



Course Information

- **Course number and title:** PSY 67000 Principles and Techniques of Psychotherapy
- **CRN:** 23846
- **Meeting day and time:** Friday, 12:30 – 3:20 pm
- **Class location:** PSYC 2102
- **Instructional Modality:** Face-to-Face
- **Course credit hours:** 3.00

Instructor Contact Information

- **Name of the instructor:** James Noll, PhD, HSPP (he, him)
- **Office Location:** PSYC 1124
- **Office Phone Number:** (765) 494-5857
- **Cell Phone Number:** (765) 490-1376
- **Purdue Email Address:** jpnoll@purdue.edu
- **Student consultation time:** Wednesdays, 10:00 – 11:00 am

Course Description

Discussion and elaboration of the main theories (CBT) and techniques of psychotherapy, the application of these techniques to the change of behavior, and the analysis of clinical cases for therapy planning.

Principles and Techniques of Psychotherapy is designed to provide an intensive didactic grounding in the psychological treatment of distress and disordered behavior. The course will present major approaches and techniques that can manage and ameliorate such conditions, and help students appreciate how to identify, apply, and evaluate such interventions. As such, this course provides an overview of evidence-based practice (EBP) in clinical psychology and surveys the theoretical and applied aspects of various evidence-based, cognitive-behavioral intervention treatments and approaches. These therapies will include but are not limited to traditional Cognitive Behavior Therapy (CBT), Motivational Interviewing (MI), client engagement skills, and practice management skills.

This course is designed to complement other courses offered in the clinical psychology doctoral program (e.g., Assessment Clinic, Adult Services Clinic). Thus, the focus is on treatment for adults, though EBP and

many of the treatments and techniques covered in this course have applications for youth and families. This course is oriented toward preparing students for eventual supervised clinical practicum experience.

Learning Resources, Technology & Texts

- *Required Textbook: hardcopy, e-textbook.*
 - Beck, J. S. (2020). *Cognitive behavior therapy* (3rd ed.). Guilford Press.
- *Additional readings:* Additional readings are located in Brightspace, in the course schedule below, and other readings may be assigned.
- *Software/web resources:*
 - Zoom may be utilized for recording of skill practice.
- *Tutoring support:*
 - The [Academic Success Center](#), located in Wiley Hall, Room C215, provides a variety of proactive, practical and approachable academic support services for undergraduate students.
 - Visit [Ask a Librarian](#) to connect with helpful resources and services provided by the Purdue Libraries and School of Information Studies for course assignments and projects.
- *Brightspace learning management system (LMS):*
 - </content/enforced/878640-wl.202410.PSY.67000.001/>
 - Access the course via Purdue's Brightspace learning management system. Begin with the Start Here tab, which offers further insight to the course and how you can be successful in it. It is strongly suggested that you explore and become familiar not only with the site navigation, but also with content and resources available for this course. See the Student Services widget on the campus homepage for resources such as Technology Help, Academic Help, Campus Resources, and Protect Purdue.

Learning Outcomes

After successfully completing this course, students will be able to:

1. Understand basic methodological issues related to psychotherapy research;
2. Describe the distinction between process and outcome in psychotherapy;
3. Understand the contributions of specific and common factors in psychotherapy;
4. Demonstrate basic process skills of active listening, empathic responses, and utilization of the therapeutic relationship in interactions with mock clients;
5. Demonstrate basic skills involved in motivational interviewing;
6. Demonstrate practical skills to document therapeutic interventions (progress notes) and care management (treatment plan);
7. Develop an understanding of the conceptual underpinnings of cognitive behavior therapy, including: a) underlying theory of psychopathology; b) proposed mechanisms of change; c) establishment of treatment plans based on mechanisms of change; d) empirical evidence of therapy efficacy and effectiveness;
8. Demonstrate skills to implement basic evidenced-based therapeutic interventions and strategies;

9. Demonstrate an appreciation for addressing individual differences and diversity in psychotherapy;
10. Demonstrate a sense of self-awareness and ability to relate to diverse clients.

Methods for Assessing Expected Learning Outcomes

The above expected learning outcomes will be assessed through: in-class discussions and participation, clinical role play activities (both in-class and mock recorded sessions), completion of clinical documentation, and course assignments.

Assignments

Completion of Assigned Readings and Class Participation: 100 points

Students are required to do assigned readings prior to each class and be prepared to participate in class discussion. Not completing assigned readings or actively participating in class discussions will adversely affect the obtained course grade. Points will be based on active participation in class and demonstration of completing assigned readings.

Observation of Clinical Sessions: 25 points

Students will observe five (5) live or recorded sessions completed by senior students in the PPTRC. Students will write short reflections papers (i.e., ½ page, approximately 200 - 300 words) based on each session and will address the following elements:

- What did you find beneficial about the session? What did you like?
- What did you find challenging about the session? What would you do differently?
- How might the session influence your future clinical practice?

Each paper will be worth five (5) points maximum. Points will be based on depth of reflection in answering the above questions, rather than clinical content, per se.

