

# Systems of Psychotherapy II

## *Psyc 4566, Spring 2004*

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### Overview

This course will focus on treatments (with an emphasis on phase-oriented treatments) for various forms of psychological distress, including (but not limited to) parasuicidal behaviors, substance abuse, borderline personality disorder, eating disorders, and trauma-related distress (e.g., PTSD, Dissociation). We will begin by covering general issues in intervention research, case conceptualization and treatment planning. We will then examine issues in behavior change (e.g., readiness for change and behavior change principles) and specific treatment protocols (e.g., DBT, MI).

### Required Texts

Linehan, M. (1993). *Cognitive-behavioral treatment of borderline personality disorder*. New York: Guilford Press.

Miller, W & Rollnick, S. (2002). *Motivational interviewing – 2<sup>nd</sup> Edition*. New York: Guilford Press.

Additional required readings will be available for photocopying in the front office, and when possible, as PDF files posted on Blackboard.

### Recommended Texts

Hanh, T.N. (1987). *The miracle of mindfulness*. Boston: Beacon Press.

Linehan, M. (1993). *Skills training manual for treating borderline personality disorder*. New York: Guilford Press.

Pryor, K. (1999). *Don't shoot the dog*. New York: Bantam Books

### Course Website

A Blackboard class web site will be used to post general announcements for the class and all documents for the course (including this syllabus). Once you enroll in the course, you should be automatically enrolled in Blackboard.

### Coursework

Class participants are expected to attend all classes, complete assigned readings and participate in seminar discussion. Grades will be assigned based on the following point structure:

Discussion Questions	15 @ 3 points
Behavior Change Project	50 points
Final Paper and Presentation	100 points
Class Participation	55 points

### Discussion Questions

For 15 course meetings, you must post one (or more!) discussion questions to the Discussion Board on Blackboard by 8:30 a.m.. These questions will be used to guide discussion. Questions should demonstrate that you have completed the reading and have engaged with the material.

### Behavior Change Project

By the end of the second week of class, you should identify and begin a Behavior Change (BC) Project. For this project, identify something you would like to change in yourself. Obviously, given that the assignment is part of an academic course, your choice of topic should be one that is not too personal and one that does not put you in the position of disclosing information that is not appropriate for an academic learning environment. For example, you might choose to dust off some old New Year's resolutions, such as eating healthier or improving your physical health; or you may choose a more academic pursuit, such as writing up your master's proposal, completing your termination summaries/professional paperwork on time, or submitting that manuscript you've been avoiding. After choosing the project, you will set up a structure over a minimum of 5 weeks for changing your behavior (like a treatment plan!). You will map your progress and submit a paper (see syllabus for due date) describing your project (including a behaviorally defined target), your behavior change plan and a small n design evaluation of your intervention success.

### Class Participation

Learning is an interactive process; thus, you are expected to actively participate in class. You are expected to come to class prepared to discuss readings (either by sharing comments or questions about the material) and to engage in activities, such as role-plays.

### Final Paper and Presentation

You will each receive a case description (see syllabus for dates) for which you will write a case conceptualization and treatment plan (approximately 10 pages, double-spaced). You will present your conceptualization and treatment plan to our class who will act as the consulting treatment team (10 minute time limit). With only 10 minutes, your presentation will be *short* – you must determine what the most important aspects of your conceptualization and treatment plan are to share with your treatment team! Developing the ability to communicate concise, informative case conceptualizations and treatment plans is an essential skill for internship (and other professional treatment/assessment experiences).

### Academic Honesty

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the University of Denver website on Academic Integrity (<http://www.du.edu/honorcode/studentprocedure.htm>). Violations will be taken seriously. If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with the instructor before you complete any relevant requirements of the course.

### Students with Disabilities

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor soon. Also please request that the Disability Services Program send a letter verifying your disability [contact the Disability Services Program (DSP) at 303-871-2372 or via <http://www.du.edu/car/uap/>].

### Additional Notes:

Throughout this course, we will seek to engage in critical analysis of issues related to psychological distress and treatment. In so doing, we will discuss topics that are intellectually and emotionally challenging. All participants in this class will be expected to respect each other's opinions and be professional in all communications.

We will focus on critical thinking and the use of empirical data to evaluate theories about distress and treatment. If you find you are troubled by material while taking this course, and need support or counseling, please be sure to pursue that external support by seeking out a supportive friend, counselor, and/or a social service. The other class members and the instructor cannot fulfill that function in a class this size and with the mission of an academic experience.

### Topics & Assignments

<b>Date</b>	<b>Topic</b>	<b>Assignments</b>
Week 1 3/22	Overview: Current Topics in Intervention Research	
3/24	Stages of Change	Prochaska et al. (2002) – PDF
Week 2 3/29	Behavior Change and Small n Designs	Pryor 1, 2, 4 –photocopy
3/31	Ethics, Case Conceptualization, Treatment Planning	Linehan 2
Week 3 4/5	Parasuicidal Behavior Background, Treatment Options <i>What works and what doesn't?</i>	Linehan 1 and 3
4/7	DBT: Behavioral Strategies	Linehan 4-6
Week 4 4/12	DBT: Behavioral Strategies	Linehan 7-9
4/14	DBT: Behavioral Strategies	Linehan 10-11
Week 5 4/19	DBT: Skills <i>Interpersonal effectiveness, distress tolerance, emotion regulation</i>	Excerpts from Linehan (1993). <i>Skills training manual</i> .
4/21	DBT Skills ( <i>mindfulness</i> ), Acceptance-based strategies for other disorders (e.g., GAD)	Excerpts from Linehan (1993). <i>Skills training manual</i> . Roemer et al. (2002) – PDF
4/22	Talk by Derald Wing Sue, “The psychology of racism: Where have we gone wrong?”	5:30-7 p.m. Lindsay Auditorium, Sturm Hall, 2000 E. Asbury Ave. <i>Plan to attend as a class!</i>
Week 6 4/26	Applying Behavioral Approaches <i>Trauma-related distress</i>	Wanger & Linehan, 1998 TBA

4/28	Applying Behavioral Approaches <i>Trauma-related distress</i>	Foa 5-6 – photocopy TBA
Week 7 5/3	Applying Behavioral Approaches <i>Eating Disorders</i>	Telch, Agras & Linehan, 2001 – PDF Bowers, 2001 – photocopy
5/5	Substance Abuse and Introduction to Motivational Interviewing (MI)	Miller & Rollnick 4-5
5/7	<i>Diversity Summit</i>	<i>Plan to attend as a class!</i>
Week 8 5/10	MI: Phase I	Miller & Rollnick 6-9
5/12	MI: Phase II	Miller & Rollnick 10-11 <i>Conceptualization Distributed</i>
Week 9 5/17	MI: Research and Extension ( <i>e.g.</i> , <i>batterers</i> )	Miller & Rollnick 16 & 21
5/19	Pulling it all together: The interdisciplinary treatment team	Linehan 13 <i>BC Project Due</i>
Week 10 5/24	Treatment Team Presentations	<i>Presentation Due</i>
5/26	Treatment Team Presentations	<i>Presentation Due</i> <i>Final Paper Due</i>

### Changes to Syllabus

This syllabus is subject to change. Changes will be announced in class and posted on Blackboard.