

## **PSCH 382 - PSYCHOLOGICAL INTERVENTIONS**

**Fall 2016**

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**Office Hours:** see Blackboard-Tools-Contact for hours and other contact details

**Course #:** 34691 (3 credits)

**Time:** 3:00-4:15 M W

**Location:** 2BSB 315

### **COURSE DESCRIPTION:**

Welcome to Psychological Interventions! This course focuses on psychological treatments that are specific to cognitive-behavioral types of interventions. Class will include:

- 1) Theories that form the bases for these psychological interventions
- 2) Specific intervention models and techniques
- 3) Processes and stages of intervention and change
- 4) Other relevant issues (e.g., ethical and methodological issues in the application of psychological interventions)

### **COURSE PREREQUISITES:**

Prerequisites courses for this course are **PSCH 100 and PSCH 270**. LAS does *not allow* students to earn credit for courses they have taken out of sequence. If students remain in the class without the prerequisites, there is a possibility you will NOT receive credit despite completing the work. This is out of my control; I would unfortunately be of minimal assistance, if any, if you found yourself in this situation.

**NOTE:** Students in PSCH 382 are evaluated for participation in Fieldwork/PSCH 385. See Course Information on Blackboard for the Referral form required by the Director of Internships in APP.

### **REQUIRED TEXTS:**

- Craske, M. (2010). *Cognitive-Behavioral Therapy*. Washington, D.C.: APA Publications.
- Prochaska, J., Norcross, J., & DiClemente, C. (1994). *Changing For Good*. NY: Quill/HarperCollins.

**COURSE REQUIREMENTS** consist of the following (300 points, maximum):

1) Three **non-cumulative** exams that may involve various formats of questions (e.g., short answer, short essay, true/false, multiple choice, etc.). This will be up to instructor discretion. The first two exams are scheduled for Monday, 9/26 and Monday, 10/31; the third exam will be scheduled during finals week, date to be announced.

2) **ONE SELF-INTERVENTION AND PAPER** assignment, which focuses on designing, conducting and then writing up an intervention aimed at changing a behavior of your own that also includes a coaching component. The final paper is 10-14 pages in length and fulfills one of the University's writing requirements. Details about the paper will be on Blackboard under Course Info & Assignments and will be discussed in class during the first week. Early stages of

the assignment include due dates for the topic, intervention design and baseline status. See the Weekly Class Schedule listed below and the Process and Format document posted on Blackboard for due dates. The first due date is 8/31, for the target behavior approval. Implementation of the intervention begins no later than week 7. The final paper is due on Monday, 11/07.

3) **CLASS PARTICIPATION** Actively participating in class is important and also contributes to your grade. Participation credit will be earned a variety of ways depending on the day. Examples include short in-class and homework assignments, brief quizzes on the readings, and providing feedback (e.g., questions you have, topics that were confusing, what you enjoyed).

5.) **OFFICE HOURS:** Each week there are a total of four opportunities to attend office hours between the instructor and TA availability. In addition, should you not be able to attend office hours due to scheduling conflicts, feel free to email me to schedule an appointment. I am happy to figure out a way to meet. However, please keep in mind that our schedules might not immediately overlap. When possible, do your best to schedule in advance. Lastly, the time at which office hours occur are subject to change.

6.) **EXTRA CREDIT:** I am deeply committed to increasing communication between students, instructors and TAs. I view fostering these professional relationships as one way to support and enhance student success. Therefore, you can earn 2.5 points toward your grade the first time you attend office hours with the instructor and the TA (5 pts total). While at office hours, you can review an exam, quiz, or ask a question. Questions need not necessarily be related to course material but can cover areas of professional development as well (i.e., learning about graduate school). Additionally, you may also earn these points from simply coming by and saying hello. **Please note:** When doing this, please make sure to request your extra credit and write your name down *while* at office hours; this assists us in tracking extra credit in a timely fashion and allays later conversations about whether or not you attended. This is the **only** opportunity for extra credit and must be completed by the end of week 14.