Recorded mock sessions: 75 points

Each student will prepare three (3) video recordings of mock sessions of approximately 15 to 20 minutes in duration. The first will be focused on microcounseling skills, the second on motivational interviewing skills, and the third on CBT skills. Each recording will be worth 25 points. Mock clients may be a class peer or recruited volunteer. Each recording will be worth a maximum of 25 points. Points will be based on ability to demonstrate specified skill sets.

Case conceptualization: 50 points

Each student will be provided with clinical case information (i.e., clinical vignette) for an individual seeking psychotherapy. The student will prepare a CBT case conceptualization report based on the case information presented. Reports should be approximately 2 pages in length. Points will be based on

ability to demonstrate basic understanding of CBT constructs and concepts and coherence and richness within the conceptualization.

Treatment plan: 50 points

Each student will prepare a CBT-based treatment plan based on the above conceptualization. Points will be based on coherence from the conceptualization and in alignment with EBPs.

Grading Scale

Your final grade will be determined by the percentage of 300 possible points that you accumulate throughout the semester.

Points	Grade
279 - 300	A
270 - 278	A-
261 - 269	B+
249 - 260	B
240 - 248	B-
231 - 239	C+
219 - 230	C
210 - 218	C-
201 - 209	D+
189 - 200	D
180 - 188	D-
0 - 179	F

Attendance Policy

This course follows the Academic Regulations: Attendance and Office of the Dean of Students: Class Absences, as posted in Brightspace under “University Policies and Statements.” The policies state that students are expected to be present for every meeting of the classes in which they are enrolled. Attendance will be taken at the beginning of each class and lateness will be noted. When conflicts or absences can be anticipated, such as for many University-sponsored activities and religious observations, you should inform me of the situation as far in advance as possible. For unanticipated or emergency absences when advance notification to is not possible, contact me as soon as possible by email or phone.

For cases that fall under the University excused absence regulations – Grief/Bereavement, Military Service, Jury Duty, Parenting Leave, or the Medically Excused Absence Policy for Students -- you or your representative go to the Office of the Dean of Students (ODOS) website to complete appropriate request forms. ODOS reviews these requests and, if granted, will notify all your instructors. In cases related to COVID-19, please follow the Protect Purdue Updates for the Spring 2023 Semester.

Course Schedule

Week	Topic & Readings	Assignments
Week 1	<p>Course Introduction</p> <p><i>Syllabus review</i></p> <p><i>History and role of theory</i></p>	<p><i>Wampold (2019), chapters 2 & 3</i></p>
Week 2	<p>ESTs and EBPs/Specific factors</p> <p><i>Effectiveness of psychotherapy and research methods</i></p>	<p><i>Asnaani, Gallagher, & Foa (2018)</i></p> <p><i>Goldfried (2013)</i></p> <p><i>Lutz et al (2021)</i></p> <p><i>Wampold (2019), chapter 4</i></p>
Week 3	<p>Common factors</p> <p><i>Therapeutic alliance</i></p> <p><i>Empathy</i></p> <p><i>Positive regard</i></p> <p><i>Genuineness</i></p> <p><i>Attending/feeling understood</i></p>	<p><i>Elliott et al (2018)</i></p> <p><i>Farber, Suzuki, & Lynch (2018)</i></p> <p><i>Fluckiger et al (2018)</i></p> <p><i>Kolden et al (2018)</i></p> <p><i>McAleavey & Castonguay (2015)</i></p> <p><i>Wampold (2019), chapter 5</i></p>
Week 4	<p>Working with diverse clients</p>	<p><i>APA (2017)</i></p> <p><i>Mosher et al (2017)</i></p>

		<i>Paniagua et al (2014), chapter 2</i> <i>Sue & Sue (2016), chapter 9</i>
Week 5	Microcounseling skills <i>Invitational skills</i> <i>Reflection skills/paraphrasing</i> <i>Reflection skills/feelings</i>	<i>Young (2017), chapters 3, 4, & 5</i>
Week 6	Microcounseling skills <i>Reflection skills/meaning and summarizing</i> <i>Challenging skills/discrepancies</i> <i>Collaboration and goals setting</i>	<i>Tryon, Birch, & Verkuilen (2018)</i> <i>Young (2017), chapters 6 & 7</i>
Week 7	Motivational interviewing <i>Introduction</i> <i>Engaging</i> <i>Focusing</i>	<i>Miller & Rollnick (2013), chapters 1 to 6, 8 to 10</i> <i>Microcounseling recorded mock session due</i>
Week 8	Motivational interviewing <i>Evoking</i> <i>Planning</i>	<i>Miller & Rollnick (2013), chapters 12 to 15, 19 to 22</i>
Week 9	CBT <i>Introduction and model</i>	<i>Beck (2020), chapters 1, 2, & 3</i> <i>Strunk, Whelen, & Bailey (2022)</i> <i>PPTRC Session 1 observation paper due</i> <i>MI recorded mock session due</i>
Week 10	CBT/ Cognition and interventions <i>Automatic thoughts</i> <i>Beliefs</i>	<i>Beck (2020), chapters 12 to 15, 17 & 18</i> <i>PPTRC Session 2 observation paper due</i>
Week 11	Case conceptualization	<i>Dudley, Kuyken, & Padesky (2011)</i> <i>Meier (2002)</i> <i>Ruggiero, Casselli, & Sassaroli (2021)</i>

