



### Course Information

- **Course number and title:** PSY 67000 Principles and Techniques of Psychotherapy
- **CRN:** 23846, Fall 2024
- **Meeting day and time:** Friday, 1:30 – 4:20 pm
- **Class location:** PSYC 2102
- **Instructional Modality:** Face-to-Face
- **Course credit hours:** 3.00

### Instructor Contact Information

- **Name of the Instructor:** Jim 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

### Teaching Assistant Contact Information

- **Name of the TA:** Kim Gálvez-Ortega
- **Office Location:** PSYC 1158
- **Purdue Email Address:** kgalvezo@purdue.edu
- **Student consultation time:** Thursdays, 10:00 – 11:00 am

### Course Description

This course will discuss and elaborate the main theories and techniques (primarily cognitive behavioral therapies), 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 and practical 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 and techniques will include but are not limited to traditional Cognitive Behavior Therapy (CBT), Motivational Interviewing (MI), client engagement and microcounseling 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 Textbooks: hardcopy, e-textbook (available through Purdue libraries).*
  - Beck, J. S. (2020). *Cognitive behavior therapy* (3rd ed.). Guilford Press.  
<https://ebookcentral.proquest.com/lib/purdue/detail.action?docID=6335114>
  - Miller, W. R., & Rollnick, S. (2023). *Motivational interviewing: Helping people change and grow* (4<sup>th</sup> 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 (or similar platform) 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/1106680-wl.202510.PSY.67000.001/>
  - Access the course via Purdue's Brightspace learning management system. Begin with the Start Here tab, which offers further insight into 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 planning);
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 (CBT);
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: 75 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.

### **Self-assessments:**

At the beginning of the semester, you will be asked to complete a self-assessment of your current clinical skills. You are completing this self-evaluation form for several reasons. First, I want you to understand the competencies on which you are being trained. These competencies will serve as a foundation for your training. Second, I want you to understand how your clinical skills will be evaluated throughout your training while at Purdue. Third, self-assessment and reflection are important competencies in and of themselves. Being able to accurately know your strengths and growth areas is extremely important for your clinical growth. Fourth, the results from these self-assessments should, in conjunction with other feedback, direct your training goals. Your clinical training should be very deliberate, intentional, and goal-directed. Finally, because these competency questions are utilized in the PPTRC and external practica, you should be able to track your progress over the course of your graduate training.

### **Observation of Clinical Sessions: 50 points**

Students will observe five (5) live or recorded sessions completed by senior students (or assigned videos) 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 (10) 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. 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 your 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 case conceptualization and alignment with EBPs.

### **Quick connect papers: 50 points**

You will be asked at times (10 throughout the semester) to write a quick (5 minutes) paper in class connecting a current class discussion topic to a previously discussed course topic, topics from other courses or fields of study, or current events. The purpose of this assessment is to help you develop the habit of regularly attempting to understand how things might be related, rather than having isolated knowledge. Each paper will be worth 5 points.

## **Grading Scale**

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

<b>Points</b>	<b>Grade</b>
325 - 350	A
315 - 324	A-
301 - 314	B+
290 - 300	B
280 - 289	B-
266 - 279	C+
255 - 265	C
245 - 254	C-
234 - 244	D+
217 - 233	D
210 - 216	D-
0 - 209	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 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.

## Course Schedule

Week	Topic & Readings	Assignments
Week 1 8/23/24	<b>Course Introduction</b> Syllabus review History and role of theory	Wampold (2019), chapters 2 & 3
Week 2 8/30/24	<b>ESTs and EBPs/Specific factors</b> Effectiveness of psychotherapy and research methods	Asnaani, Gallagher, & Foa (2018) Goldfried (2013) Lutz et al (2021) Wampold (2019), chapter 4 Self-assessments due
Week 3 9/6/24	<b>Common factors</b> Therapeutic alliance Empathy Positive regard Genuineness Attending/feeling understood	Elliott et al (2018) Farber, Suzuki, & Lynch (2018) Fluckiger et al (2018) Kolden et al (2018) McAleavey & Castonguay (2015) Wampold (2019), chapter 5
Week 4 9/13/24	<b>Working with diverse clients</b>	APA (2017) Mosher et al (2017) Paniagua et al (2014), chapter 2 Sue & Sue (2016), chapter 9
Week 5 9/20/24	<b>Microcounseling skills</b> Invitational skills Reflection skills/paraphrasing Reflection skills/feelings	Young (2017), chapters 3, 4, & 5
Week 6	<b>Microcounseling skills</b>	Tryon, Birch, & Verkuilen (2018)