### **GRADING POLICY:**

Final grades are determined by the total points (300, maximum) obtained on the course requirements listed above, using a standard scale, i.e., 90% (270 or more points) = A; 80% (240-269 points) = B; 70% (210-268 points) = C; etc. Grades will **not** be changed because your total points place you one or two points below a higher letter grade. Most important, you are responsible for your grade. **Read:** Please check your points on Blackboard regularly. Notify instructor if you think an error has been made in grading or if you'd like to discuss further.

### **Point System**

Exam 1	50 points
Exam 2	50 points
Exam 3	50 points
Course Paper	100 points
Participation	50 points

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Total	300 points
Extra Credit	5 points toward 300

## **UNIVERSITY COURSE POLICIES:**

**Attendance Policy:** As indicated above under Course Requirements/Class Participation, attendance contributes to your grades (and facilitates learning course material). Inform the instructor via email if you are unable to attend a class due to illness, etc. Documentation for an absence may be required.

**Academic Year Holidays and Religious Days of Special Observance:** Inform the instructor via email in advance if you will miss class or need to reschedule an exam due to observance of a religious holiday. See the following website for the University's list of holidays/religious days: <http://oae.uic.edu/docs/ReligiousHolidaysAY20162018.pdf>

**Academic Integrity Policy:** A student who submits work, at any stage of the writing process, which in whole or part has been written by someone else or which contains passages quoted or paraphrased from another's work without acknowledgment (quotation marks, citation, etc.) has plagiarized. Maintain your integrity when completing assignments and be overzealous to give credit where it is due. If you are ever unsure about what constitutes plagiarism, ask your TA or instructor. Students who are found to have plagiarized work or have otherwise violated academic integrity may be subject to various disciplinary actions, including a failing grade on a particular assignment, failure of the entire course, filing a complaint with the Office of the Dean of Students, and possible expulsion from the university. For more information about violating academic integrity and its consequences, consult the website of the UIC Office of the Vice Chancellor for Student Affairs at: <http://dos.uic.edu//conductforstudents.shtml>

**Academic Deadlines:** See the following website for academic deadlines for the current year: <http://catalog.uic.edu/ucat/academic-calendar/#2016-2017>

**Course Drop Deadlines:** Undergraduate students may drop classes during the first two weeks of the semester without prior approval and with no academic penalty. Thereafter, students may drop classes between the 3rd and end of the 10th week for a total of four times over their entire UIC enrollment. Students must see an LAS advisor on the 3rd floor of UH or by appointment (996-3366) to process a drop between the 3<sup>rd</sup> and 10<sup>th</sup> weeks.

**Disability Accommodations:** Information about reasonable accommodations is found at <https://drc.uic.edu/>. Students with disabilities who require accommodations for access to and/or participation in this course are most welcome but must be registered with the Disability Resource Center (DRC) and provide the instructor with DRC documentation *prior* to the exams or papers, etc. needing accommodations. You may contact DRC at 312-413-2183 (v) or 312-413-0123 (TTY). If during the semester, an unanticipated serious medical emergency or traumatic event occurs, such as a death in the immediate family or being the victim of an assault, and interferes with your ability to attend class or perform academic tasks, it is recommended that you contact the DRC right away as well.

**Blackboard:** Information about this course will be posted on Blackboard. This includes instructor/TA contact information, assignments, abbreviated lecture slides, announcements, test

information, and grades. Check Blackboard regularly for any announcements regarding the class throughout the semester.