		<i>PPTRC Session 3 observation paper due</i> <i>CBT recorded mock session due</i>
Week 12	<i>Intake and Mental Status Exam</i>	<i>PPTRC Session 4 observation paper due</i> <i>CBT case conceptualization report due</i>
Week 13	<i>Risk assessment</i>	<i>Chu et al (2017)</i> <i>Knapp (2020), chapters 1, 2, & 3</i> <i>Nuij et al (2021)</i> <i>Stelle et al (2018)</i> <i>PPTRC Session 5 observation paper due</i>
Week 14	<i>No class</i>	
Week 15	<i>Treatment planning</i>	
Week 16	<i>Progress notes and termination</i>	<i>CBT treatment plan due</i>
Week 17	<i>Course wrap up</i>	

* Schedule and assignments subject to change. Any changes will be posted in the learning management system.

Academic Integrity

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information is submitted the greater the opportunity for the university to investigate the concern. More details are available on our course Brightspace under University Policies and Statements. Under the Brightspace University Policies and Statements content is a hyperlink called “Purdue’s Student Guide for Academic Integrity” that links to the [Office of Student Rights and Responsibilities Academic Integrity webpage](#) and a link named “Use of Copyrighted Materials” that links to a [University Policy Office webpage](#).

Regarding copyright considerations, see the University Policies and Statements section of Brightspace for guidance on Use of Copyrighted Materials. Effective learning environments provide opportunities for students to reflect, explore new ideas, post opinions openly, and have the freedom to change those opinions over time. Students and instructors are the authors of the works they create in the learning environment. As authors, they own the copyright in their works subject only to the university’s right to use those works for educational purposes. Students may not copy, reproduce, or post to any other outlet (e.g., YouTube, Facebook, or other open media sources or websites) any work in which they are not the sole or joint author or have not obtained the permission of the author(s).

Nondiscrimination Statement

Purdue University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. A hyperlink to Purdue's full Nondiscrimination Policy Statement is included in our course Brightspace under University Policies and Statements.

Accessibility

Ensuring that Purdue students have access to equitable learning experiences is a University-level commitment and is the responsibility of all members of the Purdue community. The Disability Resource Center (DRC) is a key partner in this work and is a resource for students and instructors.

The Student Services widget links to the DRC. Your syllabus or Brightspace Start Here may address your personal policy for making the learning experiences in your course as accessible as possible. The [DRC website](#) provides a sample syllabus statement as well as other [Instructor Resources](#) such as the [Usable Materials Center](#). You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

Mental Health/Wellness Statement

If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try WellTrack. Sign in and find information and tools at your fingertips, available to you at any time.

If you need support and information about options and resources, please contact or see the Office of the Dean of Students. Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm.

If you find yourself struggling to find a healthy balance between academics, social life, stress, etc., sign up for free one-on-one virtual or in-person sessions with a Purdue Wellness Coach at RecWell. Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is free and can be done on BoilerConnect.

If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office on the second floor of the Purdue University Student Health Center (PUSH) during business hours. The CAPS website also offers resources specific to situations such as COVID-19.

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. There is no appointment needed and Student Support Services is available to serve students 8 a.m.-5 p.m. Monday through Friday. In addition to highlighting the availability of the Dean of Students, you may also want to familiarize yourself with some of the following resources:

- [ODOS services and information portal](#) and the [Critical Need Fund](#).
- [Student of concern reporting](#) (anyone on campus can submit a report if they are unsure where to go or in what way they can help a student - it does not need to be an emergency).
- The [ACE Campus Food Pantry](#) (open to the entire Purdue community)
- The [Center for Advocacy, Response & Education \(CARE\)](#) (open to all Purdue students) “provides support and advocacy for survivors of sexual violence, dating violence, and stalking.

Emergency Preparedness

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis. Instructors of all courses must have a presence in and maintain a point of contact in Brightspace in case of emergency. Please refer to the Brightspace University Policies and familiarize yourself with Purdue’s [Emergency Preparedness and Planning website](#).

Related Considerations and Guidelines

1. *Keep your cell phone on to receive a Purdue ALERT text message.*
2. *Log into a Purdue computer connected to the network to receive any Desktop Popup Alerts.*

Grief Absence Policy for Students

Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of the death of a member of the student’s family. Please see the University’s website (http://www.purdue.edu/studentregulations/regulations_procedures/classes.html) for more information

Violent Behavior Policy

Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, violent behavior is prohibited in or on any University Facility or while participating in any university activity. Please see the University's website (<http://www.purdue.edu/policies/facilities-safety/iva3.html>) for additional information.