice: The flexible use of evidence-based treatment procedures in clinical settings. *Journal of the American Academy of Child and Adolescent Psychiatry*, 43, 777-780.

### **12/05: What factors can impede treatment and how to address them?**

- Miller WR, Rollnick S (1991). *Motivational interviewing: Preparing people to change addictive behavior*. (ch. 2 & 5). New York: Guilford.
- Kazdin AE, Holland L, Crowley M (1997). Family experience of barriers to treatment and premature termination from child therapy. *Journal of Consulting and Clinical Psychology*, 65, 453-463.
- Nock MK, & Kazdin AE (in press). Randomized controlled trial of a brief intervention for increasing participation in parent management training. *Journal of Consulting and Clinical Psychology*.

### **12/12: Psychotherapy with diverse populations: Children/Adolescents & Ethnic minorities**

- Weisz JR, Doss AJ, & Hawley KM (2005). Youth psychotherapy outcome research: A review and critique of the evidence base. *Annual Review of Psychology*, 56, 337-363.
- Okazaki S, Sue S (1995). Methodological issues in assessment research with ethnic minorities. *Psychological Assessment*, 7, 367-375.
- Sue S (1999). Science, ethics, and bias: Where have we gone wrong? *American*

*Psychologist*, 54, 1070-1077.

Hays PA (1995). Multicultural applications of cognitive-behavior therapy. *Professional Psychology: Research and Practice*, 26, 309-315.

Maramba GG, & Hall GCN (2002). Meta-analyses of ethnic match as a predictor of dropout, utilization, and level of functioning. *Cultural Diversity and Ethnic Minority Psychology*, 8, 290-297.

**12/19: Combined treatments and RxP**

Friedman MA et al. (2004). Combined psychotherapy and pharmacotherapy for the treatment of MDD. *Clinical Psychology: Science & Practice*, 11, 47-68.

Otto MW, Smits JAJ, & Reese HE (2005). Combined psychotherapy and pharmacotherapy for mood and anxiety disorders in adults: Review and analysis. *Clinical Psychology: Science & Practice*, 12, 72-86.

Norfleet MA (2002). Responding to society's needs: Prescription privileges for psychologists. *Journal of Clinical Psychology*, 58, 599-610.

Levant RF, Shapiro AE (2002). Training psychologists in clinical psychopharmacology. *Journal of Clinical Psychology*, 58, 611-615.

McFall RM (2002). Training for prescriptions vs. prescriptions for training: Where are we now? Where should we be? How do we get there? *Journal of Clinical Psychology*, 58, 659-676.

Hayes SC, Walser RD, Bach P (2002). Prescription privileges for psychologists: Constituencies and conflicts. *Journal of Clinical Psychology*, 58, 697-708.

**12/26 – 1/2: No class**

**1/9: Presentations**

**1/16: No class**

**1/23: Presentations; Papers due**