## WEEKLY CLASS SCHEDULE:

<u>Week</u>	<u>Topic/Due Dates/Test Dates</u>	<u>Assigned Reading</u>
1	Syllabus; History of Cognitive-Behavioral Therapy; Behavior Change <b><i>Presentation on paper assignment</i></b>	Craske, Chapter 2  Start next week's reading
2	Operant Conditioning / A-B-C Model Antecedent and Behavior Strategies <b><u>Due Weds 8/31: Target behavior</u></b>	Kazdin, Chapter 2 pp. 39-71 (BB) Craske, Chapter 3, pp. 19-39
3	Labor Day Monday: University Closed, <b>No Class</b>  <b>Weds:</b> Consequence Strategies/Extinction Strategies	Miltonberger, Chapter 4 pp. 73-81 (BB) Miltonberger, Chapter 5 (BB)
4	<b>Mon:</b> TBD  <b>Weds:</b> Overview of Cognitive-Behavioral Therapy Cognitive Appraisal Theory <b><u>Design of Intervention due by Weds 9/14</u></b>	Start Wednesday reading  Craske, Chapter 1 Craske, Chapter 3, pp. 39-52 Craske, Chapter 4, pp. 61-63
5	Cognitive Strategies: ABC worksheets & Cognitive Distortions Worksheet <b>Video:</b> <a href="#">A. Ellis session with Gloria</a>	Craske, Chapter 4, pp. 85-92 <b>Continue studying for exam 1</b>
6	<b>Mon:</b> ***Exam 1***  <b>Weds:</b> <i>Challenging Questions</i> worksheet, <i>Summary Worksheet</i> & Putting the cognitive strategies to practice <b><u>Assigning coaches on Weds, 9/28</u></b> <b><u>Baseline status due by Sunday, 10/2</u></b> <b><u>Implementation of Intervention starts by week 7</u></b>	No reading.  Start next week's reading
7	<b>Mon:</b> Evidence supporting CBT: Behavioral Strategies: Behavioral Experiments & Relaxation Exercises  <b>Weds:</b> Anxiety and CBT	Craske, Chapter 5 Craske, Chapter 4, p. 63-71  Craske, Chapter 4, p. 76-85
8	<b>Mon:</b> OCD and Exposure; In-class activity  <b>Weds:</b> Behavioral Activation for Depression	Craske, Chapter 4, p. 71-76



**UIC RESOURCES:**

If you find yourself having difficulty with the course material or any other difficulties related to this course, please come talk with the instructor at any time and preferably early on (i.e., before the test date or paper due date). If you are having difficulty about an issue beyond this course, please contact your college advisors, or get help from any number of other support services on campus. See this link for a variety of student/learning resources at UIC:

<http://www.uic.edu/uic/studentlife/index.shtml>

**The Writing Center**, located in Grant Hall 105, offers one-on-one consultation with student writers who need help developing ideas, or need advice, guidance or additional instruction on any aspects of writing in any class. Tutors are prepared to spend fifty minutes per appointment, and there is no limit to the number of tutoring sessions you can have each semester. Make an appointment and be on time. Bring the paper on which you're working, as well as any related drafts or notes, and information about the assignment. For an appointment, call the Writing Center at (312) 413-2206, or stop by room 105 of Grant Hall. Visit the Writing Center website at [www.uic.edu/depts/engl/writing](http://www.uic.edu/depts/engl/writing) for more information.

**Computer Labs** are available throughout campus where you may write and/or print out your work. For a list of labs and the hours they're open, go to <http://acc.uic.edu/lab/all>.

NOTE: Do not wait until the last minute to print out papers. Sometimes labs have long lines of students waiting for access.

**The Academic Center for Excellence** can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. Phone: (312) 413-0031; [https://www.uic.edu/depts/ace/acad\\_mentoring.shtml](https://www.uic.edu/depts/ace/acad_mentoring.shtml)

**Counseling Services** are available for all UIC students. You may seek free and confidential services from the Counseling Center. The Counseling Center is located in the Student Services Building; you may contact them at (312) 996-3490. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis Hotline from 6:00 p.m.-10:30 p.m. They offer support and referrals to callers, as well as telephone crisis interventions; call (312) 996-5535. [www.counseling.uic.edu](http://www.counseling.uic.edu)

**Student Veterans Center**, located in UIC Student Center East or SCE (750 S. Halsted St.), on the 2nd floor, inside the Commuter Student Resource Center. This center is like a small library where you can meet other student veterans, network, and do work between classes.