9/27/24	Reflection skills/meaning and summarizing Challenging skills/discrepancies Collaboration and goals setting	Young (2017), chapters 6 & 7
Week 7 10/4/24	<b>Motivational interviewing</b> Introduction Engaging Focusing	Miller & Rollnick (2023), chapters 1 to 5, 8, 9 Microcounseling recorded mock session due
Week 8 10/11/24	<b>Motivational interviewing</b> Evoking Planning	Miller & Rollnick (2023), chapters 6, 7, 10, 14
Week 9 10/18/24	<b>CBT</b> Introduction and model	Beck (2020), chapters 1, 2, & 3 Strunk, Whelen, & Bailey (2022) PPTRC Session 1 observation paper due MI recorded mock session due
Week 10 10/25/24	<b>CBT/ Cognition and interventions</b> Automatic thoughts Beliefs	Beck (2020), chapters 12 to 15, 17 & 18 PPTRC Session 2 observation paper due
Week 11 11/1/24	<b>Case conceptualization</b>	Dudley, Kuyken, & Padesky (2011) Meier (2002) Ruggiero, Casselli, & Sassaroli (2021) PPTRC Session 3 observation paper due CBT recorded mock session due
Week 12 11/8/24	<b>Intake and Mental Status Exam</b>	PPTRC Session 4 observation paper due CBT case conceptualization report due
Week 13 11/15/24	<b>Risk assessment</b>	Chu et al (2017) Knapp (2020), chapters 1, 2, & 3

		Nuij et al (2021) Steele et al (2018) PPTRC Session 5 observation paper due
Week 14 11/22/24	<b>Treatment planning</b>	
Week 15 11/29/24	<b>No class</b>	
Week 16 12/6/24	<b>Progress notes and termination and course wrap-up</b>	CBT treatment plan due Self-assessments due

\* 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](mailto: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](mailto: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](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.

## Use of Artificial Intelligence (AI) in Completing Coursework

The use of AI in academic work is complex and evolving. AI offers many advantages, including access to an enormous amount of information, the ability to efficiently process large amounts of data, and assistance with decision-making and pattern identification, to name a few. Because AI is an evolving technology, there are also several disadvantages, including a lack of transparency in the use of algorithms, algorithms that may introduce cultural bias (typically, Western, white, male) into results, and AI can lead to user reliance on AI, which may reduce problem-solving and critical thinking skills and compromise academic integrity. The following guidelines for AI use in this course are intended to strike a balance between these advantages and disadvantages.

The application of these guidelines is expected to help students maintain academic honesty and integrity, ensure equitable access of opportunity, ensure development of critical thinking and problem-solving skills, and reinforce the advantages and disadvantages of AI use.

1. For original work, students should ensure that all work is original and that they have their own solid understanding of the material. AI may assist in providing general guidance for assignments, but AI should not produce work on the behalf of students.
2. Any content, ideas, or assistance obtained through AI must be appropriately cited (as you would with any other source), including the AI tool used, time and date used, prompt words used to generate text, sections that may contain AI-generated text, and any ideas resulting from AI use.
3. AI is prohibited from being used to complete quizzes, exams, or any other assessment unless permitted by the instructor.
4. To ensure equity of access, any AI tool or platform used should be freely available to all students in the class.
5. Data is not private when using AI platforms, so please be cautious when using personal information with AI tools. Be familiar with the AI platform's Terms of Use.

The misuse of AI tools in this class, which includes but is not limited to a violation of the above guidelines, will be considered a breach of academic integrity. Any consequences will be consistent with

Purdue's policies on academic dishonesty (as detailed in this syllabus above) and may include grade penalties, course failure, or other disciplinary actions.